



Los Medanos College

Institutional Self Study for
Reaffirmation of Accreditation

SPRING 2002





Introduction



Responses

Response to Recommendations
from the 1996 Visiting Team



S T A N D A R D O N E

Institutional Mission

Team:

Robin Aliotti, Faculty

Sandra Trujillo-Holman, Manager, Chair

Joanna Padniernos, Student

Betty Pearman, Faculty

Evelyn Storhill, Classified



S T A N D A R D T W O

Institutional Integrity

Team:

Stephanie Alves, Classified

Shirley Leung, Faculty, Co-chair

Eileen Valenzuela, Manager, Co-chair



S T A N D A R D T H R E E

Institutional Effectiveness

Team:

Pamela Hawkins, Manager, Chair

Gil Rodriguez, Manager

Humberto Sale, Classified

Nancy Ybarra, Faculty



S T A N D A R D F O U R

Educational Programs

Team:

Judy Bank, Faculty

Estelle Davi, Manager

Barry Goldstein, Manager

Veronica Knott, Manager, Co-chair

Richard Livingston, Manager

Jeanne Lundahl, Classified

Diana McDonald, Faculty

Don McKnight, Faculty, Co-chair

Janhavi Stewart, Faculty

David Zimny, Faculty



S T A N D A R D F I V E

Student Support and Development

Team:

Art Alatorre, Manager

Jorge Cea, Classified, Co-chair

Bill Fracisco, Faculty

Marie Karp, Faculty

Beverly Loomis, Classified

Elizabeth Rogers-Beckley, Student

Felipe Torres, Manager

Linda Wille, Classified, Co-chair



S T A N D A R D S I X

Information and Learning Resources

Team:

Ed Bolds, Manager, Co-chair

Elizabeth Reynolds, Faculty

Nancy Chinn, Manager

Emily Doolittle, Classified

Frances Moy, Faculty

Paul Ortiz, Classified

Bob Skapura, Manager, Co-chair



S T A N D A R D S E V E N

Faculty and Staff

Team:

Maria Acosta, Manager

JoAnn Cookman, Classified

Gretchen Fretter, Manager, Co-chair

Pablo Gonzales, Faculty, Co-Chair

Mary Gursky, Classified (Fall 2000)

Joellen Hiltbrand, Faculty

Raquel Rowe, Classified, (Fall 2000)

Ken Stanton, Classified

Michael Yeong, Faculty



S T A N D A R D E I G H T

Physical Resources

Team:
Anton Campen, Manager, Chair
James Cohen, Faculty
Charles Coleman, Manager
Dorrie Fisher, Faculty
Kristen Del Chiaro, Student
Earlene Greenfield, Classified
Glenn Sobolik, Classified
Jeannie Whitley, Classified



S T A N D A R D N I N E

Financial Resources

Team:

Bruce Cutler, Manager, Co-chair

Jeff Johnson, Faculty, Co-chair

Tom Strain, Manager

Kay Zerck, Classified



S T A N D A R D T E N

Governance and Administration

Team:
Linda Ferrante, Classified
Eric Spencer, Student
Raúl Rodríguez, Manager, Chair
Mitch Schweickert, Faculty
Bob Zavala, Faculty



Summary

Self Study Planning Agenda Summary

INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



Submitted by:

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565-5197

Submitted to:

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

Spring 2002

Dr. Raúl Rodríguez, President
Los Medanos College

Contra Costa Community College District Governing Board

Sheila A. Grilli, President • John T Nejedly, Vice President •
David N. MacDiarmid, Secretary • David W. Girard • Jess H. Reyes • Jose L. Morales,
Student

Dr. Charles C. Spence, Chancellor

TABLE OF CONTENTS

Certification of Self Study Report	ii	Standard Four: Educational Programs.....	63
Introduction		Standard Five: Student Support and Development.....	89
Abstract of the Report.....	1	Standard Six: Information and Learning Resources.....	101
Organization for the Self Study.....	9	Standard Seven: Faculty and Staff.....	117
Descriptive Background and Demographics.....	13	Standard Eight: Physical Resources.....	133
Los Medanos College Organizational Chart.....	19	Standard Nine: Financial Resources.....	143
Eligibility Requirements For Accreditation.....	21	Standard Ten: Governance and Administration.....	161
Response to 1996 Visiting Team Recommendations	25	Planning Summary	183
Standard One: Institutional Mission.....	39		
Standard Two: Institutional Integrity.....	43		
Standard Three Institutional Effectiveness..	53		

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: December 13, 2001

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.

Signed

Charles C. Spence Chancellor, Contra Costa Community College District

Sheila A. Grilli President, Governing Board

Raúl Rodríguez President, Los Medanos College

Lois Yamakoshi President, Academic Senate

Linda Kohler President, Classified Senate

Miguel Mendoza President, Student Senate

Daniel W. Henry Accreditation Liaison Officer

ABSTRACT OF THE REPORT

Standard One: Institutional Mission

The mission statement of the college was developed in 1997 by a large ad hoc shared governance group; it was updated during the 2000-2001 academic year. The statement, which appears prominently in the College Catalog, covers all current credit programs and broadly defines institutional purposes. The mission statement serves as the basis for various planning documents. Priorities for resource allocation action and decision making flow from the mission-based strategic plan. Basically, the statement defines the mission as providing quality educational opportunities for those within the changing and diverse community the college serves. LMC revises its mission statement on a three-year cycle in conjunction with strategic planning. The Governing Board has approved the college mission statement.

Standard Two: Institutional Integrity

The catalog, class schedule and website are generally clear, accurate, current and consistent. The college is taking additional steps to ensure that the website is kept up-to-date.

District Board Policy affirms belief in the academic freedom of faculty, management and students. Employees generally distinguish between personal conviction and proven conclusions and present material fairly and objectively. LMC publications clearly indicate that the college will not tolerate academic dishonesty.

LMC continues to encourage diversity

in its student body and staff – the student body is generally as diverse as the college’s “feeder area”; the workforce is also diverse. The curriculum and student activities both emphasize diversity.

Throughout the self study process, LMC has complied with Accreditation Commission policies, guidelines and requirements. The college, with leadership from the Accreditation Steering Committee, took the approach that a fair, balanced and candid self study is a valuable tool for institutional improvement.

Standard Three: Institutional Effectiveness

Research is an integrated component of the Office of Planning, Research and Professional Development, which was created in 1998. Research has been integrated into educational master planning, strategic planning, and program review and unit planning processes.

The Institutional Planning Committee created an Institutional Effectiveness Model to evaluate how well the college accomplishes its mission and purposes. Effectiveness of every organizational unit is evaluated through regular program review, followed by development of a unit plan. Many more organizational units now participate in the revised program review process.

The Financial Planning Model, which links planning and budgeting, has been developed and the first cycle of implementation has been completed. A

ABSTRACT OF THE REPORT

comprehensive Educational Master Plan was developed and is now scheduled for revision. A new Facilities Master Plan was developed during 2001.

Development of all of LMC's planning processes had input from, and review by, the college community. Improved evaluation and planning processes have led to a number of significant college improvements during recent years. The college will now conduct additional assessment of its various planning processes, with an emphasis on institutional effectiveness. Also, LMC will evaluate achievement of the outcomes specified in the current strategic goals.

Standard Four: Educational Programs

The college's educational programs and services support its mission. Course and program offerings directly address the varied educational needs of a diverse community and student body. New curricular offerings are regularly developed to meet changing student needs. The college has implemented a number of changes, such as expansion of the Brentwood Center and web-based courses, to better serve the community. The college will expand, distribute and implement the Enrollment Management Plan.

The district supplies sufficient resources to support educational programs, although the college needs both more full-time faculty and staff and additional instructional and student services space. Financial resources for instruction have been augmented recently by outside

funding sources. Instructional technology resources are now much improved.

Recently the college has increased significantly its developmental education and economic development efforts. Several initiatives are underway to improve the college's transfer rate. Occupational departments offer programs designed to meet workplace needs in Contra Costa County. Students who complete the programs generally do very well on outside certification instruments.

LMC's degree programs introduce students to the broad areas of knowledge – communication/critical thinking, science, creative arts, humanities, behavioral science and social science. The college's general education program, which is based on a clear philosophy and rationale, has been evaluated and modified, decreasing the number of required units and increasing options to meet requirements. Competency exit requirements for both certificates and degrees – computer literacy, math and reading/writing – are in place. The college plans to identify learning outcomes for degree and certificate programs and assess achievement of those outcomes. Surveyed students were very positive about the quality of LMC classes.

New and revised courses and programs are approved by the Academic Senate's Curriculum Committee. Educational programs are evaluated through the revised Program Review and Unit Planning process.

ABSTRACT OF THE REPORT

The college ensures the quality of instruction through an equitable hiring process that emphasizes only job-related qualifications, regular faculty evaluation, numerous professional growth opportunities and adherence to the approved course outlines of record. Up-to-date articulation agreements are in place with all of LMC's primary transfer institutions.

LMC uses a range of delivery systems and modes of instruction to meet the needs of its students. The college is offering more non-traditional classes -- short-term, PACE, weekend, off-site and on-line.

Standard Five: Student Support and Development

LMC provides a full range of student support and development programs. Some student services are now available at the college's expanded Brentwood Center. The catalog, class schedule, Student Handbook and college website are the primary sources for accurate information about educational programs, student services and various policies that affect students. However, some students are not aware of the vital information contained in these media.

The college uses many methods to identify the educational support needs of its students, such as by assessment, counselor and instructor feedback and through periodic student and community surveys. All student services now gather utilization data and student satisfaction information as part of the new program review process. Individual program review survey

results indicated students were quite satisfied with the services that they had used.

During 1997, the administrative structure of Student Services was reorganized. The change was designed to provide a more integrated approach to addressing student needs and to improve coordination between instruction and student services.

The college is in full compliance with state requirements regarding the use of assessment instruments and placement practices. Studies are done regularly to assure that placement continues to be appropriate for the current student population. LMC will address the findings of the recent disproportionate impact study.

Student survey results indicate that the college has been successful in creating a campus climate that serves and supports its diverse student body.

LMC offers extensive co-curricular activities designed to foster student development and encourage personal and civic responsibility.

Standard Six: Information and Learning Resources

LMC's library is inadequate – both in the size of the collection and in the size of the facility. The college has submitted a final project proposal for a new library and is developing a plan to increase the book collection. The library's "base" book budget is also inadequate, although in recent years it has been augmented significantly from

ABSTRACT OF THE REPORT

a variety of funding sources. The college will develop plans to provide an increased base budget for books and to better inform students of existing library resources.

The High Tech Center is well used and received “high marks” from users and the DSPS Site Review Team. Campus computer labs have been expanded and generally have up-to-date hardware and software. Since 1994, \$97,500 has been allocated each year to upgrade instructional labs.

The Instructional Technology Department, which has significantly increased its staffing level, has completed a number of major initiatives to expand and/or upgrade technology on campus. Consultants have praised the college for its state-of-the-art technology “architecture.”

All learning resources are readily accessible to students and faculty. Library hours are adequate and electronic access to resources has been improved. The college has a well qualified staff to provide support for users of information and learning resources. A full-time faculty member has been hired to oversee the High Tech Center. The Staff Training Center provides regular professional development activities in technology for employees.

Standard Seven: Faculty and Staff

Consistent with its mission, the college recognizes the significant educational role played by its excellent faculty, staff and managers. However, college leaders

will develop a plan to secure more full-time faculty and classified staff.

Procedures for selecting personnel have resulted in hiring employees who are well qualified for their positions and who can respond effectively to the educational needs of a diverse student body. Criteria for the selection of faculty emphasize subject matter knowledge, teaching or student services effectiveness and potential to contribute to the college mission. Surveyed students rated the quality of teaching at the college very positively.

Hiring procedures are clear, fair and well documented. The college actively recruits and hires under-represented applicants. LMC’s employees generally represent the diversity of the feeder area and student body. The college will develop plans to increase the quality and quantity of applicant pools.

Classified staff, faculty and managers are evaluated on a regular basis. The district is currently negotiating with Local 1 to require evaluation of classified staff who have completed more than five years of service. All evaluation processes are designed to assess effectiveness and to encourage improvement.

The college provides numerous opportunities for all employees for continuing professional development. Employees have input into the planning and evaluation of staff development activities. LMC will develop an expanded orientation for all new employees.

ABSTRACT OF THE REPORT

Personnel policies are clear, equitably administered and widely available. All personnel procedures were recently reviewed and revised. Personnel records are secure and confidential.

Standard Eight: Physical Resources

LMC opened in 1974 on a 110-acre site in Pittsburg. With significant enrollment growth during the last decade, the existing college complex is clearly inadequate. The college has made it an institutional priority to address its space needs by completing remodeling projects, by scheduling classes off campus and on line and by developing proposals for new facilities. Although facilities are a district responsibility, the college has invested a significant portion of its own limited resources in maintenance and modernization projects.

The district is studying the feasibility of another locally-funded bond measure to address facilities needs. During spring 2001, LMC completed a Facilities Master Plan, based on the mission statement, college goals and other planning processes, in addition to the district's Five-Year Construction Plan. The college would like more district support for its facilities planning efforts.

Instructional equipment has been improved significantly during the last five years. Specifically, access to up-to-date computers for both students and employees has improved.

Maintenance of the buildings and grounds is the responsibility of the district Facilities and Operations staff.

However, monetary support for routine maintenance is inadequate. Specifically, maintenance of paving and utilities infrastructures is behind schedule due to funding limitations. The HVAC system has been upgraded, leading to an improved learning and working environment. The Custodial Department has initiated steps to improve service.

The College has updated its ADA Transition Plan and completed numerous projects to improve access. Various health and safety issues have been addressed since the previous team's visit. Campus lighting has also been improved.

Standard Nine: Financial Resources

The college receives its operating budget from the district, based on an FTES driven formula. The district funds the cost of permanent personnel. The district is financially sound, with an unrestricted general fund reserve of more than 5 percent. The district is currently re-evaluating its General Fund Budget Development Process.

During fall 2000, LMC established a Financial Planning Model that links planning to financial resource allocation. The model will be evaluated during this academic year.

The district's financial management system provides for appropriate control mechanisms and for information to be used in sound financial decision-making. The Datatel financial system now provides "real time" budgetary information, although there were problems with access to information

ABSTRACT OF THE REPORT

during the system's implementation phase.

External audits, conducted each year, have found LMC to be in compliance with respect to financial reporting. The district accounting and internal auditing departments have also found that the college has complied with district financial policies and procedures.

The College Foundation has been recently reorganized and is about to launch a focused fundraising program.

Standard Ten: Governance and Administration

The five-member Governing Board is an independent policy-making body that represents the public interest. The board ensures that the colleges' educational programs are of high quality and oversees the financial health of the district. The development of board policies reflects the approved shared governance process. The district recently completed a review and revision of all its policies and procedures – the process included involvement from all constituency groups.

The Governing Board selects and evaluates the chancellor and other key academic and administrative officers. The chancellor has been evaluated four times and his contract has been extended.

The chancellor has kept the board informed about the accreditation process. The board approved the approach to the process and reviewed

and approved the self studies.

The College President demonstrates effective leadership in defining institutional goals, plans and priorities. Specifically, he has supported and encouraged development and refinement of various college planning processes; provided a vision for the college that is more community oriented; secured significant outside funding; and expanded off-campus offerings. Using PFE funds, the president augmented all organizational units' budgets by 18 percent last year.

LMC's management structure was reorganized four years ago in order to improve effectiveness. Based on experience with the new structure and negative feedback regarding its effectiveness, the president has recently proposed additional changes in the organization of instruction and student services. Managers are qualified by training and experience for their positions and are evaluated on a regular basis.

The role of the District Office is to support the colleges in fulfilling their missions. However, there is a significant level of dissatisfaction with day-to-day district services among many employees.

Based on board policy, faculty have a substantive role in district and college governance. The College President has made it a priority during this academic year to develop a more coherent governance structure that improves communication and more clearly defines responsibilities. The Academic

ABSTRACT OF THE REPORT

Senate recently replaced the traditional “senate-of-the-whole” with a representative senate; the new structure will be evaluated after one year. The district and college provide adequate support for the senate. Classified staff and students also have a clear role in institutional governance. Initiatives are underway to improve student participation in student government and college governance activities.

ORGANIZATION FOR THE SELF STUDY

Planning for the self study began during the spring 2000 semester with the appointment of the Accreditation Liaison Officer and continued during the summer as an approach and timeline were drafted. The president worked with the leadership of the senates to modify and finalize the draft plan prior to the beginning of classes in fall 2000.

The organization for the self study included the formation of a Steering Committee and standards teams and also called for engaging a writer to assist with creating and editing the document itself. The ten 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, by holding forums for input, and by collecting written comments. All teams had faculty, classified, and management representation and the student senate appointed representatives to most of the teams. The teams were asked to focus on providing evidence regarding the degree to which college practices met the standard as opposed to being concerned about producing a “polished” chapter for the self study. The committees were asked to “surface the college’s ‘sense’ of its accomplishments or failures in meeting the standard” and to forward the results (often in “bullet format”) to the Steering Committee.

The Steering Committee was charged with acting as the primary editing body for the report and also was assigned to test the accuracy of input forwarded from the standards teams in cases where

disputes or questions were identified. Each Steering Committee Member also acted as a liaison from the committee to at least two Standards Teams and, in many cases, essentially served as a member of the teams. Five faculty members, three managers, two classified staff, and one student served on the Steering Committee. The Accreditation Liaison Officer served as the non-voting chair of the committee. The committee met regularly throughout the 2000-01 academic year, reviewed drafts via email during summer 2001, and finalized the draft during two half-day retreats in fall 2001. Five to ten drafts of each standard were developed by the Steering Committee and then forwarded to the standards teams and the college community for their review.

Initially, a recently retired Los Medanos College administrator who had major responsibility for producing the mid-term and progress reports was engaged as the self study writer. When, during spring 2001, he was unable to continue in that capacity due to personal health issues, the Dean of Liberal Arts and Sciences, who had previously served as the College Accreditation Liaison Officer, took over the role.

The college developed an accreditation web page as a vehicle for keeping the entire community informed. Every draft was posted on the web page, as were the agendas and summaries for the meetings of the Steering Committee. Paper copies were made available upon request. The standards teams provided a progress report and requested feedback at a college assembly in spring 2001, the Accreditation Liaison Officer did the

ORGANIZATION FOR THE SELF STUDY

same at the all-college opening day session in fall 2001, and the nearly final results were again disseminated and discussed at an assembly in early October 2001. The College President reported on the status and the major findings of the self study to the Governing Board in September 2001. In addition, review and input from the college community was requested via numerous emails, memo, and voice mail messages.

The self study was scheduled to be forwarded to the printer in November 2001, presented to the Governing Board in December 2001, and distributed to the visiting team, the commission, and the college community in January 2002.

STEERING COMMITTEE AND TEAM MEMBERSHIP

Accreditation Steering Committee

Members

JoAnn Cookman - Classified
Peter Garcia – Manager
Liz Ann Goldsby – Student (Fall 2001)
Linda Kohler - Classified
Dick Livingston - Manager
Cathy McCaughey – Faculty
Gail Newman - Manager
Betty Pearman - Faculty
Jeannine Stein - Faculty
Angelo Welihindha – Student (2000-01)
Lois Yamakoshi - Faculty
David Zimny – Faculty

Facilitator

Daniel Henry – Manager, Accreditation Liaison Officer

Standards Teams

Standard One

Robin Aliotti Faculty
Sandra Trujillo-Holman* Manager
Joanna Padniernos Student
Betty Pearman Faculty
Evelyn Storhill Classified

Standard Two

Stephanie Alves Classified
Shirley Leung* Faculty
Eileen Valenzuela* Manager

Standard Three

Pamela Hawkins* Manager
Gil Rodriguez Manager
Humberto Sale Classified
Nancy Ybarra Faculty

Standard Four

Judy Bank Faculty
Estelle Davi Manager
Barry Goldstein Manager
Veronica Knott* Manager
Richard Livingston Manager
Jeanne Lundahl Classified
Diana McDonald Faculty
Don McKnight* Faculty
Janhavi Stewart Faculty
David Zimny Faculty

Standard Five

Art Alatorre Manager
Jorge Cea* Classified
Bill Fracisco Faculty
Marie Karp Faculty
Beverly Loomis Classified
Elizabeth Rogers-Beckley Student
Felipe Torres Manager
Linda Wille* Classified

ORGANIZATION FOR THE SELF STUDY

Standard Six

Ed Bolds* Manager
Elizabeth Reynolds Faculty
Nancy Chinn Manager
Emily Doolittle Classified
Frances Moy Faculty
Paul Ortiz Classified
Bob Skapura* Manager

Standard Seven

Maria Acosta Manager
JoAnn Cookman Classified
Gretchen Fretter* Manager
Pablo Gonzales* Faculty
Mary Gursky Classified (Fall 2000)
Joellen Hiltbrand Faculty
Raquel Rowe (Fall 2000)
Ken Stanton Classified
Michael Yeong Faculty

Standard Eight

Anton Campen* Manager
James Cohen Faculty
Charles Coleman Manager
Dorrie Fisher Faculty
Kristen Del Chiaro Student
Earlene Greenfield Classified
Glenn Sobolik Classified
Jeannie Whitley Classified

Standard Nine

Bruce Cutler* Manager
Jeff Johnson* Faculty
Tom Strain Manager
Kay Zerck Classified

Standard Ten

Linda Ferrante Classified
Eric Spencer Student
Raul Rodriguez* Manager
Mitch Schweickert Faculty
Bob Zavala Faculty

* Team Chair

DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

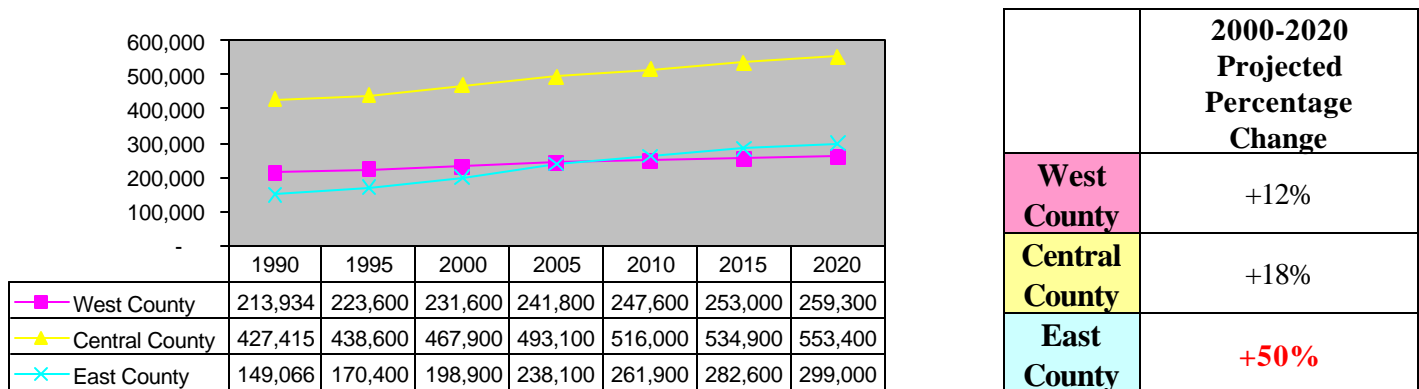
Diablo Valley College in Pleasant Hill, Contra Costa College in San Pablo, and Los Medanos College in Pittsburg comprise the Contra Costa Community College District. With headquarters in Martinez, the District enrolls some 43,075 students. The district was established in 1948 and is the second oldest 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 the Chancellor and staff. Many decisions are made at the colleges. Faculty, managers, staff 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 separating Pittsburg from 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. To the south, grasslands and hills support a hardy livestock industry. Directly to the north is the Sacramento river with its bustling heavy industry; just over the Mt. Diablo foothills to the west lies San Francisco Bay and its metropolitan areas. With all of its available land, the “East County” continues to go through rapid growth and “suburbanization.” This rare geographical 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 Antioch, Bay Point, Bethel Island, Brentwood, Byron, Clayton, parts of Concord, Discovery Bay, Knightsen, Oakley, and Pittsburg. In recent years, eastern Contra Costa County has experienced rapid growth and it is projected that this growth will continue in the next 20 years, by at least 50% (Figure 1). To serve the needs of the growing community from the “East County”, the college has opened a center in the city of Brentwood.

In the next two sections, we provide a general description of our student population and of our personnel. For additional information about the college, please visit : www.losmedanos.net/groups/research/default2.htm

**Figure 1. Population Projections: 1990-2020
Contra Costa County**



Source: Association of Bay Area Governments. Population Projections, January 2000.

The Student Population

Los Medanos College enrolls about 9,339 students (43% male, 57% female, with an average age of 31 years). The student population is ethnically diverse, with 17% Latino, 12% African American, 6% Asian/Pacific Islander 5% Filipino, and 51% Caucasian (Figure 2). Student age is also very diverse: 24% of the students are under the age of 19, 30% between the ages of 20 and 29, and 46% over the age of 30 (Figure 3).

Figure 2
LMC's Student Ethnic Composition
Fall 2000

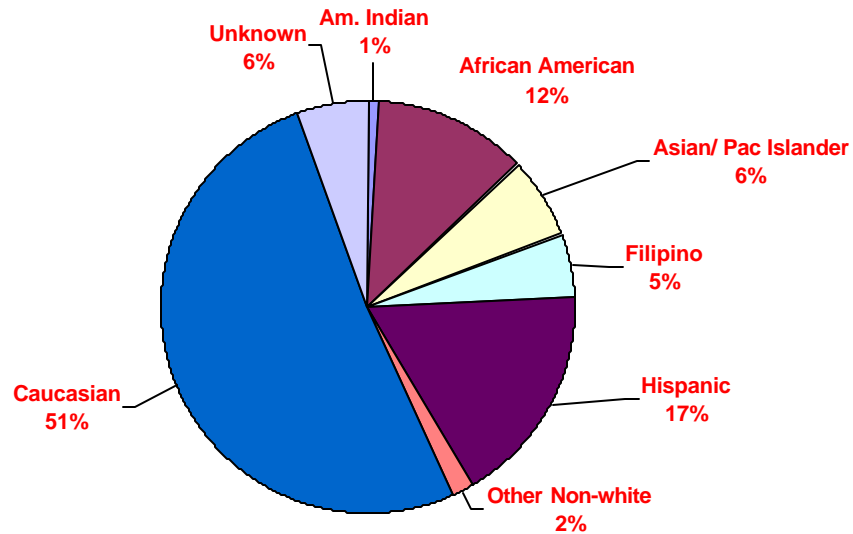
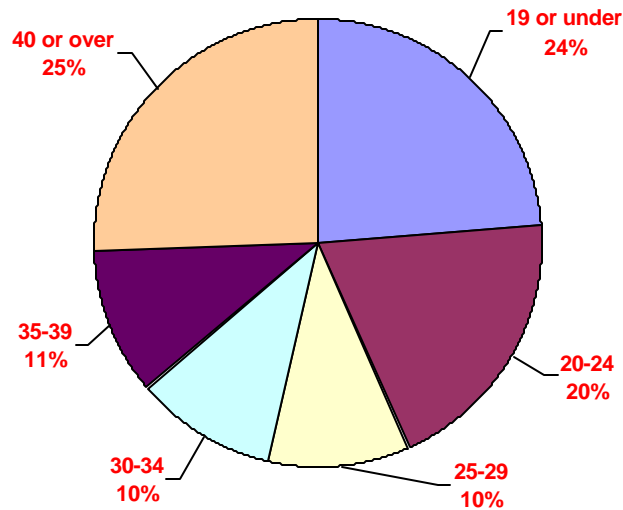


Figure 3
LMC's Student Age Group Composition
Fall 2000



Six-Year Enrollment Trends

Overall student enrollment has increased in the past 6 years. Six-year enrollment trends indicate no significant change in student load (part-time/full-time) status. Most students enroll part time (75%) – Table 1. However, a slight shift of student enrollment by time of day enrollment is observed. Five years ago 40% of the students enrolled in day classes only, that figure is now 43%. The proportion of students taking classes during the day and evening has remained constant (26%). The percentage of students taking evening courses is about 30% (Table 2).

Table 1
Student Load

FREQUENCIES				PERCENTAGE			
<u>YEAR</u>	<u>FULL TIME</u>	<u>PART TIME</u>	<u>TOTAL</u>	<u>YEAR</u>	<u>FULL TIME</u>	<u>PART TIME</u>	<u>TOTAL</u>
1995	1,760	5,551	7,311	1995	24%	76%	100%
1996	1,897	5,683	7,580	1996	25%	75%	100%
1997	1,835	5,657	7,492	1997	25%	75%	100%
1998	1,692	5,427	7,119	1998	24%	76%	100%
1999	2,174*	6,885*	9,059*	1999	24%*	76%*	100%
2000	2,241*	7,098*	9,339*	2000	24%*	76%*	100%

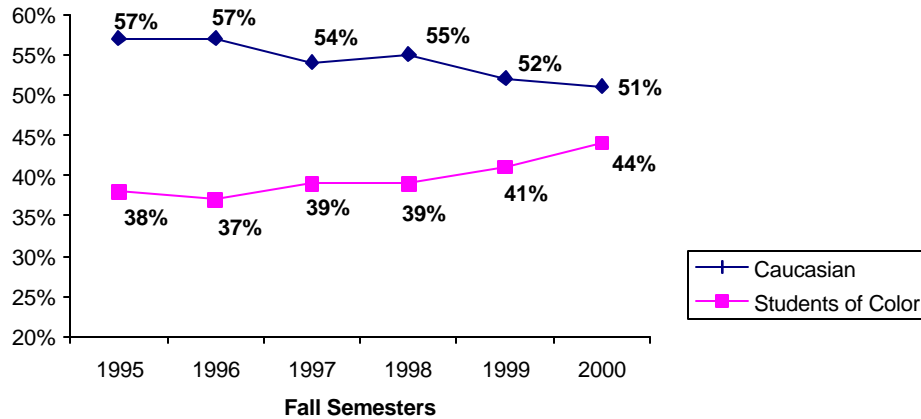
Table 2
Time of Day Enrollment

FREQUENCIES				PERCENTAGE			
<u>YEAR</u>	<u>DAY</u>	<u>DAY/ EVENING</u>	<u>EVENING</u>	<u>YEAR</u>	<u>DAY</u>	<u>DAY/ EVENING</u>	<u>EVENING</u>
1995	2,926	1,882	2,503	1995	40%	26%	34%
1996	3,049	1,968	2,563	1996	40%	26%	34%
1997	3,183	2,001	2,308	1997	42%	27%	31%
1998	3,100	1,832	2,187	1998	43%	26%	31%
1999	3,893	2,354	2,807	1999	43%*	26%*	31%*
2000	4,016	2,428	2,895	2000	43%*	26%*	31%*

- Figures are estimates based on End-of-Term data. Data for years 1999 and 2000 were scarcely available due the creation of the Research Data Warehouse.

Six-year LMC Fall enrollment figures also reflect California's changes in its ethnic composition. The proportion of students of color has been increasing while the proportion of Caucasian students has been decreasing (Figure 4). This change pattern is attributed mainly to an increased proportion of African American and Latino students. Based on US Census projections, these changes in California's population are expected to continue.

Figure 4
Six-Year LMC Students of Color Enrollment Trends: Fall 1995-Fall 2000



* Percentages for unknown are not included

Enrollment in The Brentwood Center:

To serve the academic needs of the rapid growing population in the "East County", Los Medanos College has opened a center in the Brentwood area. The center enrolled about 542 students in the Fall 2000, with a high proportion of Caucasian and Latino students (80%). Tables 3, 4 and 5 display their characteristics.

Table 3
Student Ethnic Distribution of Brentwood Center

FALL 2000

FREQUENCIES		PERCENTAGE	
White non-Hispanic	313	White non-Hispanic	57.8%
Hispanic	122	Hispanic	22.5%
African American	32	African American	5.9%
Asian	20	Asian	3.7%
Filipino	14	Filipino	2.6%
American Indian/ Alaskan Native	5	American Indian/ Alaskan Native	1.0%
Pacific Islander	2	Pacific Islander	0.4%
Other non-White	8	Other non-White	1.5%
Unknown	26	Unknown	4.8%
TOTAL	542	TOTAL	100%

Table 4
Student Gender Distribution of Brentwood Center

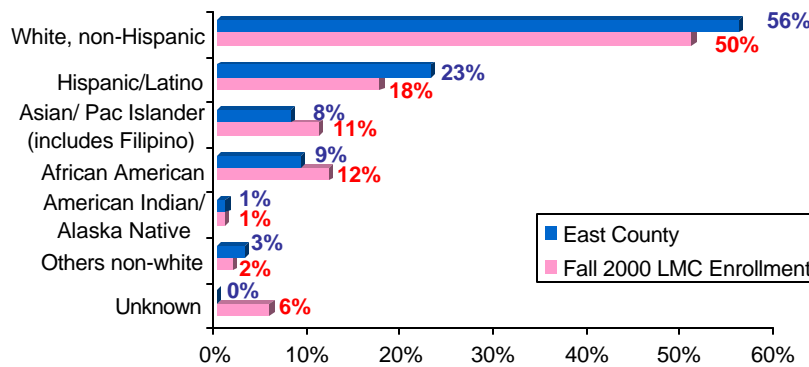
FALL 2000		FALL 2000	
FREQUENCIES		PERCENTAGE	
Female	311	Female	57.4%
Male	207	Male	38.2%
Unknown	24	Unknown	4.4%
TOTAL	542	TOTAL	100%

Table 5
Student Age Distribution of Brentwood Center

FALL 2000		FALL 2000	
FREQUENCIES		PERCENTAGE	
19 or younger	182	19 or younger	33.6%
20-24	101	20-24	18.6%
25-29	36	25-29	6.6%
30-49	183	30-49	33.8%
50 or over	40	50 or over	7.4%
TOTAL	542	TOTAL	100%

In comparing the ethnic composition of Los Medanos College to that of the serving community, it is observed that the college population reflects fairly well the ethnic diversity of its serving community, with the exception of Latino students (Figure 5).

Figure 5
LMC Student Enrollment as Compared to East County



* LMC Research Data Warehouse, July 2001

** US Census data, 2000

College Personnel

The college employs 484 individuals (23% are full-time faculty, 57% part-time faculty, 17% classified, and 3% management – Figure 6; and 43% male and 57% female). The ethnic composition is shown in figure 7.

Figure 6
Classification Status

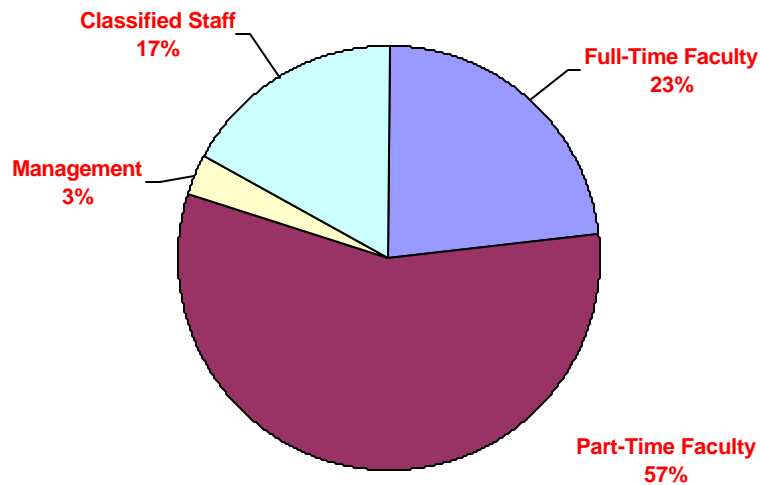
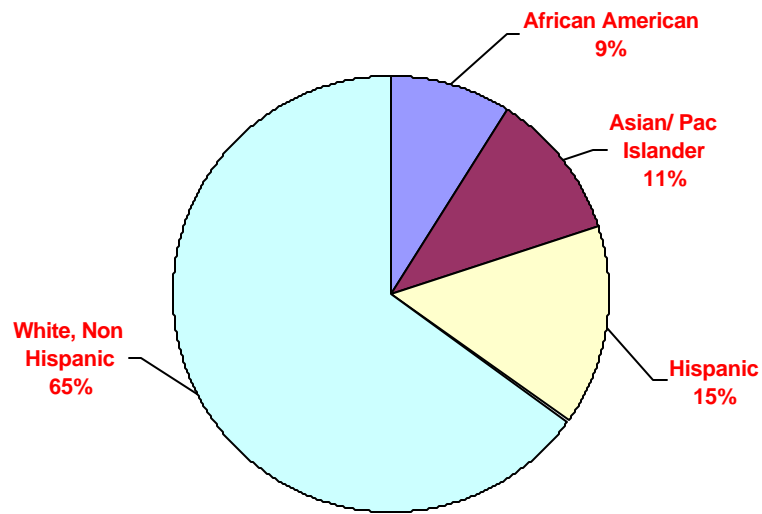
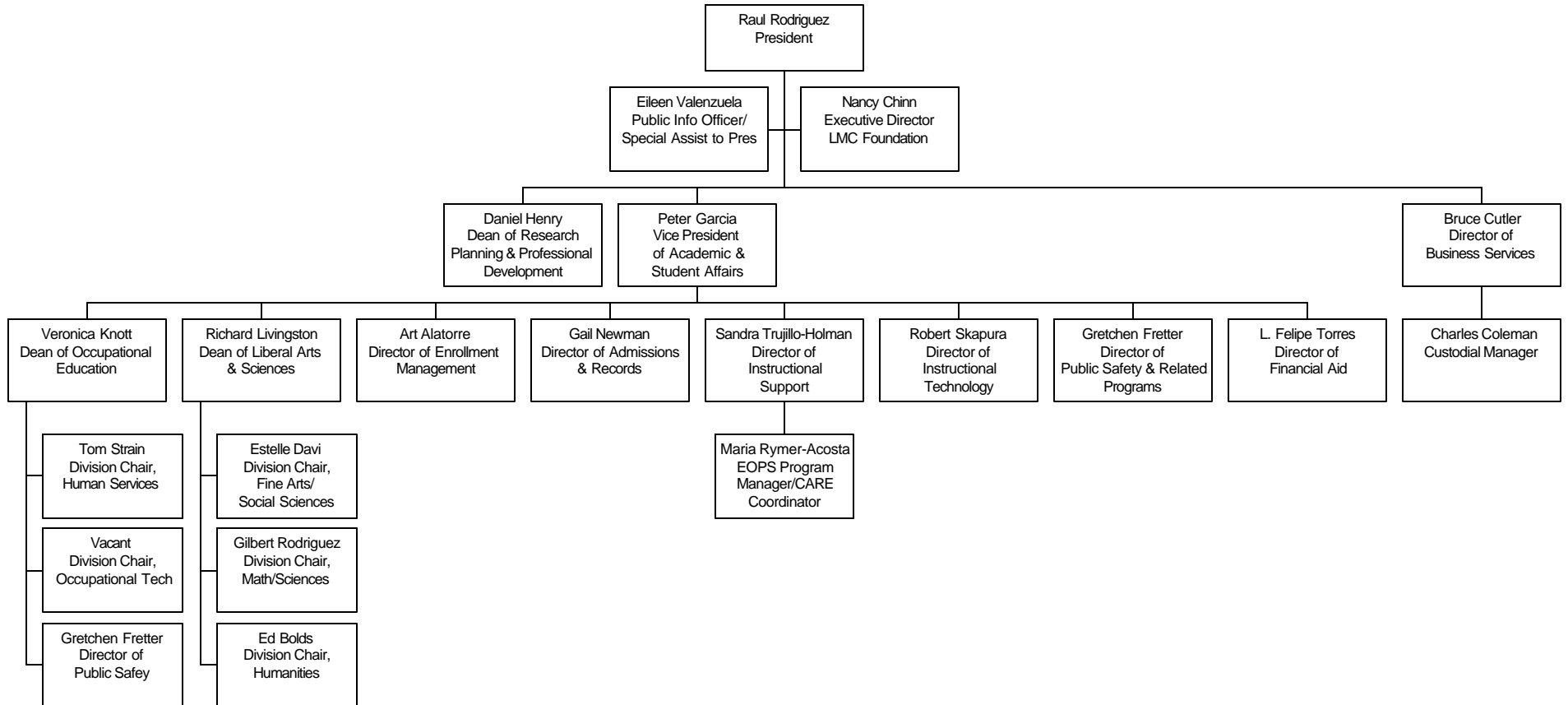


Figure 7
LMC Personnel: Ethnic Composition



Source: LMC Business Office, July, 2001.

Los Medanos College Organizational Chart



ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

Los Medanos College's authority as a degree-granting institution is 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. This authority is noted in the College Catalog.

2. Mission

The 1997 mission statement of Los Medanos College was evaluated and revised during 2000 and subsequently adopted by the Governing Board. The college revises its mission statement on a three-year cycle in conjunction with strategic planning. The statement is appropriate for a public community college that is committed to serving its community. The mission statement is found in the College Catalog and in various planning documents.

3. Governing Board

A five-member Governing Board oversees the Contra Costa Community College District, a multi-college district. Board members are elected for four-year terms from each of the 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 monthly meetings open to the public with notices and agendas widely posted in advance. There is always a place on the agenda for public comment. The three college Academic Senates and two unions provide reports to the board on a regular basis.

4. Chief Executive Officer

The College President is appointed by the Governing Board. Dr. Raul Rodriguez is the college's Chief Executive Officer, whose primary responsibility is to the institution.

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.

6. Operational Status

Students are enrolled in a variety of courses that lead to associate degrees, certificates of achievement, locally-approved certificates and/or transfer.

7. Degrees

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

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

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 for the degrees and programs offered. Basic skills programs in English and mathematics help students to develop the proficiencies to advance in college-level curricula and/or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. LMC offers courses in 51 disciplines. Associate degrees require at least 60 units; certificates of achievement, at least 18 units; and locally-approved certificates, fewer than 18 units.

9. Academic Credit

Academic credit is based on Title 5 – 55002.5 of the California Administrative Code. Guidelines on units of credit are clearly outlined in the College Catalog.

10. Educational Objectives

Los Medanos College defines and publishes educational objectives in the course outlines, in the College Catalog and in occupational brochures.

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. Degrees and certificates of achievement require writing, computational and computer proficiency.

The quality of degree-applicable courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

12. Faculty

LMC has a substantial core of full-time faculty. The names and degrees of all full-time faculty are listed in the College Catalog. Faculty provide students with quality offerings in transfer and occupational education, basic skills and English as a Second Language. Faculty responsibilities are stated in the Faculty Handbook and in the contract between the Contra Costa Community College District and the United Faculty.

13. Student Services

Los Medanos College provides appropriate services to support the educational needs of its diverse student body. The college provides all the support services of a typical California public community college.

14. Admissions Policies

The college's admissions policies are consistent with its mission and conform to requirements in state law and district regulations. The policies are published in the College Catalog, schedule of classes and on the college web site.

15. Information and Learning Resources

Los Medanos College provides access to sufficient information and learning resources and services to support its

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

educational mission. Resources and services are provided by many organizational units, but are the primary responsibility of the Learning Resource Center (library and media services) and Information Technology.

16. Financial Resources

Most of the financial resources of the college come from the State of California, through the district. Some 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 reserve levels. The college and district maintain sound financial management policies and practices in order to ensure continued fiscal stability.

17. Financial Accountability

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

18. Institutional Planning and Evaluation

The planning sections of the self study demonstrate wide-ranging planning agenda items for the development of the college, as do the Educational Master

Plan and other planning documents. The college has integrated planning for academic personnel, learning resources, facilities and financial development through the recently developed and implemented program review, unit planning and resource allocation models. The Institutional Planning Committee and College Council ensure that planning and evaluation processes are used to improve college services. Overall, LMC systematically evaluates how well it is accomplishing its purposes, including the assessment of student learning and documentation of institutional effectiveness.

19. Public Information

Los Medanos College models institutional integrity, in writing and in practice. The mission statement is clearly stated in the College Catalog and on the web site. The catalog and class schedule provide the public with current information about degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies and information about transfer requirements. The names and academic preparation of full-time faculty and administrators are listed in the catalog.

20. Relations with 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.

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

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

Signed:

_____ President, Governing Board of the Contra
Costa Community College District

_____ President, Los Medanos College

Date: _____

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

Major Recommendation #1

The team recommends the college examine its vision, philosophy, general education curriculum and governance structure with attention to the following: (1) needs of the current student clientele and surrounding community, (2) the tendency of the college to engage in process at the expense of closure and implementation of decisions, and (3) the tendency of the college to emphasize internal processes at the expense of the external community.

Los Medanos College has examined its vision, philosophy, general education curriculum and governance structure with attention to the needs of the community and the aspects of the organizational culture which help or hinder in addressing those needs. The college has demonstrated an ability to act expeditiously in matters of importance. It has demonstrated the capacity to be innovative and responsive to community needs and requests, especially in the areas of welfare reform, satellite center delivery of programs and services, educational partnerships and technology training.

1. Needs of the current student clientele and surrounding community

The LMC Office of Research conducted and published a student needs assessment in 1997. The project analyzed crucial demographic information, such as growth, ethnicity and educational achievement. One finding about the interest of students in acquiring improved basic skills in

reading and writing triggered the Academic Senate General Education Task Force Report. This report resulted in The college adopting an integrated reading/writing developmental course sequence in the fall of 1998. During the 2000-2001 academic year, The college implemented its first comprehensive developmental education program, funded in part by a five-year \$1.6 million Title 3 Grant.

During the fall of 1997, the district engaged a firm to conduct a districtwide survey of community interests and attitudes about the three colleges. Significant findings of the survey led to implementation of major initiatives to develop a satellite location in Brentwood and to accelerate technology program development in a major way during the 1997-98 academic year. During 2000-2001, the District contracted with the College Board to implement its Community Assessment Program in the county. The study was based on a selected sample of high school seniors, high school counselors and teachers, younger adults, older adults and Brentwood area residents. As of this writing, the results, which will be used to improve programs and services, are being analyzed by the colleges and the District.

A vision agenda – *Putting the Community Back in Community College* – was presented by The College President to the entire college community in the fall of 1997. Extensive background information about the service area and needs of local residents was used in the college's expanded planning processes.

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

The college created an Office of Economic Development that led the institution into active partnerships with CalWORKs and One Stop Centers. A referral stream of CalWORKs students was developed with the Department of Employment and Human Services. Curriculum redesign projects were completed by faculty in six occupational areas and a service infrastructure to coordinate case management, child care, internships, job placement and participant tracking are in place.

LMC created a new satellite center in Brentwood in response to requests for classes in this rapidly growing community 15 miles east of the main campus. When it opened in the fall of 1998, the center accounted for 554 enrollments. Subsequently, enrollments continued to grow. In September 2001, The college moved the center into a much larger building in north Brentwood and expanded its offerings.

The college developed a partnership with the Contra Costa branch campus of Cal State Hayward to offer lower division classes at the Concord location. The college concentrates its offerings in the late afternoon and evening in order to appeal to commuters. As of this writing, LMC is moving its Public Safety programs to the Marina Center in downtown Pittsburg, which will free up much needed space on campus.

Course scheduling has been expanded to include more time blocks as well as more locations. Course offerings have increased for evenings and weekends. The college's mini-semester typically offers 150 sections for students who want courses in a shortened or

accelerated format. A PACE Program, designed for working adults, offers a combination of evening and Saturday short-term classes.

The college negotiated an agreement with the Antioch Unified School District to develop and implement a Middle College during the 2000-2001 academic year.

LMC has designed and implemented an Honors Transfer Program which serves some 100 students each academic year. The college has also secured a second Title 3 Grant to improve its transfer rate; implementation of the planning activities began in 2000-2001.

Perhaps the best evidence that these initiatives have improved the college's ability to respond to student and community needs is the dramatic growth in FTES since the last team visit.

2. The tendency of the college to engage in process at the expense of closure and implementation of decisions

The consulting firm that worked on LMC's reorganization termed the governance structure "ineffective and counterproductive." It noted that "the Policy Assembly has not been effectively used to address big issues, strategic directions for the college, meeting student and community needs, exploring innovative alternatives. etc." The firm recommended that LMC "streamline the current governance structure to promote timely decision-making and implementation of decisions made." Therefore, through an internal governance review process, the college

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

eliminated its Policy Assembly – its primary functions are now handled by the College Council.

In the fall of 1998, a Community College League and Statewide Academic Senate presentation helped to clarify shared governance issues. The visit helped to clarify the governance role of all constituency groups.

Following a thorough study by an outside consultant, the college reconfigured its management structure prior to academic year 1997-1998. A primary focus of the change was to improve decision-making and implementation. After four years of experience with the new structure, in May of 2001, the College President proposed further modifications in the organization of instruction and student services.

A weekly meeting with campus leaders from the Academic Senate and United Faculty is designed to ensure good communication. Likewise, the College President meets immediately with all constituency leaders following the President's Cabinet in order to discuss developing issues, projects and activities in various areas of the college.

Major initiatives listed in the previous section – expanded technology programs, developmental education program, CalWORKS, off-campus sites, scheduling improvements, Middle College, Honors and improved transfer efforts – indicate that the college is able to reach closure and implement decisions.

3. The tendency of the college to emphasize internal processes at the expense of the external community

A number of initiatives with the external community have been developed and implemented expeditiously, while consulting with college constituency groups as necessary.

The development of the Brentwood Center was in direct response to interest from far East County residents. Once the goal was established in fall 1997, progress was responsive and swift – the first classes were offered in a minisemester format in spring 1998. The new site became home to a new computer networking program and has offered a wide variety of courses required for degree and/or transfer students. Once there was a clear demand for more offerings, the college moved quickly to lease and renovate a former supermarket building, which is much larger and better equipped than the previous facility.

The decision to offer classes at CSUH's Concord location was made in order to better serve students from that area and commuters returning to East County from Central County. The college has continued to offer classes at CSUH/CC, even though enrollments have not been robust. Discussions are underway about making CSUH/CC a "full service" university campus. LMC and DVC would offer the lower division curriculum. LMC has continued its commitment to offer classes in Concord so as not to be "locked out" of any future expansion of CSUH/CC since so many

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

East County residents pass by that campus and are potential students there.

The development of a college CalWORKs program was in many ways a model interagency partnership. The college has collaborated with the Department of Employment and Human Services Department to hire an on-campus coordinator who, with caseworker support, provides services and placement support for students. The comprehensive program was developed and implemented in less than a year.

The Middle College Program, in partnership with the Antioch Unified School District, was unanimously supported by the Academic Senate. A Summer Math Institute for Pittsburg middle school students served some 170 students each of the past two summers. The youngsters took Pittsburg summer school classes on campus and an LMC computerized math class. Student and parent feedback has been very positive.

The LMC Foundation has also become an important community outreach organization. A new Executive Director, hired in August 2000, has invigorated the organization. The foundation sponsored a “gala reception” in December 2000. Some 150 community people, including key East County leaders, attended the event.

As part of the 1997 management reorganization, the president’s position was “re-scoped” to emphasize outreach to the surrounding community. The job description states that the president “serves as the chief interpreter of the needs of students and the service area of the college...promoting the development

and implementation of needed programs and services.” The incumbent has been very involved with the community.

In summary, improvements in communication have led to more expeditious decision making and implementation in order to better serve the external community.

Major Recommendation #2

The team recommends that the college give highest priority to addressing the recommendations of the previous accreditation teams that have not been addressed.

The college has given highest priority to the four recommendations of previous accreditation teams that had not been addressed adequately. Substantive changes have been implemented in the areas of general education and graduation requirements, the determination of competencies for certificates of achievement, the development of a cohesive structure for student services, and development of a student services mission statement.

A. Evaluation of the general education model

Shortly after the 1996 Accreditation visit, an Academic Senate Task Force was formed to address issues related to the recommendation to evaluate the existing general education model and to propose changes, as necessary. The task force collaborated over a three semester period and concluded its work with significant recommendations for change. The recommendations were brought to the full Academic Senate for action.

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

Following considerable debate, a revised general education model was approved effective fall of 1998. The revised model decreased the number of units students had to take by changing general education categories and allowing for double counting of some units in particular areas of study. It also provided two pathways for students to complete an LMC associate degree – standard and transfer track.

In addition to general education, all graduation requirements were reviewed and evaluated based on a sound educational philosophy and student needs. Identified weaknesses of the previous model included too many required units and too limited a selection of courses to meet requirements. The revised model, now in its fourth year, reduced units by 3-5 for the typical student and included a broader array of general education course options. The integrated general education approach has been retained, but alternative courses across a range of disciplines have been developed and offered. The unit reductions and new configuration of requirements bring LMC more in line with CSU breadth, IGETC, and general education requirements at most California Community Colleges.

The new model revised criteria for general education courses, reducing the guidelines from eight to five. Several new courses that meet the revised criteria have been approved and taught; others are under development. The criteria allow some occupational courses to be considered to meet the general education criteria.

B. Resolution of how competencies will be determined in vocational education

The college self study and visiting team identified the need for standardization of reading and writing competencies for certificates of achievement in occupational programs.

The Academic Senate established an ad hoc group from the Occupational Education Committee and Curriculum Committee, in consultation with the English Department, which developed a standardized approach that includes four options for students:

- successful completion of English 90 or English 10S;
- placement at the 10S (English 1A) level in the matriculation assessment process;
- completion of a designated major course (i.e. Business English for business certificates);
- passage of a reading/writing exam in some departments.

The standards were passed by the Curriculum Committee and Academic Senate and approved by the College President. The changes went into effect for the 1997-1998 academic year.

C. Development of a cohesive organization for Student Services

The configuration of Student Services was a major component of the review and reorganization of the college administrative structure, which involved the work of a consulting firm working with college classified staff, faculty and

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

managers. The consultants noted that “The college does not appear to have established students services as an institutional priority to meet student needs.” The firm said “student services should be restructured as a focused service bureau to help students interface with, and succeed in, the instructional areas.”

The organization of Student Services was reconfigured under the leadership of the newly-created Vice President of Academic and Student Affairs and two academic managers – the Director of Enrollment Management and the Director of Instructional Support. The structure was designed to ensure a common student needs based approach to the resolution of student problems and issues.

Significant efforts have been made in the delivery of counseling services to ensure that adequate resources are provided to address and resolve students’ needs. The counseling staffing pattern has been reviewed and counselors have been hired and assigned to meet the needs of the current student population. The college has looked at the dual role of teaching and counseling. During the summer of 2001, college management proposed creation of separate Counseling and Behavioral Science (anthropology, psychology and sociology) Departments.

Categorical programs, such as DSPS and EOP&S, were given additional emphasis in the revised structure as major responsibilities of the Director of Instructional Support. All students in these programs currently have educational plans in place. Significant program and facilities improvements for

disabled students have been implemented during the past several years.

LMC developed a program review process for Student Services, which was implemented during the 2000-2001 academic year. It included satisfaction surveys from the users of the various services.

The college is also looking for improved, integrated physical space for Student Services as a result of a “secondary effect” from the proposed Math/Science Building.

Reactions to the reorganization of Students Services have been mixed. Student Services now seems to have a higher profile. However, reporting relationships for faculty with both instructional and Student Services responsibilities sometimes have been confusing. Creation of a Categorical Programs Department which includes some Student Services faculty has helped.

During the summer of 2001, the College President proposed creation of a Dean of Student Services position that will report to the vice president and supervise the other Student Services managers. When hired, the new dean will continue the restructuring of student services in order to better meet student needs.

D. Publication of a mission statement for Student Services

The college needed a mission statement for Student Services – one already existed for instruction. A mission statement -- including philosophy, goals

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

and objectives – was developed and published in the College Catalog, beginning in 1997-1998.

The statement emphasizes the integral importance of Student Services in the vision and mission of the college. Collaboration and cooperation with instruction is included, but the leadership role of Student Services in providing activities to enhance personal development of students from diverse backgrounds is also clearly delineated.

Major Recommendation #3

The team recommends that the college develop long-range and strategic planning processes and set timelines for the integration of planning, program review, and the budget allocation process.

Since 1996, the college's Institutional Planning Committee has developed and implemented systematic and integrated planning, program review and financial allocation models and processes. Unit planning, master planning and strategic planning are now synchronized and based on program review, institutional effectiveness and other data gathering and evaluation processes. A new financial allocation model ties budget allocations directly to program review and unit plans.

The new models and processes have been implemented and are currently being evaluated. Organizational units have initially indicated that the program review/unit planning models are much more useful. The fact that program review and planning are directly related

to budget proposals makes them more integrated.

A timeline for developing and implementing college planning and evaluation processes has been established and is being followed. In summary, the college has created and implemented more useful planning models and processes.

Major Recommendation #4

The team recommends a re-examination of the administrative structure of the college to determine if it is an effective management practice and appropriate span of control for the president to simultaneously serve as Chief Executive Office, Chief Instructional Officer, Chief Student Services Officer.

For most of its history, the college had a relatively horizontal administrative structure that spread the responsibilities and attention of the president too broadly to allow for adequate attention to vision, the needs of the external community and the development of a strategic agenda.

In the spring of 1996, KH Consulting Group was retained to review LMC's organizational structure and to provide recommendations for change. The span of control of the president was a primary concern in the analysis of the previous structure. KH noted that "the president must focus too much on internal operations, leaving too little time for establishing meaningful external relationships with the community, local businesses, the district office, the foundation, the state, etc." At the time,

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

the president supervised nine “direct reports.”

KH proposed to create a “Chief Academic Officer” position – the Vice President of Academic and Student Affairs – to “manage the day-to-day operations of the college.” The plan called for the president to focus less on internal operations and more on establishment of meaningful external relationships. The model made the president responsible for supervising the following functions: College Foundation; Institutional Research/Planning; Business Services; and Chief Academic Officer. As a result, the president’s span of control was reduced significantly.

The Governing Board adopted the management reorganization proposal, which was implemented in the summer of 1997.

After four years of experience with the new model, the College President proposed additional modifications in May 2001, focusing primarily on changes in economic development, instruction and Student Services structures.

Standard Specific Recommendations (Note: Numbers correspond to previous standards)

1C.2 That the college complete its master plan utilizing the results of institutional research with emphasis on student outcomes and campus/community demographics.

During 1996, with the assistance of a consulting firm, the college completed

its initial master plan, based on internal and external environmental scanning data.

As a result of the master plan, the college submitted proposals for initial projects, final projects and construction drawings for a vocational addition (now completed), expansion of the Child Study Center (construction underway), new library and math/science building.

As of this writing, LMC is preparing to update its master plan during 2001-2002. To date, all preparatory steps are on schedule.

2A.1 That the college examine its general education model and determine if it is the most appropriate to meet current students needs.

The college’s general education pattern was considered a model at one time, but the ability of students to complete degree and transfer requirements in a timely manner became an issue. At issue were the relatively large number of required units for the degree and the limited number of options to meet each requirement.

An Academic Senate General Education Task Force addressed the previous team’s recommendation. Over a three semester period, the task force evaluated the existing model and proposed changes. Following considerable debate in the Academic Senate, a revised general education model was approved effective fall of 1998. The revised approach decreased the number of required units and increased course options to meet the requirements. The integrated general education approach

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

has been retained, but alternative courses across a wide range of disciplines have been developed and offered.

The unit reductions and new configuration of requirements bring LMC more in line with CSU breadth, IGETC and general education requirements at most California community colleges.

2A.4 That the college develop and implement an integrated developmental education program to provide academic support many students need to succeed in the general education curriculum.

During the fall of 1996, the Academic Senate formed a Developmental Education Task Force to address the recommendation. As a result, a developmental education plan, based on national research on effective policies and practices, has been developed and implemented. LMC now provides comprehensive services and is institutionalizing developmental education into the academic mainstream.

Specifically, developmental education is now coordinated by the Teaching and Learning Center, which opened during 2000-2001. It offers a variety of services to students and faculty. Curricula have also been redesigned so that courses are more engaging, flexible and effective.

A \$1.3 million Title 3 Grant has helped the college to implement the new approach. The college is gradually “institutionalizing” the developmental education program through PFE and operating funds.

Students who enter LMC at a developmental level now benefit from accurate assessment and advisement processes, a developmental curriculum based on redesigned student learning outcomes that is carefully monitored by full-time faculty, support services that are integrated into the academic mainstream and academic support that extends into transfer level courses.

2F. That the college clarify roles, responsibilities, procedures and lines of communication between faculty responsible for articulation and those responsible for curriculum approval.

The Articulation Officer has been reassigned to report to the Vice President of Academic and Student Affairs, who has responsibility for both instruction and Student Services.

Numerous efforts have been implemented to strengthen the link between articulation and instruction, including regular reports on articulation topics at Curriculum Committee meetings, flex workshops presentations on articulation and joint efforts to improve the articulation of courses.

LMC is a full participant in ASSIST – Articulation System Stimulating Inter-Institutional Transfer. The Articulation Officer facilitates, maintains and reports updated information as required by ASSIST. Communication among the Articulation Officer, Curriculum Committee and Office of Instruction is regular and effective.

3A.1 That the college conduct a needs assessment of students to determine if

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

programs and services are congruent with students needs.

The college's Office of Research conducted and published a student needs assessment in 1997. The project provided valuable demographic information, job market analysis, high school student information and an analysis of LMC student enrollment.

During 1997, the CCCCDCD engaged a research firm to conduct a districtwide survey of community interests and attitudes about the three colleges. During 2000-2001, the district commissioned the College Board to conduct its Community Assessment Program in the county. The study provided valuable feedback on community needs.

LMC also gets valuable feedback on its services from the satisfaction surveys which are required as part of the recently-implemented Student Services program review process.

3C. That the college develop and publish a mission statement for student services that treats student services as its own distinct component and balances the strong educational philosophy and shared instructional vision of the institution.

The college did not have a mission statement for Student Services, although one existed for instruction. During 1997-1998, a mission statement – including philosophy, goals and objectives – was developed and published in the College Catalog. The statement has now been added to the college web site.

The mission statement emphasizes the integral importance of Student Services

to the college. Collaboration and cooperation with instruction is included, but the leadership role of Student Services in providing activities to enhance personal development of students from diverse backgrounds is emphasized.

3E. That the college review, assess, and possibly redesign the administrative structure for student services, particularly the organization and delivery of counseling services, in order to effectively meet the needs of a student population growing in diversity, complexity and numbers.

The need for a more cohesive organization for Student Services was a major component of the review and reconfiguration of the college administrative structure.

The organization of Student Services was reconfigured under the leadership of the newly-created position of Vice President of Academic and Student Affairs and two managers – the Director of Enrollment Management and the Director of Instructional Support.

Significant efforts have been made in the delivery of counseling services to ensure that adequate resources are provided to meet students' needs. The counseling staffing pattern has been reviewed and counselors have been hired and assigned to meet the needs of the current student population. The college has also looked at the dual role of teaching and counseling which has been the norm at LMC. During the summer of 2001, college management proposed creation of separate Behavioral Science (anthropology, psychology and

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

sociology) and Counseling departments.

The College President has also proposed creation of a Dean of Student Services position that will report to the Vice President and supervise the other Student Services managers.

4C.1 That the classified staff and the District reach consensus on an evaluation process that assures classified staff are evaluated for competency at regular intervals throughout their employment with the District.

The Local 1 Contract does not call for the regular evaluation of classified staff with more than five years of service. Based on the team's recommendation, the college made repeated requests to District Human Resources to resolve the issue. As part of the 2001-2002 negotiations, the district included the evaluation of veteran classified staff as part of its proposal. The initial proposal called for an annual evaluation. As of this writing, the issue is being negotiated.

5A.1 That the college consider including the long-standing needs of the Library/Learning Resource Center in its five-year facilities plan.

The college Master Plan, developed in 1997, included a new Library/Learning Resource Center as the first item on the facilities list. Subsequently, a Final Project Proposal was developed and submitted to the Chancellor's Office in December 1999 for the construction of a 20,000 ASF Library. The college was informed that the FPP had been

accepted. However, funding for preliminary drawings was deleted from the state's 2001-2002 budget. There is also the possibility of additional building funds from a future local bond measure.

The college and district also hired an architectural firm to develop a master building plan for the campus site. It calls for the library to be constructed at the front of the college, facing Leland Road.

During spring 2001, LMC employees (classified, faculty and managers) met with an outside consultant to develop a three-year technology plan. The plan was approved by the Governing Board in June 2001.

6A.4 That the college place a high priority on completion of health and safety plans and documents identified above.

The college self study, as well as the visiting team, identified the need to complete the health and safety items. A physical science faculty member completed a sabbatical leave project to help to develop a comprehensive emergency management system; to design and implement a seminar on the handling of hazardous materials; to strengthen The college's hazardous waste program; and to re-institute campus safety inspections.

The Emergency Management System Plan has been developed. A plan outlining a comprehensive approach to numerous aspects of environmental health and safety has been developed. The following specific steps have been taken:

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

- District facilities staff have coordinated a waste management program, in conjunction with the county's Very Small Quantity Generator Program.
- District staff also coordinate a business plan administered by the County Health Department to address hazardous materials covered by AB2185, AB2189 and SB198.
- College personnel have developed a health hazard communication program, a chemical hygiene plan and an injury and illness prevention program.
- An employee safety training program, including required record-keeping systems, has been developed.
- The Health and Security Committee has been re-established.
- The college ADA Transition Plan has been updated and numerous steps have been taken to correct access problems.
- LMC has updated its emergency evacuation plans and posted new evacuation instruction signs.

8C.1 That the District, working with all constituent groups, streamline the decision-making process so that decisions can be made in a more timely manner.

The consulting firm that looked at the college in 1997 called the governance structure "ineffective and counterproductive." It recommended that LMC "streamline the current governance structure to promote timely decision-making and implementation of decisions made." It noted that "the current governance structure appears too involved with policy implementation to

the point that committees 'shadow manage', duplicating efforts and undermining confidence and effectiveness."

As a result of the KH Study and an internal governance review process, The college eliminated the Policy Assembly which the firm said had "not been effectively used to address big issues, strategic directions for the college, meeting student and community needs, exploring innovative alternatives, etc."

The college also reconfigured its management structure prior to 1997-98 in order to improve decision-making and implementation.

The Community College League and Statewide Academic Senate made presentations at both the college and district levels in order to clarify shared governance issues. At the district level, the process led to improvements in collegial consultation, general communication and a change in Board policy related to consultation. The policy now specifies that the Governing Board will "rely primarily" on the recommendations of the Academic Senates in the first three academic and professional matters listed in Title 5. In addition, a procedure on reaching "mutual agreement" was developed.

The District Governance Council has streamlined its processes -- meetings are generally shorter and more effective. For example, the DGC reviewed all drafts when the district revised all its board policies and administrative procedures. The DGC has also taken on the role of a district budget committee. In addition, extensive discussions regarding

RESPONSE TO 1996 VISITING TEAM RECOMMENDATIONS

streamlining District budgeting processes have taken place, although no agreement has been reached.

Crucial initiatives listed in the major recommendations section – expanded technology programs, developmental education, CalWORKS, off-campus sites, scheduling improvements, Middle College, Honors Program and improved transfer efforts, implementation of the Financial Planning Model – indicate that LMC has made significant strides toward making and implementing decisions in a more timely manner.

8C.4 That the District, working with the college leadership, review the organizational structure of the college, and consider changing the structure to one that assigns operational duties to deans, and allows the president the time to carry out the executive functions of the college.

The District contracted with the KH Consulting Group to review LMC's organizational structure and to provide recommendations for change. The firm recognized that the president focused "too much on internal operations, leaving too little time for establishing external relationships with the community, local businesses, the district office, the foundation, the state, etc." At that time, the president had nine "direct reports."

KH proposed creation of the position of Vice President of Academic and Student Affairs to "manage the day-to-day operations of the college." With the change, the president would oversee the following offices: College Foundation;

Institutional Research/Outcomes Assessment; Business Services; and Vice President.

The Governing Board adopted the management reorganization proposal, which was implemented in the summer of 1997.

STANDARD ONE: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1 The institution has a statement of mission, adopted by the Governing Board, which identifies the broad-based educational purposes it seeks to achieve.

Descriptive Summary:

During fall 1997, a 35-member ad hoc group -- including classified staff, faculty, managers and students -- participated in a two-day planning retreat that resulted in a revision of the college mission statement, development of the college vision statement and the identification of five strategic initiatives as college priorities. The mission statement was revised during 2000. The statement clearly identifies LMC's educational purposes as "increase the knowledge, improve the skills and enhance the lives of our students and our community." Following this general statement is a list of more specific educational purposes. The mission statement appears in both the College Catalog and in the college strategic plan. (1.1, 1.2, 1.3, 1.4) The mission statement was adopted by the Governing Board in September 2001.

Self Evaluation:

The mission statement covers all current credit programs and broadly defines institutional purposes. When the statement was updated, the college's

economic development mission was added. The college has taken steps to assure that the Governing Board will adopt the mission statement each time it is revised.

Planning Agenda:

None.

1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary:

The college defines its mission as providing quality educational opportunities for those within the changing and diverse community it serves. Through its programs and services, the college aspires to help students to clarify -- as well as to succeed in -- their educational and career goals. The college provides a wide variety of developmental, transfer, and occupational instructional programs, as well as related student support services to meet the needs of its students, including those with lifelong learning goals. The mission statement also identifies core educational goals of supporting responsible citizenship, critical and ethical thinking, effective communication in a global community and ecological responsibility.

Self Evaluation:

The mission statement describes the

STANDARD ONE

educational programs and services the college provides, and the range of the students served. While the mission statement does not directly mention resource allocation, it defines the intentional scope and nature of college programs and services for which resources are allocated. Furthermore, the college's current strategic plan was developed from the college's mission statement and goals. The statement is used as one of the criteria for resource allocation.

Planning Agenda:

None.

1.3 Institutional planning and decision-making are guided by the mission statement.

Descriptive Summary:

The 1997 college mission statement became the foundation of the strategic plan developed in fall 1997. The Institutional Planning Committee and the Office of Planning, Research, and Professional Development coordinated the most recent strategic planning process during spring/fall 2000, which identified multi-year goals and initiatives. The college mission statement was again used as a foundation document for the planning process. The goals and initiatives were reviewed and recommended by the College Council to the president for approval. College organizational units then developed action plans supporting the mission statement and college goals. Priorities for resource allocation, action and

decision-making flow from the mission-based strategic plan. (1.4)

Self Evaluation:

The recent strategic plan links the mission statement to the strategic goals and initiatives and to the organizational unit action plans, including resource allocation. The mission statement appears in the widely distributed College Catalog and the Student Handbook, as well as on the LMC home web page. (1.5)

Planning Agenda:

None.

1.4 The institution evaluates and revises its mission statement on a regular basis.

Descriptive Summary:

The college revises its mission statement on a three-year cycle in conjunction with strategic planning. Information on the changing demographics of the community is used in the review process. The most recent revision took place during the 2000-2001 academic year. During the fall, an ad hoc committee, including constituency group representatives, reviewed the mission statement and proposed minor revisions to the college community. The revised statement was adopted by the College Council and approved by the College President in spring 2001.

Self Evaluation:

As described above, the mission statement and the strategic plan are regularly reviewed, evaluated and updated as needed. A draft of the fall 2000 version was widely distributed and was then adopted by the College Council and president.

Planning Agenda:

None.

Documents:

- 1.1 1997 Mission and Vision Statement
- 1.2 Mission Statement – Revised 2000
- 1.3 LMC catalog
- 1.4 2000 Strategic Plan with Goals and Initiatives
- 1.5 Los Medanos College Home page www.losmedanos.net

STANDARD TWO: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty and Governing Board.

Descriptive Summary:

The College Catalog is published every year -- 3,000 copies are distributed to faculty and staff, mailed to interested educational institutions and available for purchase to prospective and continuing students. The catalog provides detailed

information on admission and course enrollment, standards of scholarship, fees, benefits and financial aid, student services, instructional services, student rights and responsibilities, degrees and awards, transfer information and course offerings/major programs. The catalog also includes the names of administrators, the Governing Board, and full-time, permanent classified staff and faculty.(1.3)

Class schedules are published twice a year -- one for the spring semester (35,000 copies) and a combined version for summer and fall (45,000 copies). The class schedule provides detailed information regarding registration and matriculation procedures, degree requirements, campus policies, academic calendar, financial aid, student services, and degree requirements. Each class listing also contains a brief course description.(2.1)

Class schedules are free and available for distribution and pick-up by students prior to each registration period. The schedules are distributed to all employees and are mailed to residents of targeted areas/cities in the college's service area. A condensed class schedule, as well as a mini-semester schedule, is published each semester and distributed via the local newspaper to the college's service area.(2.2) Radio advertising, mailing of postcards and/or newspaper advertisements help inform the community of new semesters.

The Student Handbook is published each year and is designed to help make a new student's introduction to college a

STANDARD TWO

successful and enjoyable experience. The handbook, distributed at new student orientation, gives information about college life, educational options, services available and the process of obtaining a degree, certificate or transfer to a four-year institution. The handbook is made available to students via the assessment center or on the LMC website – where students can download their own copy.(2.3)

The letter to our community is mailed to all residents of the service area once a year; it highlights college programs, personnel and services.(2.4)

The college web page (<http://www.losmedanos.net>) includes information about the campus, student services, courses and registration, departments, student records, library, programs and an on-line searchable class schedule.

News releases accurately represent the institution to prospective students and the general public. A monthly newspaper column, “LMC Focus”, is a feature-style article published in the local newspaper.(2.5) A video version of “LMC Focus” was aired on the local community access cable channel, beginning in July 2001.

Self Evaluation:

As part of the 1997 management re-organization, the Public Information Officer/Special Assistant to the President (PIO) position was created to be responsible for college marketing. Along with the Director of Admissions and Records, the PIO is co-editor of the class schedule. The Director of Admissions

and Records oversees the publication of the College Catalog.

All those involved in production of the schedule of classes and College Catalog strive for accuracy. For example, during the schedule building process the draft is checked for accuracy at least three times by department chairs, division chairs, academic deans and the scheduling specialist. The catalog was reformatted for 2001-2002 to make it more readable.

Informal feedback on publications – both printed and electronic – indicates that they are generally accurate and clear. At times, the college has had difficulty in keeping its website up to date. The student survey gave the college high marks for getting the schedule out in a timely manner so that students can plan their schedules. Respondents also reported that the catalog provides accurate information about courses.

Planning Agenda:

None.

2.2 The institution has a readily available Governing Board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary:

The Contra Costa Community College District (CCCCD) policy affirms its belief in 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 shall be:

- able to speak or write without institutional censorship or discipline;
- responsible for the accuracy of their statements, exercise appropriate restraint, and show respect for the opinion of others;
- free from expressing their own views as the institution’s views.(2.6)

Self Evaluation:

Board Policy 2018 assures the support of academic freedom for all groups. The latest version of the Faculty Handbook includes a summary of the academic freedom policy.(2.7) The institution supports the integrity of the teaching and learning process by adhering to these policies and by periodically reviewing and updating course outlines as prescribed by Title 5. The United Faculty (UF) contract evaluation process requires that all instructors “present material which conforms to the existing course outline of record.”(2.8)

There is no evidence that violations of academic freedom have been a problem at LMC. However, faculty, staff and students may need to be better informed about academic/intellectual freedom issues.

Planning Agenda:

None.

2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary:

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.

Specifically, the (UF) evaluation process requires written evaluations once every three years for all faculty members.(2.9) 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.

Self Evaluation:

All faculty are evaluated on a regular basis, per the policy. Results of the evaluations indicate that instructors meet

STANDARD TWO

the requirements of this standard.

The Faculty Handbook has been revised to include a statement on “academic balance” – the need to separate fact and opinion and to be as fair and objective as possible.

The College Catalog and the Student Handbook outline the grievance procedure for a student to follow if he or she believes a faculty or staff member has been unprofessional in conduct.

Planning Agenda:

None.

2.4 Institutions which strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.

Descriptive Summary:

The college has no published statement regarding specific beliefs or world views; 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.

As stated in the Non-Discrimination Policy (College Catalog and Student Handbook), 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 and College Catalog.

In addition, student athletes must follow specific guidelines and regulations, and penalties for violation of the athlete’s decorum contract are clearly spelled out in the Student Athlete Handbook.(2.10)

The college/district policies regarding sexual harassment and a drug-free campus are stated in the College Catalog and Student Handbook. There is no general code of conduct stated in writing for college/district personnel, disciplinary and dismissal processes are clearly spelled out.(2.11, 2.12, 2.13)

Self Evaluation:

As a publicly funded community college, LMC does not strive to instill specific beliefs or world views. The college mission statement 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 has been included on the LMC web site.

The code of conduct for students is clearly defined in the College 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.

Planning Agenda:

None.

2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Descriptive Summary:

An academic dishonesty statement indicating that the college will not tolerate “cheating, forgery, plagiarism or collusion in dishonest activities” is included in the Student Handbook, as well as information on possible disciplinary action for an infraction. The issue is also addressed in the College Catalog section on student discipline and suspension/student code of conduct. Some instructors choose to address their expectations of academic honesty in their course syllabi or first-day handouts. Students may appeal any disciplinary action by following the grievance procedure.(1.3, 2.3)

Self Evaluation:

General guidelines are published for violation of academic honesty, but there are purposely no specific written consequences. 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.

A district-wide group of student services managers and representatives from police services are currently meeting to develop a student conduct policy in order to have a common approach to the process. Also, the Faculty Senates Coordinating Council is working on an academic integrity policy that would provide faculty the option to give a student who cheats an “F”, rather than to allow the student to drop the course. As of this writing, the proposal is still under discussion.

Planning Agenda:

None.

2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary:

In its mission statement, LMC states that it “provides quality educational opportunities for those within the changing and diverse communities it serves.” It also indicates that the college’s learning environment “promotes mutual appreciation of diverse cultures.”

The District’s Non-Discrimination Policy – included in the College Catalog, schedule of classes and Student Handbook – states that the CCCCD and LMC are committed to equal opportunity in educational programs and campus life.

STANDARD TWO

District Board Policy 2001 – Affirmative Action Program – was adopted “in order to provide applicants, employees and students the right to equal employment opportunities and equal access to educational programs and activities of the District.” A comprehensive updated District Affirmative Action Plan was adopted in October 2000.(2.14)

Affirmative action is also emphasized in the required training session for all participants in the faculty hiring process.

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.

The college has hired diverse employees, as indicated in the Affirmative Action Hiring Unit Report.(2.15)

In 1994, an ethnic/multicultural studies requirement was added to the associate degree requirements. Students find a range of courses each semester listed in the schedule of classes to fulfill this requirement. Also, all general education course outlines must include objectives, content and activities which show that students are challenged “to consider contrasting experiences, viewpoints and opinions of diverse social groups within the United States, and/or among other peoples, nations and cultures.”(2.16)

The Puente Project, a two-semester

program designed for students planning to transfer to a four-year institution, has recently been implemented. The program focuses on Latino themes and authors to develop reading, writing, and thinking skills and includes a mandatory counseling component.

Sexual harassment is prohibited by law and by college and district policy as stipulated in the Student Handbook, College Catalog and schedule of classes. The policy is given to all new employees, and, as a preventative measure, is distributed annually to all employees.(2.17)

The college has renovated and constructed facilities to comply with requirements of the Americans with Disabilities Act. More than \$1 million was spent approximately five years ago in order to make the facilities accessible to meet the needs of the physically challenged. Currently, a \$700,000 project, scheduled to be completed during 2001, is underway to provide modifications to doors, restrooms, parking lots and ramps. Some of these modifications came about in part due to a lawsuit brought on by disabled students.

Self Evaluation:

The college and district are committed to equity and diversity, as noted in the District’s Affirmative Action Plan. The college continues to encourage diversity in its staff and student body. The student body reflects the diversity of the college’s “feeder area.” The LMC workforce is also diverse – see introduction for college demographic profile.

STANDARD TWO

Curriculum offerings in multicultural /ethnic studies continue to expand. In addition to course offerings, student clubs frequently sponsor events such as Black History Month, Women's History Month, the Celebration of Cesar Chavez, Cinco de Mayo and the Pow Wow to enhance cultural awareness.

The Classified Senate has set appreciation of diversity as one of its goals. The Classified Staff Development Committee has sponsored activities focusing on diversity at several recent summer retreats.

The college has made a significant effort to comply with the Americans with Disabilities Act as demonstrated by ongoing major renovation projects.

The college receives only a few "complaints of unlawful discrimination" each year.

Planning Agenda:

None.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary:

LMC's Athletic Program is governed by, and subjected to, the athletic code of the California Community College Commission on Athletics and the constitution of the Bay Valley Conference.

The philosophy of LMC's Athletic Program is to:

- provide equal opportunities to all members of the college for individual growth and development
- provide for the safety and welfare of the student as a primary concern
- provide the best possible equipment and facilities
- be recognized as part of the college's total educational program
- assist the student athlete in attaining his/her educational goal
- aspire to achieve and maintain high levels of athletic performance, within a moral and ethical framework
- maximize opportunities for participation by the maximum number of students
- maintain the goal of cooperation within and among the various intercollegiate sport offerings
- involve community, parents, faculty, friends and other students, as well as the coaches and athletes themselves
- strive to make each student athlete's experience a positive, healthful, and enjoyable part of his/her college matriculation.(2.10)

STANDARD TWO

Self Evaluation

The student athletes at LMC are expected to comply with the guidelines and regulations set forth in the student athlete handbook.

It is important to LMC faculty and coaches that student athletes are successful in the classroom. To accomplish this goal, an early alert letter is sent to faculty members who have student athletes in their classrooms. The letter is sent out three times per semester to check on how each athlete is doing in his/her coursework. The coaching staff emphasizes the importance of successful classroom performance. Athletes generally do as well academically as the student body as a whole. For example, out of some 200 graduates in 2001, 20 were athletes.

The college also demonstrates integrity in the athletic program by informing the conference when an ineligible player has played in a game. The problem usually occurs when the student is not enrolled in the required 12 units and the coach is unaware of the issue.

Student Services Procedure 3005.01 designates recruiting areas in Contra Costa County for the three CCCCD colleges.(2.18) LMC follows the procedure.

Planning Agenda:

None.

2.8 The institution demonstrates honesty and integrity in its relationships with the Commission

and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary:

LMC has made every effort to comply with the Accreditation Commission's standards, policies, guidelines and self study requirements.

During the fall 2000 semester, standards committees of volunteers were formed with the view that all committees should be broad-based in terms of college representation and comprised of people who were familiar with the area being evaluated.(2.19) Faculty, staff, administrators and students participated on the standards committees. While there were widespread opportunities to participate in the self study process, the participation rate was less than during previous accreditation cycles. However, since drafts of each standard were posted on the college website several times, there was more opportunity for the college community to provide feedback on the "work in progress." The standards committees were charged with researching each standard in order to create a balanced document that accurately depicts the college's performance.

An 11-member Accreditation Steering Committee (ASC) – composed of classified staff, faculty, management and student representatives – oversaw the process under the direction of the accreditation liaison officer, a veteran administrator with accreditation experience. An academic manager served as the self study editor/writer.

The ASC reviewed and coordinated the work of the standards committees to ensure self study accuracy and consistency.

An LMC accreditation web page was established on the college’s intranet to provide the latest information, an opportunity to review standards drafts and a way to share reactions and ideas. (2.20) All members of the college community had ample opportunities to provide input during the information gathering and writing process. During the summer and fall of 2001, drafts of the Self Study were available for review by the college community.

The college has complied with the Commission’s self study requirements.

The college, with oversight from the Accreditation Steering Committee, took the approach that a fair, balanced and candid self study is a valuable tool for institutional improvement.

Self Evaluation:

The college continues to comply with Commission principles. LMC actively encouraged participation in the preparation of the self study and widely disseminated information during the entire process. Those directly involved in the preparation of the self study were encouraged to identify both the strengths and weaknesses of the institution.

Planning Agenda:

None.

2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs and services.

Descriptive Summary:

Recommendations for revisions of institutional policies are made through the shared governance process, which is designed to ensure integrity. At the district level, policy revision occurs through the public process at the Governing Board’s regular monthly meetings. As policies are revised, publications are edited to incorporate changes. All board policies and procedures have been updated during the last two years. (2.6)

The Director of Admissions and Records relies on the academic and student services departments and Office of Instruction to update sections of the catalog annually and suggest any revisions in order to ensure the integrity of the information.

The summer/fall and spring class schedules contain accurate, updated information.

Self Evaluation:

At the district level, all board policies and administrative procedures have recently been revised, approved and disseminated.

LMC evaluates and revises policies and procedures through its various shared governance, administrative and planning processes.

STANDARD TWO

Publications are reviewed and updated on a regular basis. If errors or oversights occur in the schedule of classes or College Catalog, they are corrected through addenda and/or changes are posted outside the admissions office and on the college website. The Faculty Handbook and Student Handbook are updated every year.

Planning Agenda:

None.

Documents

- 2.1 Fall 2001 and Spring 2002 Class Schedules
- 2.2 Condensed Class Schedules Fall 2001 and Spring 2002
- 2.3 Student Handbook
- 2.4 Letter to our Community
- 2.5 LMC Focus (Articles)
- 2.6 Governing Board Policies
- 2.7 Faculty Handbook
- 2.8 United Faculty Contract
- 2.9 Faculty Evaluation Process
- 2.10 Student Athlete Handbook
- 2.11 Local One Contract
- 2.12 Personnel Procedures Manual
- 2.13 Management Personnel Manual
- 2.14 District Affirmative Action Plan
- 2.15 Affirmative Action Hiring Unit Report
- 2.16 Curriculum Handbook
- 2.17 District Notification of Sexual Harassment Policy
- 2.18 District Student Services Procedures Manual
- 2.19 LMC Accreditation Self Study Process
- 2.20 LMC Accreditation Web Page

STANDARD THREE: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

3A Institutional Research and Evaluation

3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary:

Research is an integrated component of the Office of Planning, Research and Professional Development. The Dean of Planning, Research and Professional Development serves on the President's Cabinet. Planning and research personnel participate actively in the Institutional Planning Committee, which is part of the college governance structure.

The instructional program review process has been updated and now uses statistical information (e.g., trends on course success, enrollment) provided by the Research Office. Unit plans are based on program review; new resource allocations are based on the unit plans. Administrative and Student Services Programs also receive assistance from the Research Office in designing and analyzing surveys used in the program

review process.(3.1)

The Research Office conducts college-wide evaluations, such as institutional effectiveness and environmental scans, which influence college strategic planning processes and decisions. The office is also providing research support for development of the enrollment management plan.(3.2)

The District Research Council, composed of planning and research representatives from the three colleges and the district office, meets regularly to identify and prioritize research projects needed to support planning and decision-making at the district and college level.

Self Evaluation:

Definitive measures have been implemented to integrate institutional research and institutional planning and evaluation. The Financial Planning Model (FPM), a conceptual model of linking planning and budgeting, has been developed and the first cycle of implementation has been completed.(3.3, 3.4) Research has been integrated into the educational master planning, strategic planning, program review and unit planning processes. Members of the Institutional Planning Committee have designed evaluation methods to assess the effectiveness of the processes. The fact that institutional planning and evaluation are tied to financial resource procurement is a critical step for LMC. How well unit-planning interfaces with the financial process has yet to be formally assessed due to the newness of

STANDARD THREE

the models. LMC is developing an institutional culture that uses planning and evaluation as integral tools for decision-making.

Responses from the employee survey show that 50 percent of the full-time faculty, classified and administrative employees “moderately” or “very much” agree that institutional research results are used in the design and planning of programs and policies.(3.5) Six years ago, a corresponding figure indicated that only 23 percent of permanent employees believed that institutional research results were used in institutional planning and evaluation.

The district office and the three colleges, guided by the District Research Council, have implemented significant research projects to support district and college planning and decision-making, including the research data warehouse and the College Board’s community assessment program.(3.6)

Planning Agenda:

None.

3A.2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary:

The college created its first Office of Planning, Research and Professional Development in 1998. The office recently hired a 12-month .75 FTE position to bring its research staff FTE to 1.75.

The Institutional Planning Committee, composed of faculty, administrators, and classified staff, has met consistently for the past six years to address institutional planning and research issues.(3.7)

College funds have been used to send teams to conferences in order to help the college community learn more about effective research and evaluation – for example, the Assessment Institute, RP Group and the Chancellor’s Office Mega Conference.

During 2000, a Vice Chancellor of Planning and Resource Development was hired at the district level. The District Director of Research, who reports to the vice chancellor, coordinates district level research and chairs the District Research Council.

Categorical funds (e.g. Title 3 and PFE) have been used to support targeted research and evaluation for specific grants and programs.(3.8)

Self Evaluation:

The institutional planning process provides a structure for establishing priorities and timelines for research and evaluation. Presently, the Office of Planning, Research and Professional Development is keeping pace with institutional demand for services. Summary outcomes from the administrative program review process indicated that the Office of Planning, Research and Professional Development met research objectives and responded positively to requests for research.(3.9)

STANDARD THREE

Planning Agenda:

None.

3A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary:

The Institutional Planning Committee developed an institutional effectiveness model based on five areas of accountability -- student access, student success, student participation and satisfaction, human resources and fiscal and physical resources. Annually, outcomes are reported for the student access and student success sections of the model. Every three years, outcomes are reported for the remaining three sections, i.e. student participation and satisfaction, human resources and fiscal and physical resources.(3.10)

The effectiveness of every organizational unit is evaluated through regular program review. The Institutional Planning Committee worked in collaboration with the Academic Senate to design and implement a revised instructional program review model. The committee has also developed administrative services and student services program review models. (3.1) All organizational units were expected to participate in the new review processes – during a pilot year or during academic year 2000-2001. Other significant evaluative efforts include:

A needs assessment study was conducted in 1997 to provide additional feedback from the student population. (3.11)

A report assessing the status of educational equity at LMC was conducted in 1995.(3.12)

A study on employees' perceptions of the impact of the college management reorganization was conducted during the fall of 1999.(3.13)

In order to evaluate the effectiveness of the various methods of delivery of instruction, a study of faculty perceptions was conducted in the fall of 1999.(3.14)

Administration of the Community Assessment Program provided feedback on public perceptions of the colleges. (3.6)

In addition, the college strategic goals, which were developed during fall 2000, were specifically designed to be measurable.(1.4)

Self Evaluation:

The Institutional Planning Committee recommended that the five major areas of the institutional effectiveness model should be reviewed, revised and updated to ensure they reflect current institutional goals and present directions. The model was revised during July 2001 to include indicators that measure achievement of strategic goals. The college was not able to include student outcome results for the past two years due to conversion to the Datatel system

STANDARD THREE

and the time needed to design and implement the research data warehouse – a locally developed database to support research activities at the three colleges. Now that the research data warehouse is operational, the Research Office has updated student outcomes data.

Planning Agenda:

None.

3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary:

A new program review model for instructional, administrative and student service units has been developed and implemented. Following a pilot year, all organizational units were expected to participate in the process during the 2000-2001 academic year. The new program review model has been designed to include the use of quantitative data that should help to improve programs. The development of unit plans follows from the program review analysis.

Special program evaluations are also conducted for categorically and grant funded programs.

Self Evaluation:

There has been an institutional shift from *compliance* to *program improvement* as the primary purpose for institutional

planning and evaluation at LMC. In time, the new planning and evaluation models will produce tangible evidence to prove that program evaluations lead to improvement of programs and services, but at this point, it is still too early to discern. By the end of the 2000-2001 academic year, 10 of 18 administrative units, 28 of 34 instructional units and 13 of 16 student services units had conducted and submitted program reviews and/or unit plans.(3.15)

Early feedback regarding the new program review process suggests that some departments may need more data to accomplish the goal of program improvement. Recommendations for program improvement that come from independent (discipline-specific) accreditations are also reviewed regularly. The recommendations from the external evaluation reports should be incorporated into college planning and evaluation models within the regular cycles.

Given significant changes in the program review/unit planning processes, it will take another cycle to determine the degree to which the process has led to actual improvements in programs and services.

Planning Agenda:

None.

3B Institutional Planning

3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the

STANDARD THREE

college community in the development of institutional plans .

Descriptive Summary:

The Institutional Planning Committee includes classified staff, faculty and management. With considerable input from the college community, the committee reviewed and revised the instructional program review and planning model and created student services and administrative program review and planning processes and documents.(3.1) All planning processes are synchronized.(3.16) Minutes of planning meetings are sent to the College Council for distribution to the college and posted on the LMC intranet. (3.17)

The Institutional Planning Committee also developed the Financial Planning Model (FPM) and made revisions in numerous drafts in response to input from the college community. The FPM recommendations were forwarded to the College Council, which then made recommendations to the College President for approval.

The college strategic planning process incorporates forums, feedback surveys, and community input to identify appropriate goals. A list of potential goals, the results of the strategic planning process, is sent to the College President for prioritization and eventual selection, in consultation with the College Council. Strategic goals are then used to shape unit plans and as a criterion for resource allocation. Goals for this cycle are to increase FTES, while improving productivity and

student success outcomes; to improve satisfaction with governance and decision-making procedures; and to improve facilities to meet student needs. (3.18, 1.4)

All planning processes are shared with, and reviewed by, constituency groups. Planning calendars are also posted on the college intranet.(3.17)

Self Evaluation:

Development of LMC's planning processes had input from, and review by, the college community. Members of the Institutional Planning Committee consulted with the Financial Planning Committee, division chairpersons, Academic Senate and Classified Senate during the development phase of the planning models. While creators of the models have a working understanding of the processes, others in the broader campus community do not yet have an in-depth understanding of how the models function. Since the college is developing an institutional culture that firmly embraces planning and evaluation as decision making tools, additional workshops and training sessions are needed to inform increasing numbers of college employees about the planning processes.

Planning Agenda:

None.

3B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

STANDARD THREE

Descriptive Summary:

The revised program review process has been designed to incorporate the use of “hard data” to better evaluate all units: instructional, administrative and student services. Unit planning is now done in conjunction with program review. Unit plans are focused on program improvement and are based on the unit reviews.

The accreditation self study also constitutes a major institutional evaluation effort and the planning agenda sections identify priorities for improvement. The planning agenda items and the visiting team recommendations are incorporated into the action agendas of appropriate college groups, offices and managers. Visiting team recommendations are included as background information in strategic and master planning processes.

The strategic planning process employs institutional effectiveness measures as background information in the planning phase and as an evaluative tool in the evaluation phase.

During spring 2001, the district sponsored the College Board’s Community Assessment Program (CAP), which conducted a market analysis comprised of five areas to gather information about overall community needs and perceptions in order to improve enrollment management decisions. District and college leaders are in the process of analyzing the CAP data and will develop new enrollment management strategies based on the findings and

recommendations.(3.6)

Self Evaluation:

Improved evaluation and planning processes have led to a number of significant improvements at LMC in recent years, such as Title 3 Grants to improve developmental education and transfer; establishment of the Honors Transfer Program; the new Computer Networking and Retail Management courses and programs; changes in student services; additional resources for the Transfer Center; development of facilities plans; and the administrative reorganization that followed a study by K-H Consulting. While the overall planning and research functions have vastly improved, there is always room for growth in developing effective action plans to address needed improvements. Further, assessing how well corrective action is working is often at a somewhat theoretical level – more emphasis should be placed on the use of outcome-based criteria.

Planning Agenda:

None.

3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary:

During the last three years, the Institutional Planning Committee

STANDARD THREE

designed a new program review and unit planning model that is integrated with financial resources allocation. For the first time, LMC has a model that integrates and synchronizes strategic planning, program review, unit planning and resource allocation.

Following a pilot year, the program review/unit plan model was improved and was implemented college wide during the 2000-2001 academic year, as listed in the planning calendar.(3.1, 3.16)

A comprehensive Educational Master Plan was developed during 1996-1997 and is scheduled to be reviewed and revised during the 2001-2002 academic year. (3.19, 3.20) The master plan includes both human resources and facilities planning. A new Facilities Master Plan was developed by a team of LMC personnel and architectural consultants during 2000-2001.(3.21) A Human Resources Plan has also been completed by the Staff Development Coordinator, in collaboration with the College Staff and Organizational Development Committee.(3.22)

Self Evaluation:

A good effort has been made by the Institutional Planning Committee to consistently include all units in the planning process. The goal has been to develop an institutional shift in thinking about planning, so it becomes an essential integrated element in all college activities. Since 2000-2001 was the first year that the comprehensive review, planning and resource allocation process was functional, little can be said yet about its effectiveness as a

systematic and integrated model.

Planning Agenda:

During the next program review cycle, the Institutional Planning Committee will develop criteria for assessing the effectiveness of planning and program review in order to improve programs and services.

3C Institutional Outcomes Assessment

3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Data:

LMC developed a strategic plan in 1997 and again in 2000. As part of the most recent process, the college identified measurable strategic goals during fall 2000. These goals define the intended institutional outcomes through the year 2003.

The college developed an institutional effectiveness model that addresses five areas of accountability in 1996. Updates on two areas of accountability are provided on an annual basis. The institutional effectiveness study provides data which may be used to evaluate the achievement of strategic goals. Partnership for Excellence (PFE) performance measures will also be used to assess institutional outcomes and achievements in PFE categories.

Self Evaluation:

While there is evidence that LMC has

STANDARD THREE

identified institutional outcomes, more documentation is needed to measure achievement. The current strategic goals were developed with measurability in mind. Previously, the college simply summarized its efforts to achieve the goals.

Planning Agenda:

By August 2003, the College President and Dean of Planning/Research and Professional Development will evaluate the achievement of the intended outcomes as specified in the strategic goals.

3C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary:

The Office of Research has developed a website in order to communicate with the college community and the public. (3.23) The Planning Office also has a website to keep the college community informed of institutional planning efforts. An accreditation website was created, which demonstrates LMC's effort to communicate broadly with the college community and general public. Self study drafts were posted regularly on the website.(2.20)

A research newsletter, INSIGHTS, is published at least once a semester to communicate the status of research directions and/or findings. (3.24) District level reports that include college achievements are made available to the

public. The District Research Office makes available effectiveness and enrollment reports.(3.25, 3.26)

Self Evaluation:

The college has improved its communication of LMC's quality to the public through greater college involvement with community groups. Recent LMC Foundation activities have been particularly successful. However, the college needs to more formally communicate matters of quality assurance to the general public, including using advisory community groups, college and district publications and innovative ways of showcasing program quality.

Planning Agenda:

None.

3C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary:

An administrative program review was conducted for the Office of Planning, Research, and Professional Development during spring 2000. (3.9) The activities of the Research Office are based on the direction and priorities of the college as evidenced by the office's unit plans.(3.9) The Institutional Planning Committee prioritizes research projects and uses the

STANDARD THREE

results of process evaluations to make improvement.

As listed in previous sections, the Institutional Planning Committee has reviewed and revised the college program review, unit planning, strategic planning and resource allocation processes based on evaluations that included input from participants in the process.(3.27, 3.18)

Self Evaluation:

Now that the college's planning processes have been completely overhauled, the following question must be asked: *Do the institutional evaluation and planning processes ultimately improve the capacity for assessing institutional effectiveness?* To answer, the college's institutional effectiveness study must be revisited. The five major areas are still applicable and the key words for this standard, that it *provides an ongoing utility for assessing institutional effectiveness* are particularly apropos. Indicators listed under the five major areas should be a focal point for review and revision. Only after baselines have been established and compared with those outlined in the master plans will the college know how effective its planning processes are.

Planning Agenda:

During spring 2002, the Institutional Planning Committee will modify the institutional effectiveness instrument and create a skeletal assessment plan with an increased emphasis on student learning outcomes. During fall 2002, the assessment plan will be fully discussed

and a detailed design created. Prior to the next strategic planning process, the assessment plan will be implemented.

Documents:

- 3.1 Program Review and Unit Planning Documents
- 3.2 Enrollment Management Plan
- 3.3 Financial Planning Model Description
- 3.4 Resource Allocation Processes Summary
- 3.5 Employee Experiences with LMC Research Report 2001
- 3.6 College Board Community Assessment Program Reports
- 3.7 Institutional Planning Committee Minutes
- 3.8 Title 3 – Developmental Education Research Plan and Initial Outcomes Report
- 3.9 Office of Planning, Research, and Professional Development Program Review and Unit Plan
- 3.10 Institutional Effectiveness Study
- 3.11 Needs Assessment Report – LMC Students, 1997
- 3.12 Student Equity Report
- 3.13 Governance and Management Structure Evaluation
- 3.14 Instructional Methods Research Report
- 3.15 Program Review and Unit Planning Submission Status
- 3.16 Planning Processes Calendar
- 3.17 Planning Department Web Page
- 3.18 Strategic Planning Process Description
- 3.19 Educational Master Plan – 1997
- 3.20 Educational Master Plan Outline – 2001
- 3.21 Facilities Master Plan

STANDARD THREE

- 3.22 Human Resources/Staff
Development Plan
- 3.23 Research Web Page
- 3.24 Insights (Research Newsletter)
Samples
- 3.25 District Enrollment Report
- 3.26 District Institutional
Effectiveness Report
- 3.27 Program Review and Unit
Planning Process Evaluation

STANDARD FOUR: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4A General Provisions

4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary:

The college's general mission statement describes the institution as "a public community college that provides quality educational opportunities for those within the changing and diverse community it serves. Our mission is to increase the knowledge, to improve the skills and to enhance the lives of our students and our community." In order to implement the statement, the college offers a broad array of courses – general education, transfer, occupational, developmental and lifelong learning – and comprehensive student services.(1.3)

The College Research Office regularly assesses the demographics and economics of the feeder area and student body. Information on the area comes primarily from the 2000 Census. Data on

students comes from the college application and students' educational plans. During spring 2001, a specific study on the characteristics of Program for Adult College Education (PACE) students was also conducted.(4.1)

During the 2000-2001 academic year, the district contracted with the College Board to implement its Community Assessment Program (CAP) in Contra Costa County. In May 2001, the findings and recommendations on how to better serve the varied educational needs of the community were presented to the district and three colleges for analysis and action.(3.6)

Self Evaluation:

The college mission statement has been updated since the previous visit, approved by the appropriate college governance bodies and published in the College Catalog.

Publications from the Research Office describe demographic and economic profiles of the community. The information is also available on the college "intranet." These profiles are available to faculty, managers and staff for use in program evaluation and planning processes.(3.23)

Students and counselors collaborate in the development of educational plans that are stored electronically for easy access and follow up – they are also helpful in ascertaining student educational needs. The college is continuing to work with the Datatel system to develop and refine the

STANDARD FOUR

implementation of educational plans to better serve students.

The CAP Study looked at the demand for lower-division undergraduate education among adult students and more recent high school graduates (ages 18-24). In general, the report recommended promotion of certain programs and courses and suggested more emphasis on non-traditional scheduling of classes for adults. As of this writing, the specific findings are being analyzed; they will then be used in various planning processes.

The college has already implemented changes to better serve its community. A new, expanded facility in Brentwood – 15 miles east of the main campus – opened in September 2001. It offers a number of general education and computer-related classes for residents of far East County. The college also offers late afternoon, evening and weekend classes at the Cal State University Hayward (CSUH) Contra Costa campus in Concord. A PACE schedule – usually evenings for nine-weeks and Saturdays – has been well received by students. The PACE liberal studies major enables the student to transfer to CSUH and /or complete the lower division general education requirements. The college also offers web-based courses in some disciplines.

The college strives to meet the diverse needs of its students through the processes of program review, unit planning and curriculum development. In general, the college curriculum is dynamic – new courses, experimental and permanent, are continually added to

meet changing community and student needs.

Planning Agenda:

None.

4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary:

The College Catalog, which is updated annually, announces degree and certificate requirements. Classes are scheduled so that full-time students with college-level skills can complete programs within a reasonable time – typically two years. However, most LMC students are part time and/or have developmental needs, so completion of their educational goals often takes longer.

The Curriculum Committee has addressed the issue of the large number of units to earn a certificate of achievement or associate degree in some vocational programs. Departments have been encouraged to reduce the number of required units for students and/or to increase options to meet the requirements. A number of departments have also developed and implemented “locally approved certificates” – fewer than 18 units.

Self-Evaluation

The College Catalog is up-to-date and accurate and it clearly represents degree and certificate requirements. The information has also been added to the college web site. The Curriculum Committee has done its part to ensure that students can complete programs in a timely manner.

Changes in the college's graduation requirements, implemented in 1998, were also designed to facilitate degree and transfer requirements completion in a more timely manner.

Multiple sections of graduation requirements classes are offered so that both day and evening students can complete them on-campus within any two-year period. Most of the required classes are also offered at the off-campus Brentwood site on a regular basis.

The schedule of classes reflects the increasing emphasis on more non-traditional offerings – shorter formats, weekends, off-site locations and online options. An Enrollment Management Plan, designed partially to address ease of completion issues, is being developed – some aspects of the plan have already been implemented. The success of these various initiatives is evident in the significant enrollment increases during the 2000-2001 academic year – the college exceeded its FTES goal by 490.

Planning Agenda:

Under the leadership of the Vice President of Academic and Student

Affairs, the college will complete, distribute and implement its Enrollment Management Plan during the 2001-2002 academic year.

4A.3 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:

The engine technology program has been eliminated since the previous accreditation visit, although no courses in the area had been offered for several years. The paramedic program was redesigned and is now offered in partnership with an outside agency.

Inactive courses are deleted periodically from the catalog by the Curriculum Committee and the Office of Instruction.

Programs regularly make minor changes in certificate and/or degree requirements. The changes are published in the College Catalog and in departmental promotional materials.

Self-Evaluation:

When program requirements are changed, every effort is made not to place students at a disadvantage. The college adheres to the concept of "catalog rights" for continuing students – if requirements change they can follow those that are most advantageous to them. When program requirements

STANDARD FOUR

change and required courses are no longer offered, departments waive the requirements and/or designate substitute courses.

As indicated previously, the Curriculum Committee works with departments to avoid adding requirements that make program completion difficult for students. Through the enrollment management process, proactive steps are being taken to schedule classes in a variety of ways so that program completion is easier.

Planning Agenda:

None.

4A.4 The institution provides sufficient human, financial and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary:

LMC endeavors to provide sufficient resources to support its programs. Human resources are allocated by the district to the colleges through the Box 2A process (faculty staffing discussions) and Business Procedure 18.03 – Guidelines for College Classified Staffing.(4.2, 4.3) In recent years, the classified allocation has been augmented somewhat through categorical funds, grant revenues and technology monies. The district also provided funds to add

three classified FTE at LMC during 2001-2002.

Financial resources are also provided by the district, calculated primarily on FTES-based formulas. Recent FTES growth at LMC has resulted in increased operating funds. During the past several years, the college has also received a significant infusion of other revenue. For example, PFE, block grant (instructional equipment), TTIP, VTEA and two Title 3 Grants. From PFE funds, the base budgets of all organizational units were increased by 18 percent during the 2000-2001 academic year.

Physical resources on campus are strained – there simply is not enough classroom, lab, student services and office space to meet the needs of a growing student body. The college has dealt with the space problem by construction of the new Brentwood Center, the proposed renovation of the Marina Center in downtown Pittsburg, completion of the VocTech addition, construction of the Child Study Center addition, completion of various remodeling projects and development of final project proposals for a new library and a math/science building. The district also attempted unsuccessfully to pass two local bond measures that would have funded facility renovation and expansion.

Technological resources have been greatly improved recently. During the past three years, all instructional labs have been upgraded using district and state funds. All employees who need them have Pentium-level computers on their desks, although ordering and

STANDARD FOUR

delivery delays sometimes slow down the installation process.

The college strives to provide services to facilitate student goal achievement at off-campus locations, as well as on the main campus.

Self Evaluation:

The college needs more human resources in order to provide optimal service to its growing student body. Approximately 65 percent of sections are taught by full-time faculty (it is hard to get exact numbers since the district converted to the Datatel system). At the department level, some disciplines have a disproportionate number of part-time faculty. Despite a few full-time hires during recent years, as a result of enrollment growth, LMC has not moved toward the desired overall 75/25 full-time/part-time ratio, although the district is in compliance with the state-required "maintenance of effort" level. The college is finding it increasingly difficult to attract qualified part-time faculty in some disciplines. Many departments must regularly request contract variances from District Human Resources and the United Faculty to allow part-timers to exceed the 60 percent load limitation.

For many years, the district has not supplied the colleges with the number of employees called for in the classified staffing formula, even though enrollment has grown significantly. However, in some areas the need for additional classified staff has been met from other revenue sources.

The Institutional Planning Office, in

collaboration with the Financial Resource Committee and the College Council, has developed a comprehensive college-wide planning process for the allocation of funds to support educational programs.(3.3) The current Financial Planning Model is being evaluated and, if necessary, will be modified to produce a more efficient process with more input from the college community. In addition, limited curriculum development funds are available for faculty. Technology funding is primarily through district and state revenues. The college recently completed a draft of its Technology Plan, which includes acquisition, maintenance and replacement based on a "total cost of ownership" approach.(4.4)

Appropriate faculty, staff and managers are involved in facilities planning from the beginning – establishment of need, brainstorming of various solutions and development of initial and final project proposals. The college has been proactive in addressing its pressing need for additional space (see above). However, one result of many small remodeling projects over the years has been the significant reduction of open space within the college complex – as a result, the main building often feels overcrowded. A major problem is that the college is unable to meet student demand for classes in "prime time" due to space limitations. The district is currently studying the feasibility of another local bond measure, now that the threshold for passage has been reduced.

Planning Agenda:

By the end of academic year 2002-2003,

STANDARD FOUR

the College President and faculty and classified leadership will develop and implement a strategy to augment the college's number of full-time employees in order to increase the percentage of sections taught by full-timers and to improve the level of classified support.

During academic year 2001-2002, the Governing Board and Chancellor will finalize the study of the feasibility of another local bond measure.

4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

The college provides general counseling and faculty advising as a part of the matriculation process. General counseling is available to all students. Advising is "program specific" and is designed to provide a resource person/advisor who is knowledgeable in the student's chosen field of study. As a result of working with an adviser, the student should be able to make better-informed career decisions based on relevant and current information.

Only some departments offer academic advising. Each semester the college gets a list of students by major. A letter is then sent to the students asking them to meet with the faculty adviser to develop an educational plan. The advisers have been trained on how to work with

students to develop the plans. In addition to the formal advising process, many LMC faculty serve as informal advisers for students in their courses and/or programs.

Self Evaluation:

Child development and welding have consistently participated in the formal advising program. Some semesters, appliance repair, biology, business and travel have also been involved. The required nursing careers seminar serves as an advising mechanism for students enrolled in that program. The Director of Enrollment Management reports that he has had difficulty getting more faculty involvement, despite the fact that the college pays instructors to work with students on educational plans.

The Director of Enrollment Management conducted informal research that indicated that students who had educational plans developed with faculty advisers had a higher college success rate. The research also showed that most students did, in fact, follow the proposed plan.

Students' educational plans are on file and readily available for review by faculty advisers and counselors. Counselors and advisers work in conjunction with each other to enhance the student's college success and in planning and completion of educational goals.

Planning Agenda:

None.

4B Degree and Certificate Programs

4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning and use of information and learning resources.

Descriptive Summary:

The revised college mission statement addresses the centrality of instruction for general education, transfer, vocational, developmental, lifelong learning and economic development. LMC offers a wide range of courses and/or programs to address these priorities. Historically, the college has emphasized its general education, transfer, vocational and lifelong learning courses and programs.

However, since the last accreditation visit, LMC has augmented significantly its developmental education and economic development efforts. The college has undertaken an innovative approach to developmental education based on national research on effective policies and practices. LMC now provides comprehensive services that are being “institutionalized” into the academic mainstream. Specifically, developmental education is now coordinated by the Teaching and Learning Center, which opened during 2000-2001. The center houses a college-wide Reading and Writing Center, a computer lab, student study rooms and a Counseling Student Success Center.

Curricula have also been redesigned so that courses are more engaging, flexible and effective. All English courses for students who assess below the college transfer level have been redesigned as five-unit integrated reading and writing courses. There is also a new two-semester English “bridge” course sequence for students exiting the ESL (English as a Second Language) program. The math faculty is in the process of a comprehensive curricular review of pre-transfer level courses that involves identifying learner outcomes that explicitly include critical thinking skills, as well as math content, and designing learning experiences that will help students to achieve those outcomes.

The 1997 management reorganization created the Dean of Economic Development to provide for leadership in this area. As a result, contract education and related functions have expanded dramatically.

The faculty who design the curriculum establish the length, breadth, depth, sequencing of courses, synthesis of learning and use of information and learning resources. The Curriculum Committee reviews proposed and revised course outlines and new or modified programs. The rigorous review includes compliance with Title 5 requirements and relevancy to the college mission statement.(2.16) The College Catalog outlines the sequencing of courses (if applicable).

The Curriculum Committee reviews and recommends approval of courses within programs, including consideration of whether completion can occur within a

STANDARD FOUR

reasonable period. In the process, it looks at issues of length, breadth, depth and sequencing of courses, including the review of prerequisites. The committee also monitors all course and program changes. The General Education Committee, a subcommittee of the Curriculum Committee, reviews and recommends approval of all GE courses and requirements to ensure academic integrity and reasonableness.

Synthesis of learning is emphasized in all general education courses through the required emphasis on critical and creative thinking, interdisciplinary approach and ethical analysis. In addition, Humanistic Studies 2LS – An Ethical Inquiry into Societal Issues – is a required GE course. Students investigate selected societal issues by understanding the problems, possible solutions and the ethical choices involved in each issue. The course also focuses on techniques of independent research by requiring an extensive research paper.

Computer literacy, required for all degrees and certificates, can be met by successful completion of selected business or computer science courses or by passing a challenge examination.

Self Evaluation:

The college has a history of excellence in its general education program. GE at LMC is based on a sound educational philosophy. The result is an integrated, criteria-based approach.

In recent years, the college has increased its emphasis on transfer – improving the transfer rate is a component of one of

three strategic goals. Specifically, the college has committed to “increase the number of students who transfer to degree granting baccalaureate institutions by 5 percent, based on the 1998-99 transfer total, by fall 2003”. Since the previous accreditation visit, the college has hired a full-time faculty member to run the Transfer Center; as a result, center activities have increased. Transfer numbers are currently “flat” – in the range of 176-198 transfers to California public universities. The college expects the numbers to increase once all the current programs that emphasize transfer are implemented.

In the fall of 1999, the college implemented its Honors Transfer Program (HTP). Some 100 students are in the Honors Transfer Program (HTP). Students take special honors courses and/or complete “honors contracts” in regular classes. During the start-up phase of the program, curriculum was developed, eligibility criteria established, students recruited and special enrollment processes were implemented. LMC awarded a degree to its first HTP graduate in May 2001. The Honors Advisory Board has identified two areas that need improvement: student participation and creation of a sense of community. Although some 100 students have signed up for the program, the percentage of students actually taking honors courses or doing honors contracts has been 25-40 percent each semester. The board believes that the participation problem is linked to the need to create more of a sense of community among honors students. The college will address the issue by creating an Honors Learning and Research

STANDARD FOUR

Center.

A major initiative to improve transfer rates is the “strengthening academic programs for enrollment, retention, graduation and transfer of high-risk, transfer-bound students” Title 3 Cooperative Grant, in conjunction with Las Positas College. LMC’s portion of the five-year allocation is \$1,049,293, including administration of the grant for the two institutions. The grant application was written “in an effort to turn around the poor transfer images of the colleges that are negatively impacting institutional outcomes and effectiveness.” With grant monies, LMC is establishing a multifaceted and comprehensive Transfer Achievement Program(TAP) that will:

- Enroll, track and support cohorts of high-risk transfer students through a core curriculum.
- Integrate a variety of instructional and student services and linkages in support of students.
- Pilot projects to develop strategies to assist high-risk transfer students with math and English required for success in key transfer gateway courses, such as biology, sociology and history.

LMC plans to enroll TAP cohorts of 25 students in core courses over a period of several semesters. In addition to guaranteed enrollment in the courses, students will have access to personalized counseling, supplemental instruction and learning community experiences.(4.5)

The second focus of the grant is to

support institutionalization of the HTP (see above). The grant should also strengthen the college’s image and connection to the community through development of mentor, internship, work experience and service learning opportunities for students. Grant-funded activities began during academic year 2000-2001.

Vocational programs offer degrees and certificates designed to address the educational needs of Contra Costa County. In addition, many programs now offer “locally approved certificates” of fewer than 18 units. All vocational programs have advisory committees that help to keep them plugged into the world of work.(4.6) Occupational faculty report that graduates of LMC programs secure good paying jobs. Due to dramatic increases in funds – block grant (instructional equipment) and technology monies – most vocational programs now have significantly improved the equipment available to students and faculty. Vocational enrollments in many areas have grown rapidly, particularly in high tech programs such as CISCO.

Thanks to a \$1.3 million, five-year Title 3 Grant, LMC has made great progress in developmental education. The grant paid to establish the Teaching and Learning Center with a full-time coordinator.

Reassigned time is also provided for a Reading and Writing Center Coordinator, English faculty who serve as consultants to students seeking assistance with their work in a wide variety of courses, math faculty are

STANDARD FOUR

working on curricular revisions and counselors provide student services. As required by the grant, LMC is gradually “institutionalizing” the developmental education program through PFE and operating funds. An early evaluation of the curricular changes in English 70, an integrated reading and writing course two levels below English 1A, indicated a significant improvement in student success. Students who enter LMC at a developmental level now benefit from accurate assessment and advisement processes. A developmental curriculum is carefully monitored by full-time faculty, support services are integrated into the academic mainstream and academic support extends into transfer level courses.(4.7)

Economic development activities have expanded dramatically. Contract education has been successfully implemented with a number of important local clients. The dean also provided leadership for other important college initiatives: establishment of the Brentwood Center; CalWORKS implementation; lease negotiations for off-campus sites; establishment of job development services for CalWORKS and CARE students; setting up public health and safety training partnerships; establishment of CISCO Academies at local high schools; and various workforce development projects.

After the Dean of Economic Development was promoted during spring 2001, the college reviewed its approach to economic development activities. Discussions were underway about centralizing some contract education functions at the district level.

The position of Dean of Economic Development was eliminated and some of the responsibilities were assigned to a newly created position, Coordinator of Grants and Economic Development, which was filled in August 2001.

Planning Agenda:

None.

4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary:

The College Catalog contains descriptions of all degree and certificate programs – this information is updated as part of the program review process and reviewed by the Curriculum Committee. Some program information is also available on the college website. The departments supplement this information with brochures and other material to communicate the goals, objectives and requirements of their programs. Vocational areas typically include information on employment opportunities that are available as a result of program completion.

Student mastery of required knowledge and skills is explicitly included in each course outline.

Self Evaluation:

Information about degrees, certificates and courses is widely available to students and presents an accurate picture of the college’s programs. The college website has provided an additional medium of communication with students and the community. The constant review and update of the catalog – a collaborative effort among Admissions and Records, the Office of Instruction and the Curriculum Committee -- has produced a reputable document.

Planning Agenda:

None.

4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary:

Expected learning outcomes for each course are included in the respective course outline, which is on file in the Office of Instruction and available to the public upon request. The minimum learning outcomes for each degree and certificate program consist of all required courses of the respective degree or program. Only nursing and administration of justice programs have “terminal objectives” published for the entire program.(4.8) Across the college, program requirements are clearly spelled out in the catalog.

Each department is required to revise its course outlines on a regular basis as part

of the program review process. In addition, during the past several years, the Curriculum Committee and Office of Instruction worked together with faculty to get all pre-1998 course outlines updated – as of this writing, most have been completed, but some are still “in progress.”

Course syllabi (sometimes called first-day handouts) also inform students about course objectives. The syllabi also describe course expectations, including attendance and grading policies, assignments and methods of evaluation. Student performance is evaluated by the instructor in accordance with Title 5, Education Code and district grading provisions.

Self Evaluation:

The college clearly specifies the learning outcomes it expects from students in course outlines, course syllabi and the College Catalog. Students who complete the courses and programs demonstrate the achievement of published objectives through the mastery of examinations, skill tests and papers. Expected learning outcomes are not described at the program level for most instructional programs.

In fields where outside certification is required or offered, students who complete LMC programs do very well – nursing, CISCO, Microsoft, welding, automotive, travel, etc. For example, the last three RN classes had 95-100 percent pass rates on the National Council Licensing Examination for Registered Nurses. Vocational nurses passed the state boards at a 89-93 percent rate. In

STANDARD FOUR

administration of justice, 95-99 percent of students meet POST standards in the basic police academy, the dispatch academy and in advanced officer courses. Some 98 percent of students pass the Fire Fighter 1 Academy. Students appear to be well satisfied with their educational experience at the college – the quality of teaching, quality of classes and development of vocational skills were all rated very highly by survey respondents.

Planning Agenda:

By fall 2002, the Curriculum Committee and Office of Instruction will create a plan for identification of learning outcomes for degree and certificate programs and for assessing student achievement of those outcomes.

4B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary:

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

Major requirements, at least 18 units, are designed to prepare students for transfer

to a four-year institution and/or to provide relevant skills for the workplace.

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 classes.

Course outlines list objectives 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 in order to graduate.

Self Evaluation:

LMC spent three semesters evaluating and revising its general education model. Changes in the program, approved by the Academic Senate and College President and implemented in the fall of

STANDARD FOUR

1998, were designed to reduce the number of required units and increase student options to meet the various requirements. Although the college evaluated the GE model, it has not assessed actual learner outcomes of course and/or program completers. The college has maintained its commitment to an integrated, interdisciplinary model by avoiding a “cafeteria” approach to general education. In order to be included in the model, each course must demonstrate how it meets all five of the general education criteria.

Competency requirements have been maintained – the college believes that it is good practice to certify the proficiency of its graduates in the areas of computer literacy, math and reading/writing. Other requirements are designed to produce well-rounded graduates.

Surveyed students were happy with the LMC classes that they have taken – 91 percent were moderately or very satisfied.(4.9)

Planning Agenda:

None.

4B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary:

Students completing an associate degree or certificate of achievement must demonstrate competence in the use of language and computation.

For the degree, reading/writing competence is demonstrated by successful completion of English 10S, College Composition. Math competence is demonstrated by completing Math 15, Liberal Arts Math, or Math 25, Elementary Algebra, or any higher level math course. Also, students can pass the math proficiency exam, which measures elementary algebra skills.

For the certificate of achievement, reading/writing competence may be satisfied by one of the following: completion of English 90, Integrated Reading, Writing and Critical Thinking, or English 10S, College Composition; placement at the English 10S level on the matriculation assessment; completion of a designated major course, i.e. Business English for a business major; or passage of a reading/writing exam in designated departments. Computation competence is demonstrated by passing a designated math course or business math or by passing the certificate of achievement math competency exam.

Self Evaluation:

All students completing degree programs must demonstrate competence in the use of language and mathematics. Since the previous accreditation visit, the college has increased the options for students to meet competency requirements.

Information on required competencies is made public through the College Catalog, schedule of classes, counseling information sheets, the web site and new student orientations.

STANDARD FOUR

Although not required by the accreditation standard, the college also has competency requirements for all certificates of achievement. For the certificate, the college offers more selection of courses and alternate methods of completing the proficiencies for reading/writing and math.

The college requires computer literacy competency for both the degree and certificate. A number of years ago, LMC concluded that computer competency was a crucial skill for all its graduates.

Planning Agenda:

None.

4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary:

All course outlines stipulate objectives – learner outcomes. Faculty evaluate students based on their ability to meet the objectives through performance on examinations, assignments, class projects and other activities. Grade summary reports document student success, retention and persistence.

In selected programs, outside agencies also measure students' competencies. All vocational programs conduct program review on a regular basis, including an examination of the competency of program completers. Advisory committees, which are

required to meet regularly, also provide valuable feedback to the programs on workplace requirements and the performance of former LMC students.(4.10)

Many programs include a work-based component through internships, clinicals or work experience. Students sometimes secure employment as a result of these experiences.

The college has an active Occupational Education Committee which assists in maintaining and improving program quality.(4.11)

Informal information on program completers' competence is available from occupational instructors. The faculty often help to place students in jobs and then informally keep track of their progress in the workforce.

Self Evaluation:

Respondents on the student survey reported a high degree of satisfaction with "development of skills that you can apply to a career or vocation."

LMC students do well on certification measurements that are administered by outside agencies. For example, nursing graduates have a very high pass rate on state exams.

Chancellor's Office data on "program completers" indicated that the former students in two cohorts were employed in California in the 87-92 percent range. Further, the completers showed significant improvement in earnings.(4.12)

STANDARD FOUR

Occupational departments also keep informal track of how former students do. They sometimes rely on the LMC Employment Center data on placements, in addition to their knowledge of the respective fields. Additional student placement data would be helpful in curricular planning.

Planning Agenda:

None.

4C General Education

4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary:

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

All general education requirements are clearly spelled out in the College Catalog, schedule of classes and counseling department handouts.

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 the fall of 1998.

Self Evaluation:

General education requirements are clearly and accurately published.

The LMC approach to GE meets the standards and program requirements for all transfer and occupational majors.

The revision of the general education model led to fewer required units and more course options to meet each requirement.

Planning Agenda:

None.

4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary:

Much of LMC's philosophy of general education is contained in the revised college mission statement. For example, there are "provisions" dealing with changing socio-economic trends, critical and ethical thinking, effective communication, independent thought, individual dignity and worth, democratic citizenship, ecological responsibility and an appreciation of diverse cultures. To implement the provisions, the college offers a "comprehensive, interdisciplinary general education

STANDARD FOUR

leading to an associate degree and to transfer to baccalaureate-granting colleges and universities.”(1.2) The college’s General Education Task Force developed its own brief philosophy statement: “An AA/AS Degree at LMC combines a broad liberal arts and sciences education with the fundamental skills necessary to become a successful citizen in an increasingly technological and diverse society.”(4.13)

Breadth requirements are covered by requiring students to take at least one course in six areas – communication, critical thinking, science, creative arts, humanities, behavioral science and social science.

All general education courses must meet five criteria – reading, writing and speaking in the learning process; interdisciplinary; critical and creative thinking; ethics of knowledge; and social diversity and global perspective.

Self Evaluation:

Significant discussion of LMC’s general education philosophy and rationale took place as part of the GE revision process, 1996-97. The General Education Task Force evaluated the college’s approach to general education and researched “best practices” in GE around the country. There were months of deep philosophical, content and pedagogical discussions regarding general education. The group produced a document outlining 15 desirable learner outcomes for general education. The task force then wrote the clear and explicit five criteria for general education.(4.14)

The General Education Committee, composed of faculty and managers with the necessary expertise, reviews each proposed GE course to see that it meets the five criteria and to recommend to the full Curriculum Committee which area requirement it should satisfy. The committee conducts a rigorous review – typically courses must be revised before approval is recommended. Several new general education courses have been added to the curriculum each year since 1998. As a result, students have more options to satisfy each required area.

Planning Agenda:

None.

4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes and an appreciation for cultural diversity that will make them effective learners and citizens.

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

STANDARD FOUR

take at least one course in each of these areas.

The program is designed to give students the opportunity to develop intellectual skills, such as reading, writing and speaking in the learning process and critical and creative thinking. Information technology competence is covered by the computer literacy requirement. Affective and creative capabilities are required in all general education courses. Each GE course requires students to deal with ethics, diversity and a global perspective. In addition, graduates are required to complete an ethnic/multicultural studies course. Finally, most students completing the GE package take Humanistic Studies 2LS, 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 American Institutions and Ideals requirement, which is fulfilled by Political Science 5.

Self Evaluation:

Faculty proposing general education courses must answer, in writing, the following questions:

1. Does the course provide opportunities for students to develop higher cognitive skills through reading, writing and speaking?
2. Is the course interdisciplinary?
3. Does the course develop students' critical and creative thinking abilities?

4. Does the class explore the ethical values, obligations, consequences and moral implications inherent in the course content?
5. Does the course challenge students to consider contrasting experiences, viewpoints and opinions of diverse social groups within the United States and/or among other peoples, nations and cultures?

In answering these questions, the instructor must show that the course includes objectives, content and activities/assignments that demonstrate how the criteria will be met. The General Education Committee and Curriculum Committee scrutinize each course outline to see that the questions are answered adequately. Some LMC faculty are also interested in assessing learner outcomes in general education. A proposal for general education assessment was submitted for PFE consideration but was not ranked highly enough to be funded.

LMC clearly meets the standards of good practice in general education.

Planning Agenda:

None.

4C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking.

Descriptive Summary:

STANDARD FOUR

As indicated previously, oral and written communication are required in all general education courses. 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. All general education courses require critical analysis and logical thinking. In addition, the communication/critical thinking category gives particular emphasis to these skills.

General education course outlines include objectives (learner outcomes), content and activities/assignments in each of these areas. Students are evaluated on how well they achieve the 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 and critical analysis and logical thinking. Methods used to evaluate skill acquisition include written examinations, oral reports, lab activities and other assignments.

Planning Agenda:

None.

4D Curriculum and Instruction

4D.1 The institution has clearly

defined processes for establishing and evaluating all of its educational programs. The processes recognize the central role of faculty in developing, implementing and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary:

New programs are established in accordance with District Curriculum and Instruction Procedure 4008.(4.15) The procedure stipulates that college faculty, in consultation with management, has the responsibility for developing and proposing new instructional programs, in accordance with Section 5 of the Curriculum and Standards Handbook for the California Community Colleges.

At LMC, new programs are developed by departments and then submitted to the Curriculum Committee for review and action. All college-approved new instructional programs are then submitted for review and approval to the district's Educational Planning Committee (EPC) and the Governing Board, prior to submission to the State Chancellor's Office. The college has created one new program since the previous visit: retail management.

The same district procedure also mandates review of instructional programs. Each college develops its own specific program review process, which is mutually agreed upon with the Academic Senate. The procedure stipulates that program review "shall incorporate quantitative and qualitative

STANDARD FOUR

elements and should assist departments in developing and articulating a vision for promoting academic excellence.” Program review is to be based on appropriate “core data” and “should relate to college planning processes and lead to better utilization of existing resources and increased quality of instruction and service.” At the college level, instructional program review includes development of a unit plan. The process is designed to “assist departments in developing and articulating a vision for promoting academic excellence in their programs.” LMC’s approach provides departments with “the tools to review the past, to assess current status and to develop action plans for the future.”

Each college submits a report to the district’s EPC on the results of its program review including recommendations for new programs and modifications and/or discontinuance of existing programs. The EPC meets annually to review and discuss program review reports from each college. As part of program review, the Research Office provides data to be used to assess past performance and developing trends. The review includes a general description of the department; analysis of core data elements (curriculum transferability and scheduling trends, productivity trends, budget trends, enrollment trends, student outcome trends); advisory committee and/or external accrediting agency findings/recommendations; progress toward previous goals; and general assessment of program quality, summary and implications.(3.1)

Self Evaluation:

The establishment of new programs is straight forward – LMC follows the district policy and procedures. Faculty play the lead role in the process, in collaboration with academic managers. The Curriculum Committee conducts a thorough review of all proposed programs.

LMC developed and implemented its new program review and unit planning processes during the past three years. The Institutional Planning Committee developed the new approach to:

- Make program review and unit planning more effective and meaningful for improving all programs and services.
- Base review on both quantitative and qualitative measures.
- Link unit planning to strategic planning and other college planning processes.
- Link unit planning to resource allocation.

The new process has achieved all the proposed objectives.

Several instructional units “piloted” the processes during the 1999-2000 academic year; all others were required to participate during 2000-2001.

Program review and unit planning are now linked into a coherent process. On a regular six-year cycle, departments conduct program review and subsequently develop a unit plan based on that review. After a maximum of three years, each department will prepare

STANDARD FOUR

a unit review/plan update. These activities satisfy district policy requirements, fold into institutional planning initiatives, provide units with the opportunity to assess progress toward previously-established goals and develop a plan for moving the unit into the future. All college units now engage in these activities at the same time.

Most departments completed the program review and unit planning process during the pilot or implementation year – 87 percent of the 30 instructional units submitted the review and/or plan.(3.15). The completion rate was much higher than under the previous system.

The Institutional Planning Committee began evaluation of the new process during May 2001. The committee found that the sample reviews/plans it studied were generally of very high quality. Feedback received from ten individuals who had participated in program review/plan development indicated that the process was moderately to very useful. Based on the evaluation, the committee made minor modifications and endorsed the “continued use of the coordinated program review/unit planning process.” It also suggested more managerial involvement in the process.(3.27)

Planning Agenda:

None.

4D.2 The institution ensures the quality of instruction, academic rigor and educational effectiveness of all of

its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary:

The college’s commitment to excellence in teaching originates with the equitable hiring policy and procedures that require the same minimum qualifications for both part- and full-time faculty.(4.2) The criteria-based equivalency process is applied equitably. Qualifications are checked during the hiring process and again prior to Governing Board action.

Evaluation of faculty at regular three-year intervals and the tenure review process for all probationary faculty help to ensure the quality of instruction in all programs.(4.16)

Numerous professional growth opportunities and activities are provided to all faculty. In particular, the Nexus Program, an induction seminar for new full-time faculty with an emphasis on instructional quality, assists instructors during their first semester, supported by 20 percent reassigned time from their teaching load. The college also requires a pre-semester orientation for new part-time faculty.

All faculty teaching a specific course, no matter where or how it is taught, are expected to adhere to the course outline, which has been approved by the Curriculum Committee using Title 5 standards.

As part of the program review process, each department evaluates the overall quality and effectiveness of its offerings.

Self Evaluation:

District policy seeks to hire a “college faculty of highly qualified people who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness...” Based on the results of the faculty evaluation process and student feedback, the hiring process at LMC achieves these objectives. Respondents on the student survey were overwhelmingly positive about the quality of teaching at LMC.

The faculty evaluation process is conducted on schedule. A number of the evaluation criteria emphasize the quality of instruction – i.e. competence in classroom performance, recognizing the rights of students, participation in non-classroom professional responsibilities and participation in professional growth activities. Based on peer and student feedback, LMC faculty earn consistently high marks in these areas. LMC has a high participation rate in professional development activities for faculty, as indicated in responses to the employee survey. Respondents also expressed satisfaction with professional development programs.

Course outlines, written by faculty and approved by the Curriculum Committee, follow the LMC Curriculum Handbook, which reflects Education Code and Title 5 requirements regarding academic rigor.(2.16) Non-traditional curricula – community service classes, contract education, distance learning and experimental classes – are also reviewed by the Curriculum Committee. The United Faculty evaluation process

requires all instructors to “present material which conforms to the existing course outline of record.”

The new program review and unit planning process gives appropriate emphasis to the evaluation of quality and effectiveness.

Planning Agenda:

None.

4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary:

The evaluation of student learning and the award of credit are based upon criteria stated in the College Catalog and upon Title 5 regulations and Education Code provisions. Each class must conform to the approved course outline, which delineates student 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.

Self Evaluation:

The college adheres to normative statewide practices regarding the award of credit and evaluation of student

STANDARD FOUR

achievement. The college follows Carnegie unit criteria in setting unit value when a course outline is reviewed by the Curriculum Committee. The College Catalog, which is updated annually, clearly states “guidelines for units of credits” in the section just before the list of course offerings. The guidelines include “expected hours of outside preparation per class”; this material is also covered in the student handbook.(2.3)

Planning Agenda:

None.

4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary:

The college accepts units from other regionally accredited institutions as prerequisites and as partial fulfillment of graduation 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.

The Articulation Officer serves as a permanent voting member of the Curriculum Committee and functions as a liaison between the committee and the intersegmental offices of the presidents for the University of California (UC) and California State University (CSU). The officer annually submits courses approved by the Curriculum Committee to UC and CSU for system wide approval, including IGETC. She also works closely with other articulation officers as a member of the Northern California Intersegmental Articulation Council and individual UC and CSU campuses to develop articulation agreements.

The Articulation Officer provides course update information to ASSIST three times each academic year. Since the college participates fully in ASSIST, LMC students can access articulation agreements with four-year institutions via the web.

All courses eligible for consideration for major preparation have been identified and submitted to the California Articulation Number (CAN) System Office. This ongoing review has been enhanced by funds from the State Chancellor’s Office.

Self Evaluation:

LMC has clearly stated transfer of credit policies. 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.

STANDARD FOUR

Historically, the articulation of LMC courses focused on the general education curriculum, with limited attention given to major preparation. Students accessing ASSIST, the official depository of articulation for California public colleges, are often seeking comparable transferable courses to satisfy lower division major preparation requirements prior to transfer. LMC faculty are now striving to develop additional major-specific courses that will transfer.

Planning Agenda:

None.

4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary:

In recent years, LMC has increased its range of delivery systems and modes of instruction in order to better serve student needs.

In addition to traditional semester-length, face-to-face instruction, the college is offering more short-term classes, PACE classes, weekend classes, off-site and online classes – both complete and “hybrid.” Some departments offer specific options for students – i.e. self-paced or lecture for some math courses; lecture/lab or on-line for some computer science courses. The college also emphasizes diverse instructional approaches, including

collaborative learning, incorporation of technology and workplace competencies, tutoring, internships and service learning.

The Curriculum Committee reviews and recommends approval of all course outlines, regardless of delivery system or mode of instruction. In the process, the committee certifies that the courses are appropriate to student needs.

Self Evaluation:

LMC’s emphasis on a variety of delivery systems and modes of instruction fits the demographic reality of the student clientele and research on the wide array of student learning styles. The district and college commitment to meeting community and student needs was demonstrated by the valuable data that was gained from the College Board’s Community Assessment Program, which was conducted during the 2000-2001 academic year.(3.6)

Many college faculty have become interested in online courses. Some courses have been developed and offered – with a good response from the students. During the 2000-2001 academic year, an Online Curriculum Committee was formed to provide a standardized approach to web-based courses and to offer mutual support for the instructors. LMC will assess this new delivery system and make modifications, as necessary. During 2000-2001, the college developed a draft Technology Plan, which included an analysis of the use of technology in instruction.

Based on significant increases in

STANDARD FOUR

enrollment in non-traditional classes, it can be inferred that the college is meeting student needs by implementing the new approaches.

Planning Agenda:

None.

4D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary:

The Curriculum Committee approves all curricula for the college, both credit and no credit, whether conducted on or off-campus by traditional or nontraditional delivery systems. The committee, a standing body of the Academic Senate, carries out its responsibilities in accordance with Title 5. Members are primarily faculty, augmented by the articulation officer, classified staff, academic managers and a student senator. The committee is chaired by the president or former president of the Academic Senate. The committee recommends action on all curricular issues to the College President – new course proposals and course modifications, new certificate and

degree programs and program modifications, course deletions, prerequisites, placement of courses into disciplines, etc.

Departments typically develop proposed course outlines that are then reviewed by the division chair and/or dean prior to submission to the curriculum committee. In the case of courses proposed to meet ethical inquiry, ethnic/multicultural studies or general education requirements, a specialized subcommittee also reviews the proposal.

Courses are evaluated as part of the instructional program review process. At least once every six years, each program evaluates its curricular offerings. During the previous program review process, not all departments completed the required evaluation in a timely manner. Therefore, the Curriculum Committee and Office of Instruction worked together to ensure that all pre-1998 course outlines have been reviewed. All active course outlines are now up-to-date.

Self Evaluation:

The Curriculum Committee is one of the more active governance groups on campus. The committee meets twice a month to act on curricular matters and to carry out all its Title 5 responsibilities. Most proposals or modifications are for credit courses; however, the committee also acts on non-traditional proposals.

The new program review process has been much more effective in getting departments to evaluate their offerings on a regular basis. Some 87 percent of

the instructional departments completed program review and/or unit plans on time. Upon completion of the program review process, the Curriculum Committee reviews the document to assure that all course outlines have been reviewed and updated; all prerequisites have been validated; degree and/or certificate requirements have been updated and approved; courses required for degrees/certificates are offered on a regular and timely cycle; and that students are able to complete the program within two years.

As of this writing, the college is completing the process to get all its active pre-1998 course outlines updated.

Planning Agenda:

None.

4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements in Principles of Good Practice in Distance Education.

Descriptive Summary:

The college operates its distance education activities in conformance with applicable Commission policies and statements. Currently, a few online courses comprise LMC’s distance education component.

Self Evaluation:

LMC’s online courses are characterized by the same concerns for quality,

integrity and effectiveness that apply to campus-based instruction. As offerings expand, the Online Curriculum Committee, in collaboration with the Curriculum Committee, will play a leadership role in assuring continued compliance with the policies and statements.

Planning Agenda:

None.

4D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

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.

Documents

- 4.1 PACE Research Summary
- 4.2 Uniform Employment Selection Guide
- 4.3 Business Procedures Manual
- 4.4 LMC Technology Plan

STANDARD FOUR

- 4.5 TAP Grant Application
- 4.6 List of Advisory
Committees
- 4.7 Title 3 Grant Application
- 4.8 Nursing Handbook
- 4.9 Student Experiences with
LMC Research Report
2001
- 4.10 Advisory Committee
Minutes
- 4.11 Occupational Education
Committee Minutes
- 4.12 Chancellor's Office Data
– Program Completers
- 4.13 General Education Task
Force Report
- 4.14 GE Course Outline Forms
- 4.15 District Curriculum and
Instruction Procedures
- 4.16 UF Contract Addendum -
Evaluation

STANDARD FIVE: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary:

The college has an “open” admission policy that allows all eligible students to apply. Admissions policies are consistent with the mission statement provision to “provide quality educational opportunities for those within the changing and diverse communities it serves.”(1.2) It is also an LMC student services goal “to provide equal opportunity for all individuals in obtaining access to the college, to programs, to services and to employment.”(5.1). The admissions policies are published in the College Catalog, each semester’s schedule of classes, the LMC web home page, the Student Handbook, and are posted in the college’s main lobby. The college Outreach Office provides admissions information at feeder area high schools, community centers, educational centers, clubs, informational fairs and “college nights.”

Self Evaluation:

LMC’s open admissions policy is available from a variety of media – primarily in the College Catalog, schedule of classes and Student Handbook, on the college website and in advertising – designed for prospective and enrolled students. Student survey respondents gave the publications “high marks.”(4.9) Disabled Student Programs and Services (DSPS) provides not only the admissions policy but also the College Catalog and schedule of classes in alternative media upon request. Admissions office procedures, documented in the College Catalog and schedule of classes, are consistent with the open admissions policy.

Planning Agenda:

None.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary:

Important information for students – programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards and complaint and grievance procedures -- is available,

STANDARD FIVE

either in part or wholly, in the catalog, Student Handbook, schedule of classes and on the LMC web page. All students who attend the new student orientation are also given this information. The college student grievance policy handout is available in the Student Affairs Office and Office of Instruction.(5.2) Various informational fliers about class availability, refund policies and student financial assistance are displayed in the main lobby. Refund policies are printed in the catalog, Student Handbook, and schedule of classes and are available, in flier form, at the Cashier's and Student Affairs' offices and in the main lobby. Admissions and Records personnel also provide this information during registration. The Student Activities Coordinator produces a Student Activities Handbook for all LMC club members, including guidelines for clubs, organizations and the LMC Student Senate.(5.3) The required information is also available to all students taking classes at the Brentwood Center.

Self Evaluation:

LMC has a variety of ways for students to access information, particularly the College Catalog, schedule of classes, Student Handbook, the college website and campus bulletin boards. The information is clearly stated and readily available for all students. DSPP provides students this information in alternate media form (Braille, large print, audio, e-Text) upon request. All students who identify themselves with verifiable disabilities may be counseled by DSPP regarding college programs, services, and policies.

Recent enrollment increases suggest that dissemination of the required information is effective. Students and employees both rated the class schedule highly in terms of timeliness and accuracy. However, 35 percent of the student respondents indicated "don't know" regarding whether student rights and responsibilities are printed in the catalog and schedule of classes, indicating some lack of awareness about this component of the publications.(4.9, 3.5)

Planning Agenda:

None.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:

LMC uses many methods to identify the educational needs of its student population and provides a wide range of programs and services to address these needs.

Following matriculation guidelines, all entering students are encouraged to participate in a new student orientation. As a part of the orientation process, students are assessed in English and math, using multiple measures, and are counseled before registration. Students who attended a new student orientation are later reminded by letter to meet individually with a counselor at least once a semester to plan their next

STANDARD FIVE

courses, ask questions and discuss concerns. Counselors then refer students to appropriate services and programs, as needed.

Students at developmental levels in English or math are identified through their assessment scores and are recommended to enroll in appropriate developmental courses. Students who do not participate in assessment may start with any level course for which they have met the prerequisite. Built into the assessment process is an automatic referral to a “college success” course and/or a career development course if placement recommendations are for lower level courses and/or the student’s major is “undecided.”

The Counseling Department staff assists students with academic, transfer and career planning, as well as exploring solutions to personal and educational problems. Counselors make individual referrals to specific support services as needed. Counseling services were extended to the Brentwood Center during the 2000-2001 academic year. In addition, the district provides a student assistance program to any student with six or more units. The Managed Health Network Program provides five free sessions each academic year with an off-campus professional to discuss any issues of personal concern.

An “early alert” system provides a mechanism for instructors to refer students to counseling and academic support services. Tutoring, at no cost to the student, is available in specific courses. LMC employs students who have succeeded in the classes and

disciplines for which they tutor.

Instructional labs, with tutors available to assist students, are located in business, computer networking technology, computer science, emergency medical services, math, nursing and science (biological and physical).

Funded by a Title 3 Grant, the college opened a Teaching and Learning Center during the spring 2000 semester. In the center, faculty, counselors, staff and university interns provide academic support and services to all students who need help to meet the reading, writing and research demands of the college curriculum. Students may be referred by an instructor or may make use of the services on their own. The center includes an open access computer lab and a Counseling Student Success Center, staffed by counselors, where drop-in consultations, chat groups on focused topics and a variety of workshops are offered. Typical workshop topics are time management, study habits, note taking skills, test preparation and building confidence.

The college offers many other programs to support the needs and interests of its diverse population – a wide variety of student clubs and activities, intercollegiate sports, DSPPS, the Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE). Academic support for student success and retention is also available from the AVANCE Program and through the newly-implemented PUENTE Program, which integrates instructional support with other student support

STANDARD FIVE

services. Student financial assistance is available through the Financial Aid Office, the campus CalWORKS Office, the Scholarship Program, EOPS, the work study program and through child care services. Additional educational support services are offered by the Admissions and Records Office, Career Center, Transfer Center, Honors Transfer Program and the College Bookstore.

Self Evaluation:

Through the coordination of student service and instructional support staff, and the cooperation of many departments on campus, efforts are made to identify the educational needs of students and to make appropriate services available. Based on data collected by the campus Research Office in March 2001, a majority of students surveyed indicated that they are aware of most of the student services that are available on campus.(4.9)

Effective fall 2000, each student service area was required to gather data, including student satisfaction surveys, and evaluate its effectiveness through the program review and unit planning process. The individual program survey results showed students were 91 to 100 percent “moderately” or “very” satisfied with the student services that they used.(5.4)

The college has begun to collect student services utilization statistics. The data that was gathered during the 2000-2001 academic year indicates that students are not only aware of services on campus, but take advantage of them.(5.5)

Continuing efforts are made to publicize student services through campus publications, the college website, direct communication and presentations so that students will be aware of the wide range of services that are available to them and find the assistance they need.

As part of the 1997 management reorganization, two new student service management positions, reporting to the vice president, were created – Director of Enrollment Management and Director of Instructional Support. The change was designed to provide a more integrated approach to meeting student needs and to provide improved coordination between instruction and student services. At the end of the spring 2001 semester, the College President announced his intent to create a Dean of Student Services position, reporting to the vice president, that will have responsibility for all student services.

Planning Agenda:

None.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary:

The college makes every effort to involve students in the planning process by inviting students to participate as committee members with full voting rights. Students are represented on a number of crucial committees which deal with aspects of planning – College

Council and Curriculum Committee and, at the CCCC level, the District Governance Council and District Planning Committee.

Input is also sought through campus wide surveys to identify student needs and to gauge the visibility and the availability of the various student services. A major component of the Student Services program review that was instituted during the fall 2000 semester was a survey evaluating the value and effectiveness of the services by student users.

Self Evaluation:

The institution has taken the student input received through committees, student services program review feedback and needs assessment surveys and made improvements where appropriate. For example: increased and coordinated office hours of services during the registration period; additional counseling hours during the summer and semester inter-sessions; increased assistance to students with the application and registration process in the lobby; drop-in assessment for English and math; and summer transition courses for EOPS students.

Planning Agenda:

None.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary:

The college's assessment instrument for English and math placement, adopted in November 1998, is the College Board's "Accuplacer" computerized placement test, which has full approval from the State Chancellor's Office. Because this test is untimed and adaptive, it is suitable for students with learning disabilities or for those who need extended time, as well as for students at developmental levels and for non-native speakers. All tests are administered in a proctored setting according to publisher guidelines and are offered on a convenient "drop-in" basis throughout the year.

The assessment process includes built-in "multiple measures" with assigned weights that are automatically calculated into placement recommendations, thus assuring that students are not placed on the basis of test scores alone.

All required test validation studies have been completed locally and/or by the test publisher. Content validity studies were completed by English and math faculty prior to adoption of the test. Three semesters of cut score and consequential validity studies were completed by the College Research Office. All validation studies indicate that the assessment instrument is placing students appropriately. Disproportionate impact studies were completed during summer 2001. Studies to minimize test bias on the basis of ethnicity, age, gender, or disability have been performed by the test publisher, most recently in October 1999. LMC was one of three California colleges to participate directly in this review.(5.6, 5.7, 5.8)

STANDARD FIVE

Self Evaluation:

The college is in full compliance with state requirements regarding the use of appropriate assessment instruments and placement practices. Studies are done regularly to assure that placement continues to be appropriate for the current student population.

College studies indicated a disproportionate impact in the English and math cut scores when controlling for ethnicity. Research showed that all ethnic groups were disproportionately affected in English 10S (College Composition) placement, when compared to the majority group (Caucasian). It also showed that African Americans were disproportionately placed in Math 1 (Applied Mathematics), the college's lowest level math class. A similar issue, although statistically less dramatic, arose for African American and Filipino students in Math 25 (Elementary Algebra).

The Assessment Coordinator plans to work with ESL faculty regarding the possible use of a new ESL assessment instrument that may serve non-native speakers better than the current instrument.

Planning Agenda:

Under the leadership of the Director of Enrollment Management and the Director of Instructional Support, the college will develop a plan to ameliorate the disproportionate impact indicated in the assessment cut scores by May 2002.

appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Descriptive Summary:

LMC has comprehensive student support programs that are reliable and accessible to the entire student population (see also details in 5.3, above). Student services are available on a walk-in basis on campus. Student services are advertised throughout the campus via posters, banners, mailers and classroom presentations. Keeping up with technological advances, efforts are underway to make sure that services are available through the web, making it easier for students to access information.

Student services in the area of access, admission and assessment are taken to the local high schools by outreach and instructional support personnel. Student services, including counseling, admission and registration services, are now being offered at the Brentwood Center on a regular basis. Students needing special accommodations and services related to physical or learning disabilities can contact the DSPPS Coordinator to schedule appointments at the Brentwood Center.

Self Evaluation:

To address the previous recommendation that the college needed to assess effectiveness and ensure coordinated efforts in delivery of services to all students, the institution restructured the student services management structure. The managers of student services –

5.6 The institution provides

STANDARD FIVE

Director of Admissions and Records, Director of Enrollment Management, Director of Student Financial Assistance and Director of Instructional Support – meet monthly with the Vice President of Academic and Student Affairs to specifically address the goals of the units and ongoing operational issues in order to meet the needs of the students. This team also meets twice a month, under the direction of the vice president, with the instructional managers, to coordinate delivery of instruction and student services. The vice president has also instituted a pre-enrollment period coordinating meeting to ensure that quality information and services are available to students during this critical period. A post registration evaluation and problem solving meeting is also scheduled to address any major problems that arose.

All LMC managers have completed management training workshops designed to make them a more goal oriented, cohesive group.

Throughout the reorganization transition, the majority of those who use LMC's services are moderately to very satisfied, based on program review surveys conducted during the 2000-2001 academic year.(5.4) The effectiveness and positive effect of the reorganization was also noted in the DSPS and EOPS site visits conducted during the spring 2001 semester.(5.9) However, in late spring 2001, the College President proposed an additional reorganization step – creation of a Dean of Student Services who will report to the vice president and supervise the other student services managers.

The institution has also undertaken significant efforts to increase the success of developmental students, improve retention and increase the transfer rate. The college has secured two Title 3 Grants – one focused on developmental students, the other on transfer students. These grants and other interventions require additional counseling hours and, therefore, have created increasing demands on the full-time counseling staff. The spring 2001 site visits for the DSPS and EOPS programs also identified the need for additional focused counseling. The student services managers believe that there is a need for additional full-time counselors.

Planning Agenda:

During the 2001-2002 academic year, the president, vice president and student services leadership will evaluate the need for more full-time counseling positions. If the need is documented, the college will pursue an increased counseling allocation through the district process.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Descriptive Summary:

The college makes every effort to ensure that all students and employees have an environment that is supportive and provide all with the opportunity to excel and develop to their fullest potential. The college mission statement includes

STANDARD FIVE

encouragement of “relationships based on mutual respect for the dignity and worth of each individual” and promotion of “mutual appreciation of diverse cultures.” The staff, faculty and student body’s diversity is respected and seen as an asset. Through cooperative efforts of the faculty and staff, students are provided every opportunity to address and resolve any potential barriers to their success.

Self Evaluation:

The results of the spring 2001 climate survey clearly indicate that the college has been successful in accomplishing its mission of providing a supportive and accepting environment. Some 71 percent of students agreed that the college helps create an atmosphere that supports student diversity (only 7 percent disagreed). Students reported feeling supported by the faculty, with 76 percent feeling that instructors motivate them in the classroom and 79 percent reporting that faculty are accessible. Students said that they are treated with respect by members of the college community – responses were in the 75-92 percent positive range. Students also reported in an 85-92 percent range that they never have heard disparaging or insensitive remarks by college employees about gender, race, ethnicity, sexual orientation, religion or non-native English speakers at LMC. Surveyed employees also had a positive view of the college diversity climate. The Dean of Liberal Arts and Sciences reports receiving very few formal “complaints of unlawful discrimination” from students or employees.(3.5, 4.9)

Planning Agenda:

None.

5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary:

LMC provides its student body with many opportunities to participate in co-curricular activities that benefit the college, community, local schools and contribute to students’ personal development. Some activities are linked to curricular programs. For example, the Nursing Club has organized flu clinics, blood pressure screening, blood and toy drives – both on campus and at local retirement homes or social services centers – to the benefit the community. The Music Department presents many concerts on campus and at venues throughout the service area. The annual Jazz Festival, which has been held for 27 years, is a two-day event that provides local K-12 schools the opportunity to perform on the campus along with well-known jazz artists and the college jazz bands. An estimated 8,000 people attend or participate in college music activities each academic year. The college newspaper, The Experience, serves as a lab for journalism students and medium of campus communication; it is now available online. The newspaper has won numerous awards from the Journalism Association of Community Colleges. The college has an active intercollegiate

STANDARD FIVE

athletic program. For men, football, basketball, baseball and volleyball are offered; for women, the teams are volleyball, soccer, basketball and softball.

Additional participation opportunities exist through student government and student clubs. The Student Senate represents the students in college and district governance activities. The senate recently established a website to better inform the student body of its activities. The Black Student Union sponsors cultural activities to highlight Black History Month. The Raza Club sponsors Cinco de Mayo celebrations and the annual Su Salud Health Fair that provides health services at no cost to local residents. The Society of the Four Winds sponsors an annual Pow Wow on campus. Alpha Gamma Sigma has an annual food drive to benefit local families. During a typical semester, LMC has some 20 active clubs with 350-400 student participants.(5.10)

Students have an opportunity to tutor in the local K-12 districts through the Employment Center's school programs. The college is also beginning involvement in a district-wide teaching reading development program which will provide students interested in careers in education the opportunity to work as paid tutors in K-3 classrooms. Students also work as tutors in the Summer Math Institute that is designed to help Pittsburg middle school students improve their skills. During spring 2001, the college began to investigate the establishment of a formal service learning program. In August 2001, a \$25,000 one-year planning grant was

received from the Chancellor's Office Fund for Student Success "to develop instructional materials and educational opportunities to serve students and community agencies" through service learning.(5.11)

Civic responsibility is emphasized through the American Institutions requirement that is met by Political Science 5, which requires a field study component in local government. The college also provides numerous opportunities for students to participate in student government and college and district governance.

Self Evaluation:

The college provides extensive and varied opportunities for involvement in co-curricular activities for students' self-development and for the benefit of the community that it serves.

Planning Agenda:

None.

5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure back-up of all files, regardless of the form in which those files are maintained.

Descriptive Summary:

The institution keeps student records both in hard copy format and in a computerized record management system. Admissions and Records maintains working records in a locked

STANDARD FIVE

area available only to authorized personnel. Evaluated records are stored in the counseling area in locked cabinets. Similarly, Financial Aid and EOPS/CARE maintain hard copies in locking cabinets within a locked facility accessible only to authorized personnel. Other student service units have similar security measures to store hard copy student records. Computerized student records are maintained in the district's Datatel system. Computerized student records and data can only be accessed by password-protected screens that are available to authorized personnel only on a "need to know" basis. Units that maintain additional student records in stand-alone computer software use password systems to secure those records. The district office's information technology department backs up the computerized student data nightly; it is kept in an off campus facility.

Self Evaluation:

The college maintains student records in accordance with state and federal regulation and policies. Many safety features securely maintain the computerized student records and data, part of the Datatel student software system. Data is housed in a secure server off campus and is backed up on a daily basis. The offices of Admissions and Records and Counseling have many records that are kept in traditional paper filing methods that could be modernized by new technological data storage methods. The Director of Enrollment Management has investigated the option of transferring all student records that are currently in hard copies to an optical imaging system that will be accessible to

authorized personnel only. The student records housed in the counseling area are not currently kept in a locked room but are kept in locking cabinets. As in many colleges, students and hourly employees are needed to keep the college in operation – they are informed of the confidential nature of student records and sign an "agreement of understanding" regarding confidentiality when hired.

Planning Agenda:

None.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary:

LMC has instituted a systematic program review and unit planning process that all student services programs undergo at least every three years. Programs may conduct these reviews more often if necessary. A change in department or college focus, an identified student need, a change in department staffing, or college policy change are among the factors that could require a more frequent program review. The program review process includes a student satisfaction survey that provides feedback so that improvements can be made. The process also includes identification and progress towards identified department goals, information on the demographics of students served,

and other evaluative measures.

The Research Office conducts an “environmental scan” every three years to produce a profile of our feeder area; a needs assessment study of the current student body every four to five years; and an institutional effectiveness study update annually. There are also ongoing evaluations of the matriculation components’ effectiveness through surveys. In addition, specialized evaluative surveys are sometimes requested by various departments. All categorical programs are reviewed by the Chancellor’s Office on a regular basis and recommendations for improvement are implemented by the college.(3.23, 5.12, 3.10, 5.13)

Self Evaluation:

The institution has many evaluative procedures and studies to assess the effectiveness of the student services and programs, including student satisfaction surveys as part of program review process. Feedback from students attending the college as well as input from the community members participating in advisory committees assist in determining the effectiveness of campus services and where improvements are needed. Examples of changes that have been made as a result of student feedback are: increased counseling hours, improved registration assistance in the main lobby, implementation of drop-in assessment and the creation of a summer course for EOPS students. Most recent student survey and program review results indicate that the college provides quality and timely service to students.

From an organizational standpoint, the student services unit is in a state of flux. One of the anticipated outcomes of hiring a Dean of Student Services is the expectation for a more integrated approach and a move away from the individual department focus. While the college Vice president of Academic and Student Affairs has provided much needed leadership and coordination for student services managers, the new position will bring more concentrated attention to the development of and advocacy for student services as a unified program.

Following the last management reorganization, efforts were made to “re-energize” the student services shared governance committee. Participation had waned over the years, as the participants struggled to determine the role of the committee as a shared governance body. Given the lack of clarity about the role and need for the committee, membership continued to be uneven and the committee was eventually dissolved.

Planning Agenda:

During the 2002-2003 academic year, the new Dean of Student Services will review the organizational structure of student services and, if appropriate, modifications will be proposed and implemented.

Documents:

- 5.1 Student Services Mission Statement
- 5.2 LMC Student Grievance Policy

STANDARD FIVE

- Handout
- 5.3 LMC Student Activities Handbook
- 5.4 Student Services Program Review Survey Results
- 5.5 Student Services Utilization Statistics
- 5.6 Assessment Validation Studies
- 5.7 Disproportionate Impact Studies
- 5.8 College Board Test Bias Studies
- 5.9 Site Visit Reports for EOPS and DSPS
- 5.10 List of Student Clubs
- 5.11 Service Learning Grant Application
- 5.12 Needs Assessment Research Report, 1997
- 5.13 Matriculation Research Report, 1997

STANDARD SIX: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary:

LMC's library collection contains almost 20,000 books, 198 periodical and 6 newspaper subscriptions. A joint online library catalog with the other two libraries in the district (CCC and DVC) provides students and faculty access to an additional 150,000 books.

The library subscribes to the following online electronic databases: *Infotrac* (provides access to almost 2,000 academic periodicals half of them full text); *ProQuest Newspapers* (provides access to five national newspapers including the *New York Times*); *Dialog* (provides access to three northern California newspapers); additional online sources include SIRS, Ethnic Newswatch, Grove's Dictionary of Art, Grove's Dictionary of Music, Matter of

Fact, Facts on File Suite of Reference works and Gale Literary databases.

The library's web page serves as the entry point for accessing various library resources, such as the online catalog, electronic databases, Internet reference sites, video catalog, library handouts, etc.(6.1) The library has ten internet/database search stations used to access the previously-mentioned resources.

Learning Resource Center media services provide access to a collection of over 2,500 library-owned videos and 900-plus audio recordings. Media services also arranges for the preview of additional video resources by faculty.

The library reserve collection provides access to a variety of information resources, such as course textbooks, instructor-assigned periodical articles, as well as other services, such as audiotape duplication and space for viewing videos.

The High Tech Center (HTC) provides adaptive computer equipment, software and instruction for students with disabilities to access information needed for course assignments. The High Tech Center works with other campus computer labs to recommend adaptive software and technology to be used by students with disabilities.

The computer lab in the Teaching and Learning Center (LRC 1) serves as the only campus general-purpose lab where students can access word processing,

STANDARD SIX

spreadsheet, database and other general-purpose software needed for course assignments. Students are also able to access the internet for research purposes. This lab also serves as the computer lab for the new Reading and Writing Center and as an electronic classroom where librarians can provide bibliographic instruction on the use of the library's online public access catalog, online databases and the internet.

Other campus computer labs of various sizes are in the English, business, travel, science, math, voc tech, nursing, journalism, music, computer network technology, administration of justice and computer science departments. In addition to specialized software utilized by campus departments, the labs have access to the library's online catalog and databases, as well as the internet.

Information Technology (I.T.) services provides for the installation and support of campus desktop computers, as well as the network infrastructure needed to access campus information and learning resources. The department has recently completed a number of major projects, installations, and initiatives:

- Installed new computer labs during the past four years for voc tech, the assessment center, math, science, administration of justice, Cisco classroom, Cisco CCNA, Cisco CCNP, travel and library search stations.
- Installed fiber optic backbone throughout the college.
- Installed campus network and Internet to 98 percent of staff offices

or desks.

- Installed pentium-level computers on employee desks.
- Networked all group printers.
- Installed web-based email for all staff.
- Developed databases for enrollment management, Admissions and Records, Employment Center, schedule production, catalog production and over 30 database-driven web pages.
- Supported eCommerce start-up.
- Developed a method to download Datatel information district wide.
- Established a web-based system for requesting I.T. service.
- Installed basic teleconferencing equipment.
- Provided on site support for high school Cisco academies.

Self Evaluation:

The automation of the library's book catalog and its subsequent linking to the library collections of the other colleges in the district has significantly increased the resources available to LMC students, faculty and staff. Nevertheless, the LMC library on-site book collection of approximately 20,000 books falls well below the standards of professional library associations, such as the Association of College and Research Libraries, (ACRL) a division of the American Library Association (ALA) that recommends that community colleges such as LMC, with a student enrollment of just over 3000 FTES, have a collection of

approximately 40,000 titles. The perception of the inadequacy of the size of the book collection by students and employees is borne out by results of the 2001 student survey, although the student responses were more positive than those of employees.(4.9, 3.5)

The library's acquisition of several online subscription databases now provides students and faculty access to a significantly larger number of periodicals and newspapers. The employee and student surveys indicated that the library's online databases are viewed in a more positive light than the book collection. In contrast to the book collection, the library's video collection, administered by media services, exceeds the number of titles recommended by the ACRL standard. It is a valuable information resource for faculty and students.

Results from a student satisfaction survey conducted as part of the High Tech Center program review during spring 2001 indicated that students using the center felt it had the appropriate equipment and adaptive software to meet their academic needs.

Since the previous self study, several additional instructional labs utilizing computers have been created on campus. Presently there are approximately 315 computers distributed among various instructional labs. The use of computers has increasingly become an integral part of the instructional process for many academic disciplines. Survey results indicated that 77 percent of students were moderately or very satisfied with

instructional labs.

Prior to October 2000, the I.T. Department was understaffed. Whenever large projects (e.g., creation of the Cisco lab) were being done, quick response time for daily service requests was difficult. The recent hiring of additional staff has helped to remedy the problem.

Although I.T. has initiated a web based service request procedure in an effort to make it easier to solicit needed service and assistance, the program review survey conducted by the department in January 2001 indicated that I.T. needs to remind and encourage individuals utilizing its services to check the status of their service requests in the on-line database.(6.2) I.T. Department policies and procedures should also be posted on-line.

The I.T. survey indicated that a majority of respondents felt that the department provided high quality products/services. Some respondents to the survey may have thought of I.T. "products/services" only in terms of how quickly the department can respond to their individual request. Improved communication by I.T. of its service mission would help perceptions in this area.

Although the I.T. Department has no direct role in training, which is a staff development responsibility, the perception by some employees is that it does. The log of I.T. service requests shows that many inquiries are related to training needs. During the spring of 2001, the IT Department reached an

STANDARD SIX

agreement with the Staff Training Center to assign the classified trainer to some I.T. service requests as the first line of response. If the staff member decides that the issue does not involve training, she passes it back to I.T.

Planning Agenda:

During the 2002-2003 academic year, the administrative head of the library, currently the Director of Instructional Technology, and professional staff will develop a plan to secure resources to increase the library book collection size to at least meet the minimum standard recommended by the Association of College and Research Libraries (ACRL). In addition, the plan will include the development and implementation of an ongoing formula for the base funding of the library's book budget based upon student enrollment.

6.2 Appropriate educational equipment and materials are selected, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary:

Librarians 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

encouraged to submit book and periodical requests for the library to order to support their instructional needs.

Audiovisual resource materials, such as videos and audiocassettes, are selected primarily by faculty to meet classroom instructional needs. Media services provides a variety of AV-related services including the delivery of video equipment to classrooms; video taping programs off the air requested by faculty; checking out various types of audiovisual equipment; providing and operating AV/computer equipment during campus events; ordering videos for purchase preview; and providing the initial steps for cataloging videos added to the collection.

The High Tech Center staff selects hardware and software designed to allow students with disabilities full access to the college curriculum. The HTC has a full-time faculty specialist who oversees the center operation and helps students who use the facility. The HTC also makes on-going training and workshops available for faculty and staff. Instructional department faculty who have computer labs select software used to support objectives of curriculum.

I.T. staff provides the expertise in the selection of most computer-related equipment in library, HTC and campus

STANDARD SIX

computer labs. I.T. staff also provides most of the day-to-day support and maintenance needed by the various campus labs and staff desktop computers. Major computer maintenance and repair are done through service contracts.

The Curriculum Committee process requires instructors working on new and revised course outlines to consult with librarians about the availability library resources needed to support courses – a librarian then “signs off” on the course outline.

During the past several years, all faculty were given the opportunity to select an up-to-date Macintosh or PC for their office computer.

College funding processes, such as block grants, specifically encourage the input from faculty regarding the purchase of library materials, software and/or equipment that is needed to replace or augment non-functioning or outdated materials or equipment.

Self Evaluation:

While some faculty members take the opportunity to order materials for the library collection, most of the selection of resources is done by the librarians. Therefore, the librarians play the major role in selecting resource materials needed to support student library research and library materials relevant to the various disciplines, as well as

resource materials needed to build an overall balanced college library collection.

The policy implemented in the early 1990s by the Curriculum Committee to require instructors to get a librarian to sign off on course outlines has not yet fully lived up to its potential. In the often-frenzied efforts of faculty to meet committee deadlines, the consultation process between librarians and faculty can sometimes be rather cursory.

Media services staff identify and select appropriate educational equipment required to meet the needs of users of its services. Learning resources provided by media services, such as videos or audio programs, are usually requested by instructors. Media services does the actual ordering of the requested resource materials, along with their organization and some initial cataloging of materials when they arrive on campus.

The HTC staff actively participates in selecting, organizing and maintaining educational materials and equipment utilized in the center. The staff tries to anticipate the current and future needs of students using the HTC. Equipment and software are updated based on the latest trends in technology.

Campus departments generally identify their needs for instructional lab computers. After the source of funding for the computers has been determined, the instructional departments work with the I.T. Department to help identify the type of computers needed and to arrange for payment, delivery and installation.

STANDARD SIX

Because of their expertise, the Director of Instructional Technology and the I.T. staff are primarily responsible for developing specifications for selection of the needed computers and related equipment to help fulfill the institution's purposes and to support its educational programs.

Planning Agenda:

None.

6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary:

The library and media services are open 59 hours per week, Monday through Friday. The library and reserve area are open an additional four hours on most Saturdays during the semester.

Student access to library resources is provided from ten internet/database search stations in the library and from departmental computer labs. Faculty and staff connected to campus network have access to the library's resources from their office or workstation. Via the Internet, both students and employees also can access the library's online catalog, databases and web page from home.

Numerous library handouts, providing students with quick access to library information and materials, have been developed within the last few years. Paper copies of these publications are available on LRC3 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 150,000 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.

Although media services primarily provides help to meet the instructional support needs of faculty, the staff recently was instrumental in making accessible from the library's web page the 2,500 title database of LRC videos, which makes this valuable learning resource even more accessible to faculty and students doing research.

The library reserve collection provides access to materials that instructors have placed on reserve for students. At present, the reserve staff utilizes a locally maintained Filemaker Pro database to catalog and access the materials. As was done with the video catalog, the college plans to make the catalog of reserve resources accessible from the library's web page.

The HTC is open Monday through Friday -- 43 hours per week. In addition to providing access to adaptive technology and the instructional support, HTC staff also trains students on various adaptive technologies that may be available in other campus labs. There are 11 computers available for student use in the HTC lab. The HTC provides access to adaptive college materials in

STANDARD SIX

alternative formats for students, faculty and staff and also provides accommodations for students who need a quiet place to work or study.

The departmental labs provide access to computers and discipline-specific instructional software. Almost all campus labs also provide students with access to the internet.

Most faculty, staff and administrators have access to the library's online resources and the internet from their offices or workspace, as a result of the ongoing effort of I.T. to fully network the campus. I.T. services has expanded its capacity to provide assistance by providing for the submission of service requests via the campus intranet.

Self Evaluation:

A new method of providing off-campus access to the library's electronic online databases was implemented in spring 2001; the change has solved most of the problems which students and faculty complained about with the former off-campus access procedure.

The development of the library web page has served as important vehicle in organizing and facilitating access to the library information and learning resources.

The results from the 2001 campus surveys indicated that a large majority of students and employees was satisfied that LRC hours were adequate. The survey also indicated that most employee respondents agreed or strongly agreed that media services provided high

quality services to its users, which are primarily employees.

An HTC survey conducted in March 2001 indicated the hours of operation met the needs of most students who were using the facility.

While the 2001 campus survey indicated that a high proportion of students found instructional labs to be satisfactory, the survey didn't specifically ask for opinions regarding the adequacy of the hours of operation.

In an effort to provide feedback to users of the services of I.T., a web-based service request form was initiated during 2000 that allows users to request I.T. services and to get updates on the status of the service requested. The results from the I.T. survey indicate that some service request users may need further instruction on how to fully utilize the service request system, while some respondents appear to prefer initiating a service request through a person rather than through a computer-based system. There was some criticism of the I.T. survey because it was limited to those with online access.

During the two-year period that the web-based service system has been in place, there were 2,176 requests for service. Previously, "customers" called on the phone to request service. The sheer volume of requests no longer permits the phone-in approach, except in emergencies. The district initially promised a help desk for computer problems, but when it was set up it only dealt with e-mail and Datatel issues.

STANDARD SIX

During 2001, the state announced that “total cost of ownership” money which would include funding for staff and the goal of a 24-hour response time for all technical problems. This year (2001-2002) the funding was not allocated due to state budgetary limitations. Once the money is allocated, LMC plans to set up a help desk.

Planning Agenda:

None.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary:

Staffing FTE for the library/media services is as follows (in FTE): library faculty, 3.0; library classified, 2.0; media service classified, 3.5; manager, 0.5.

The librarians provide assistance to individual students who come in the library seeking research information, as well as to entire classes coming in for group orientations. The new electronic classroom on LRC1 is used for specially tailored library orientations featuring hands-on guidance of students through specific procedures for utilizing

the library’s many online resources. General and specialized classroom assignments to connect classroom activities with library resources are developed by librarians working in collaboration teaching faculty.

To address the information literacy skills students require, the library continues to offer its basic course: Library Studies 14 – Introduction to Library Resources. The library has also developed a beginning and an advanced course for teaching students effective and efficient strategies for searching and evaluating material on the Internet: Library Studies 17 - Introduction to Internet Information Resource and Library Studies 18 - Internet Advanced Search Techniques and Strategies.

Librarians are also available to provide assistance to faculty in locating research information related to their teaching assignments, to provide faculty with personalized orientations to the library’s resources and to help faculty to select materials for the library’s collection.

The library classified staff provides indispensable support needed to order, process, organize, manage and maintain the various library resources purchased to meet users’ needs.

STANDARD SIX

Media services staff are available to provide support and instruction to faculty and students on the use of various types of AV equipment; to help in identifying and ordering needed media resources; to videotape various campus events; and to assist in college presentations utilizing computer-related applications, such as PowerPoint.

The HTC is staffed by one full-time faculty member, supplemented with student help. The HTC is part of the campus DSPS program, which is supervised by the Director of Instructional Support. The HTC staff provides students with access to support services, adaptive instructional technologies and curriculum materials in alternative formats.

Staffing levels in campus computer labs vary. Usually, oversight of computers within labs is part of the duties of the classified employee already assigned to the various department instructional labs. Duties of classified employees may include trouble shooting minor computer problems, providing instruction to students on utilization of lab computers and providing limited maintenance, such as servicing printers with paper and toner.

Staffing FTE for campus I.T. Services is the technical

classified staff (7.0 FTE) and a manager (0.5 FTE). I.T. staff provide a range of support services to users of information and learning resources, such as responding to computer-related service requests from staff, maintaining and upgrading network infrastructure, imaging computers for staff and lab computers, trouble shooting computer problems in instructional labs and doing minor computer repair.

The Staff Training Center falls under the college Staff Development Department, although some employees assume that it is part of I.T. Services Department. The training center provides a classified hourly employee who works 12 hours per week to oversee the center and to deliver needed instruction to employees in the use of various computer applications. The Staff Training Center also functions as an important resource for part-time faculty who need access to computers in order to develop instructional course materials or to gain access to the Internet. The center generally distributes a calendar of monthly training sessions.(6.4)

Self Evaluation:

LMC's number of librarians, based on ACRL recommendations, is adequate. Retirements in the unit have allowed for an internal reorganization and

STANDARD SIX

relocation of services. LRC1 (1st level of the Learning Resource Center) was converted to the Title 3 Teaching and Learning Center. With remodel money, all functions housed on LRC1 were relocated to LRC2. Physical proximity now allows for easier coverage and cross training. Although a 0.6 FTE Media Specialist position was eliminated, the quality of service continues to be rated highly. The position of the Electronics Specialist, who retired, was not replaced. Instead, a three-year maintenance agreement is now required on all new equipment purchases, since there is almost no on-campus equipment repair. Two new full-time employees have taken over the Media Services Department, made dramatic changes in the unit and made the whole operation more efficient and effective. The positive regard for the staff is evidenced in the Media Services survey conducted during spring 2001.

The HTC's faculty member regularly attends workshops and conferences about the latest adaptive technology. The DSPTS program is in the process of hiring a full time classified person who will produce college information and resources in alternative formats and provide technical support in the HTC – the new position was created and funded by the State Chancellor's office in early 2001.

The DSPTS site visit team in spring 2001 reported that the “DSPTS faculty and staff, especially in the High Tech Center, were viewed as warm, friendly and supportive. The student comments reflect that the high tech specialist is dedicated and focused, always putting

the students first.”(5.9)

The classified staff allocation process is not based on an up-to-date formula for adding staff. Therefore, hiring classified staff to oversee instructional computer labs is sometimes dependent on factors such as whether the lab is being supported by a grant that has funds for hiring of additional staff.

During the past ten years, if a department could find space and had funds to purchase computers, it could set up a computer lab somewhere in the department. As a result, there has been a proliferation of small labs with irregular hours. Unstaffed labs are in math, music, nursing, science, travel and voc tech. In the long run, the college needs to determine whether the goals the departments have in setting up the small labs would be better served by combining all of them into one large lab, staffed by a full-time lab assistant.

Since 1997, the I.T. classified staff has increased from three to six positions. Two of those positions were created by retirements and reductions within the LRC unit. All new I.T. Staff were hired as network trainees. Two were scheduled to advance to network specialist, joining two others, in September 2001. The staff members have all gone through CISCO and Microsoft training. The final hire was authorized by the district to support the new Brentwood Center.

Planning Agenda:

During the 2002 calendar year, the administrative head of the library,

currently the Director of Instructional Technology, in collaboration with the librarians, will reassess the adequacy of the current library administrative and classified FTE.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary:

The library's base book budget from college operating funds was \$9,250 each year for the last five years. In spring 2001, a college wide increase of 18 percent was allocated to the budgets of all organization units, including the library, so the base library book budget is now \$10,915 per year. An additional \$2,000 is usually added to the book budget every year from money collected in library fines. Through various categorical funding sources during the past five years, the library has been able to acquire the following additional financial resources:

- From state TTIP funds, the library received \$80,000 a year from 1997 to 2000 and \$34,500 in 2000-2001, which allowed it to automate circulation and the library catalog, establish a shared three-college catalog, institute interlibrary loans, create a library instructional

lab to teach online searching, and install ten computer search stations on LRC3.

- During the years 1996, 1997 and 1998, there was an augmentation to the book and video budgets made available through proposals submitted by the library for instructional equipment/library funds. For example, the art department included purchase of a \$9,000 Encyclopedia of Art in its proposal for instructional materials; the encyclopedia was added to the library collection. Likewise, the Nursing Department added books and periodical subscriptions to the library as part of its curriculum development.
- The library has consistently requested TTIP and instructional equipment and library materials money; the requests have been consistently supported. During 2000-2001, \$50,000 was awarded from instructional equipment funds alone. Many other grants, e.g. VTEA, have also included materials to be housed in the library.

Although the media services operating budget has remained "flat" over the past four years until all departments received an 18% increase in 2000-2001, the College President has responded to

STANDARD SIX

requests Media Services has made “on behalf of the college.” Since the department has no capital outlay budget, the assistance from the president has allowed the media services to replace frequently-used classroom AV equipment (e.g., overhead projectors, VCRs, monitors) and expensive college wide hardware (e.g., a Jontronics public address system).

Recently, six classrooms were equipped with ceiling-mounted projectors and Internet connections. The projectors can display computer images or VCR tapes. Although these funds are not part of the LRC base budget, they have been generous in recent years.

Each instructional computer lab is the responsibility of the department. Upgrades to the labs have been done through district-allocated funds -- \$97,500 has been provided for this purpose each year since 1994.

DSPS earmarks a percentage of its total budget for the High Tech Center for staffing, acquisition of new equipment and equipment and software upgrades.

I.T.’s operating budget has also remained “flat” over the last five years with the exception of the 18 percent increase. However, I.T. has received one-time money for special projects each year from Instructional Equipment, VTEA, CalWORKs, TTIP, and by being included in other departments’ projects. Support from the college administration has been consistently strong.

Self Evaluation:

While the library has been fortunate enough over the past five years to be able to supplement its book budget from a variety of categorical and one-year funding sources, the base book budget of \$13,000 from college operating funds nonetheless remains inadequate. According to standards published by ACRL, there should be expenditure for print materials of (books) of approximately \$14.69 per student FTE. Based on the approximately 3,000 student FTE at the college, this would equal to an annual book budget of \$44,000.

The computer labs on campus have been consistently upgraded through a combination of district funds, instructional equipment funds, or special funding such as VTEA, TTIP or DSPS. All software is licensed. All computer purchases include a three-year maintenance agreement; therefore, no department has to pay for repairs.

The I.T. Department has proposed that over the next three years, 80 percent of the general use classrooms will be wired for the Internet and that ceiling-mounted projectors will be installed to show computer images and VCR tapes. During the summer of 2001, six additional classrooms were completed, funded from instructional equipment. The college now has 18 projection equipped classrooms, approximately 30 percent of the total.

The college also needs to consider establishing a budget for the network emergencies, special consultants, and technical staff training.

The HTC is part of the DSPS program, which receives categorical funding from the State Chancellor's Office based on the number of students in the DSPS program. The coordinator of the DSPS program has been able to keep the HTC sufficiently staffed and supplied with up-to-date technology. The center has been recognized by the Chancellor's Office as an outstanding High Tech Center.

Planning Agenda:

During the 2002-2003 academic year, the administrative head of the library, currently the Director of Instructional Technology, and professional staff will develop a plan to secure resources to increase the library book collection size to at least meet the minimum standard recommended by the Association of College and Research Libraries (ACRL). In addition, the plan will include the development and implementation of an ongoing formula for the base funding of the library's book budget based upon student enrollment.

6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and

utilized.

Descriptive Summary:

Sources of information and learning resources for the library from other institutions take the form of interlibrary loans. The LMC Library relies primarily on the other libraries of the Contra Costa Community College District to supplement its own collection. The three colleges share a joint online catalog that contains nearly all the bibliographic records of the member libraries.

Information and learning resources used by HTC and campus computer labs are "in house" resources, so that there is no reliance on other institutions for information and learning resources.

LMC has two Internet service providers, both funded by the state -- one is 4Cnet, which is provided by the California State University system; the other is Verio, a commercial ISP that the college has had for more than five years. The college uses both providers so it is never without an ISP in case one goes down. The 4Cnet ISP is required as part of state funding; Verio can be cancelled at any time.

The college is part of the California Foundation's program to purchase Microsoft Office Pro and a few other Microsoft products. All the computers on campus are covered under this agreement. Provisions have also been negotiated to allow employees and

STANDARD SIX

students to purchase copies of these software titles for home use at a very low cost. Departments that use other software must purchase legal copies of these programs for their classroom or lab.

Self Evaluation:

The agreement governing the lending arrangement between the district colleges remains a verbal agreement between the three college libraries. Absence of any major problems regarding interlibrary loans between the colleges has made a written agreement unnecessary. Excluding students who choose to go to the respective college libraries within the district in person to borrow books, the number of interlibrary loan transactions between LMC and the other two colleges averages about 100 per semester.

DSPS staff report that resources within the HTC are sufficient at present and therefore no formal agreements with other institutions supplying information resources are required. Currently LMC, DVC, CCC and Solano College are working together to develop policies and procedures on closed captioning for each campus. Policies and procedures may require a sharing of resources of closed captioning equipment and tapes.

There have been no major problems with the agreement regarding the internet service providers. The agreement that the college has with the California Foundation to purchase Microsoft software products has proved cost effective for labs utilizing these products, as well as for employees and

students wanting to purchase these titles for home use. There needs to be additional publicity to make students aware they are eligible to purchase these software titles at a very attractive price.

Planning Agenda:

None.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary

Descriptive Summary:

The library completed a program review and unit plan in December 2000, which provided the librarians an opportunity to analyze the library's strength and weaknesses. Among the areas scrutinized were the library's instructional efforts, staffing and the adequacy of library resources and facilities.(6.5) Likewise, as part of the 2001 campus survey conducted by the college's research department, questions regarding the library were emphasized. Media services also completed a program review and unit plan, which incorporated a survey feedback from the college community.(6.6)

Advisory committee meetings are held twice an academic year so that professionals from the community can provide feedback

STANDARD SIX

to DSPS/High Tech Center regarding the program and services. A DSPS program review is conducted regularly by Chancellor's Office process in compliance with Title 5. Students, in preparation for program review, complete surveys and the results are compiled and examined as part of the review documentation.

Periodically, I.T. Services evaluates the campus computer labs and updates the equipment, along with the networking infrastructure. As part of its program review, the I.T. Department conducted a survey in early 2001 on the perceptions of the LMC community regarding its services.

Self Evaluation:

Measured by almost any standard except personnel – ASF, seats, study carrels, volumes, shelf space – the LMC library is seriously below recommended levels. The only real solution is to build a new library/LRC. The college's final project proposal for a new library was approved and funding for preliminary drawings were expected during this fiscal year.(6.7) However, the funding has been delayed based on the state budget. Once additional state bond money is approved (possibly November 2002 for July 2003), the library project will be first in line for funding.

The library professional and classified staff members work as a team to serve the informational needs of both students

and faculty, despite the limitations of study space, size of the book collection and loss of some library staff. The quality of library services has been enhanced with the addition of computer workstations that provide students with access to the online library catalog, electronic databases and internet resources. The librarians work with faculty to design assignments that link classroom activities with library research.

The HTC participates in the state mandated program review of the Disabled Student Programs and Services every five years. The intent of the review is to provide the college with information on its DSPS program strengths and weaknesses and to offer recommendation for improvements. The last DSPS site visit took place during spring 2001; the team report included positive comments about the HTC.(5.9)

Upgrades to instructional labs are generally done through district-allocated funds. Some labs have been created and/or upgraded from categorical funding (e.g., VTEA, CalWORKs). The 2001 campus wide survey indicated that a large majority of students were either moderately or very satisfied with instructional labs. Most of the instructional labs utilize computers as part of the instructional process.

The Instructional Technology Department was only officially created in 1997. Through a combination of administrative support, various sources of funding and continual on-the-job training, the I.T. staff has developed a network infrastructure that is equal to, or

STANDARD SIX

surpasses, the other colleges and the District Office. Consultants from CISCO and Lucent Technologies have praised LMC for its state-of-the-art architecture.

At the new Brentwood Center, all phone and data cabling was done by the I.T. Department.

Planning Agenda:

None.

Documents

- 6.1 Library Web Page
- 6.2 I. T. Program Review
- 6.3 High Tech Center Survey –
Spring 2001
- 6.4 Sample Staff Training Center
Calendar
- 6.5 Library Program Review
- 6.6 Media Service Program Review
- 6.7 Library Building Proposal

STANDARD SEVEN: Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social and economic backgrounds by making positive efforts to foster such diversity.

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training and experience to support its programs and services.

Descriptive Summary:

LMC employs 105 full-time faculty, 508 part-time faculty (those with an assignment during at least one of the past three semesters), 121 permanent classified staff and 20 managers. The number of full-time employees has increased in recent years, but not in proportion to enrollment growth.

The college's allocation of full-time faculty is determined by the Box 2A process ("faculty staffing discussions" section of the Uniform Employment Selection Guide), which was an agreement among the Academic Senates, United Faculty and management in order to implement AB1725 hiring reforms.(4.2) Faculty leaders and management prioritize departmental requests to hire full-time faculty at the college level in October, based on resignations and retirements and the

documented need for "growth" positions. 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." In recent years, the process has allocated all "replacement" positions to each college and a few "growth" positions.

For classified staff, Business Procedure 18.03 (Guidelines for College Classified Staffing) is supposed to determine the allocation.(4.3) However, during the mid-1990s, classified positions were cut at each college. Since that time, few classified positions have been added. As a result, LMC is 8.25 FTE under what the Business Procedure formula would provide. The college now has the option to hire additional classified staff using a portion of its Partnership for Excellence (PFE) dollars. In addition, during fall 2001, the Governing Board allocated \$560,000 for new classified positions district-wide; LMC will be funded for three positions from this allocation.

All faculty are qualified for the disciplines in which they teach. Personnel in the Office of Instruction and college and district Human Resources check minimum qualifications before paperwork is submitted to the Governing Board for approval. Determination of "equivalencies" is in accordance with the hiring policy and requires Academic

STANDARD SEVEN

Senate “sign off.” Faculty members’ degrees are listed in the College Catalog. Qualifications for classified staff and managers are listed in each board-approved position description.

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 has not kept pace with enrollment growth. Some departments are experiencing 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-timers. At the district level, based on the AB1725 mandates on the ratio of full to part-time instructors, the CCCC meets the state-mandated “maintenance of effort” target (although there has been some question about the actual number of full-timers because of the accuracy of data following conversion to the Datatel software system). There is also general agreement on campus about the need for more permanent classified staff, based on significant enrollment growth. During the last several years, the use of grant monies and PFE funds has provided some additional classified FTE.

Faculty, classified and managers are well qualified for their positions. For example, 88 percent of students surveyed agreed that their instructors are competent in their subject areas and 90 percent were positive about the quality of teaching.(4.9)

Planning Agenda:

By the end of academic year 2002-2003, the College President and faculty and classified leadership will develop and implement a strategy to augment the college’s number of full-time employees in order to increase the percentage of sections taught by full-timers and to improve the level of classified support.

7A.2 Criteria, qualifications and procedures for selecting all personnel are clearly stated, directly related to instructional objectives, and accurately reflect job responsibilities.

Descriptive Summary:

The college follows all district-established hiring processes, which are clear, fair and well documented. All faculty and academic managers must meet the standards set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. LMC requires the same minimum qualifications for full-time, part-time and substitute faculty members. For most academic positions, the college uses the state minimum qualifications in order to attract the largest possible applicant pool. Occasionally, departments require additional minimum qualifications for their faculty. Qualifications for staff and managers are included in job descriptions that are approved by the Governing Board. All minimum and desirable qualifications are clearly job related.

STANDARD SEVEN

The district and college have established procedures to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of a diverse student body. All college participants in faculty hiring are required to undergo training at least every three years in order to serve as committee members. Full-time academic job openings are advertised in newspapers, professional publications, and affirmative action publications. Classified positions are advertised in the East Bay. Job announcements are available in the Human Resources Office (college and district) and sent to those who express interest. Selection committees have input into the creation of all job announcements, which are then reviewed by college management and district human resources personnel.

As indicated in 7A.1, the Box 2A process is crucial in determining the allocation of faculty positions for each hiring cycle.

Self Evaluation:

LMC adheres to the agreed-upon selection processes. The college gets few complaints about the hiring process from disappointed applicants. College personnel generally have a positive view of the process, although there are some complaints that it is time consuming and/or lengthy. The process has not been reviewed at the district level for a number of years – the last comprehensive revision of the Uniform Selection Guide was in 1991. In terms of faculty, the outcome of the hiring process is clearly positive, based on

student survey responses regarding the quality of teaching at the college.

The college and district actively recruit under-represented applicants. Recently, District Human Resources has increased its advertising budget and recruitment staff in order to aid the colleges in attracting qualified applicants. The college's employees generally represent the diversity of the area and student body (see demographic data in introduction).

The college has had some difficulty recently in attracting enough applicants in certain academic disciplines (i.e. computer science, nursing) and for some classified and management positions – the decline in numbers seems to be part of a statewide trend. It is also increasingly difficult to find well-qualified part-time faculty in many curricular areas.

Planning Agenda:

During the 2002-2003 academic year, the Vice President and Director of Business Services will work with District Human Resources and faculty and staff organizations to develop and implement plans to increase the quantity and quality of applicant pools.

7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching and potential to contribute to the mission of the institution.

STANDARD SEVEN

Descriptive Summary:

Job announcements, including state-mandated minimum qualifications for faculty positions, are developed by search committees. Occasionally, departments set additional “local qualifications.” The state requires a credential or a master’s degree in academic disciplines or, for occupational fields, a bachelor’s degree and two years related experience or an associate degree and six years experience. Equivalencies are granted only in accordance with the hiring policy. Sensitivity to diversity is a qualification for all faculty positions. Other desirable qualifications are listed in the job announcement, including evidence of effective teaching and the ability to contribute to the mission of the college. The “match” between the final applicants and the college mission is emphasized by college management in the “hiring interview.”

Following a nation-wide search, separate trained search committees screen the applications and interview candidates, based only on the stated qualifications. Teaching demonstrations are included during the screening interviews. Committees also include questions about educational philosophy and effective teaching. All faculty hired for part-time and substitute positions are subject to the same minimum qualifications as full-timers.

Self Evaluation:

Criteria used by departments and management result in the hiring of effective faculty members – students surveyed gave high marks to the quality

of teaching at the college. They rated faculty very highly in presenting controversial matter in a balanced way, subject matter competence, encouraging students to express their ideas in class, motivating in classroom lectures and accessibility to students. Likewise, faculty rated their peers very highly.

Planning Agenda:

None.

7A.4 Degrees held by faculty are listed in the institution’s primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary:

Degrees held by full-time faculty, classified staff and managers are listed in the College Catalog. The hiring policy requires that all U.S. 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.” Applicants for all faculty 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 degree equivalency.(4.2)

Self Evaluation:

The catalog listing of degrees indicates that the college has hired well-qualified employees.

Planning Agenda:

None.

7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Descriptive Summary:

Most new classified staff serve a six-month probationary period. They are evaluated at the end of the second month, fourth month and fifth month. The Local 1 contract provides that if the probationary period is extended for 90 days, the staff member is to be evaluated during the eighth to tenth week and “more frequently if deemed advisable.” Some classified staff serve a one-year probationary period – they have a comparable evaluation timeline. Permanent classified employees with less than five years of service are evaluated at least once annually and may be evaluated more frequently “for good cause upon proper notification.” When a classified employee receives a promotion, the employee is placed on probation and is again evaluated at the end of the second, fourth and fifth months. Classified employees with more than 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.(2.11)

Probationary full-time faculty (designated contract I, II or III) are evaluated during their first, second, third, fifth and seventh semesters. Tenured faculty (regular) are evaluated every three years. Part-time faculty are evaluated during their first semester and at least once every six semesters thereafter. The Office of Instruction maintains a database that tracks the evaluation of all faculty. Office personnel send a packet to the appropriate evaluation chairperson at the beginning of each semester and follow up to ensure completion. Faculty evaluation procedures and forms are included in Appendix X of the United Faculty contract.(2.8) The process is essentially peer evaluation by tenured faculty, although a manager sits on each committee for probationary full-time faculty.

New managers are evaluated at six months, eleven months, two years, three years and five years. Veteran managers are evaluated every three years. Division chairs are evaluated at the mid point and end of their three year terms.(7.1) 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.

STANDARD SEVEN

Previous teams have suggested that permanent classified staff with more than five years of service be evaluated on a regular basis. Since evaluation is a part of the district-wide Local 1 contract, the college cannot make this change on its own. District Human Resources has included the frequency of evaluation issue as one of its “re-openers” during the current collective bargaining process. The district’s initial position called for an annual evaluation for veteran classified staff.

The United Faculty and District Human Resources have agreed to address faculty evaluation during the present round of negotiations.

Management Council has reviewed the evaluation process for managers and has proposed modifications.

Planning Agenda:

None.

7B. 2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary:

The goal of classified evaluation is “to help each employee perform his/her present job more effectively to the mutual benefit of the individual and the district.” The Local 1 contract lists the objectives of the process as evaluation of the employee’s performance in the specific context of the job; determination of needs for improvement and development; provision for

communication regarding individual development; and the opportunity to give recognition for praiseworthy service. Classified staff are evaluated based on eight criteria. The supervising manager then determines whether performance is unsatisfactory, satisfactory or outstanding. Any negative evaluation requires recommendations for improvements and provisions to help the employee to implement the recommendations. The supervising manager meets with the employee to go over the results of the evaluation.

The United Faculty contract states that the goals of the evaluation process are to promote professionalism, enhance performance and to assess performance based on clear and relevant criteria. In order to accomplish these goals, criteria have been agreed upon which are “observable or measurable” through peer, student, management and/or self-evaluation. All participants in the process for probationary and regular (tenured) faculty must attend an evaluation orientation conducted by the Academic Senate, United Faculty and college management.

For probationary faculty, the Tenure Review Committee (TRC) rates the instructor as exceeds standards of performance, meets standards, below standards or unacceptable performance. For faculty rated “below standards,” there is a provision for development of an improvement plan that includes the performance criteria needing strengthening, activities for improvement and expected completion date. The contract requires the probationary faculty member “to

cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.” There is a similar process for tenured (regular) faculty. In all cases, the evaluation committee meets with the evaluatee to go over the results of the process.

According to the Management Personnel Manual, the evaluation process for managers is designed to “enhance performance and to promote professionalism. The process is a constructive one in which manager performance will be assessed, thereby increasing institutional effectiveness. The evaluation process will also assess fitness of the manager to continue in his/her assignment.” The process requires input from those who work closely with the manager, as well as from the supervising manager. Managers are evaluated on 13 “standard” criteria; other, job-specific criteria may be assessed by mutual agreement. Overall performance is rated weak, below satisfactory, satisfactory, above satisfactory or strong. The overall performance summary includes needed improvements and specific plans to strengthen areas needing improvements.(7.1)

Self Evaluation:

The stated purpose of the evaluation processes for all three employee groups is to assess effectiveness and encourage improvement. Improvement plans have been developed and implemented occasionally to assist employees who were having difficulty. New faculty who

participate in the orientation to the evaluation process generally report that is it helpful. Faculty also report that receiving feedback from evaluation committees is a positive experience. However, an informal reading of the employee attitudes indicates at least some questions regarding the effectiveness of the evaluation processes for all three employee groups in producing the desired outcomes. The issues will be dealt with through collective bargaining and Management Council’s consultation process.

Planning Agenda:

None.

7B.3 Criteria for the evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary:

The faculty evaluation process is criteria-based. The general criterion for teaching effectiveness 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 teaching. Instructors are also evaluated on participation in non-classroom professional responsibilities (four criteria), participation in professional growth activities (three criteria) and respect for the rights of students (four

STANDARD SEVEN

criteria).

Self Evaluation:

Evaluation criteria clearly emphasize teaching effectiveness. For example, faculty are required to present material that conforms to the course outline; display subject matter expertise; present controversial material in a balanced fashion; regularly assess the teaching-learning process and modify strategies as necessary; and conduct classes in a way that stimulates student thinking. Members of evaluation committees and students assess instructor effectiveness in each of these areas.

Participation requirements in other institutional responsibilities include attendance at management-called meetings; service on committees (for new faculty, required in the third year and thereafter); regular office hours; curriculum development and course outline revision; and professional development activities. These participation requirements are assessed primarily through the faculty member's self-evaluation.

Planning Agenda:

None.

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Descriptive Summary:

The college provides numerous opportunities for continuing professional development for classified staff, faculty and managers. The Dean of Planning, Research and Professional Development is responsible for staff development. For a number of years, the program was administered by a .5 FTE staff development coordinator (faculty), a half-time classified hourly office assistant, a classified-hourly technology trainer and a part-time student assistant. During fall 2001, the coordinator role was split between an instructor and a classified staff member, with additional clerical support provided by a dean's secretary.

The following is a summary of major recent staff development activities:

- FLEX seminars and workshops. These activities are designed to educate, train or refresh employees in a variety of areas. Although designed primarily for faculty, many classified staff and managers also participate. A significant amount of coordinator and office staff time is devoted to organizing and advertising the activities, as well as keeping accurate attendance records. FLEX information is now available on the college "intranet."
- Sabbatical leaves. The United Faculty contract provides for funding of semester or year-long sabbatical leaves. Proposal categories are academic study, professional study projects and travel – or some combination

STANDARD SEVEN

thereof. Based on the sabbatical funding formula, in recent years 15-30 faculty district-wide have been approved each year.

- Employee technology training. Funded by the Telecommunications and Technology Infrastructure Program (TTIP), the college offers an extensive range of computer-related technology training to all employees. Implementation of the Datatel computer system has necessitated additional technology training. Sessions are conducted in the Staff Technology Training Center by the classified-hourly technology trainer.
- Nexus/Instructional Skills Workshop programs. These one-semester seminars are designed for new full-time faculty hires to acquaint them with philosophical, pedagogical and practical elements of working at LMC. A faculty coordinator (.25 FTE) runs the program; participants receive .20 reassigned time.
- Orientation. An evening orientation for all new faculty is held just before each semester. Topics include “nuts and bolts,” a college tour and pedagogical and classroom management issues.
- Mini-grants. Funding is provided for faculty to encourage curricular innovation.
- Conference funding. Limited funding is available for employees to attend conferences related to their work responsibilities. A subcommittee of the College Staff and Organizational Development Committee recommends funding. Additional district funding is available for managers to attend conferences.
- Healthy, Wealthy, Wise seminars. This new program focused on health (environmental health and safety, diet and nutrition, etc.), wealth (explanations of STRS and PERS and other financial topics) and wisdom (teaching and learning, controversies in education, etc.). Some of the seminars were very serious, while others were designed to be fun and to boost morale.
- Classified core activities. Staff members stage a number of on-going activities, such as retreats, holiday luncheons, Job Links (an annual district wide information-sharing event for classified) and other programs.
- Classified Employee Enhancement Program. This district wide program is included in Local 1 contract provisions. Funds are available for course work, seminars, conferences and other learning and educational activities.

STANDARD SEVEN

- Management development. All college and district managers participated in a year-long Academy for Leadership Training and Development, sponsored by The Chair Academy. Most LMC managers also completed the Management Action Program, which was designed to improve managers' performance.
- District-wide activities. Historically, very limited funding has been available for intra-district activities. However, for the past two years, the district committed significant new funds for staff development, resulting in more extensive retreats, training, conference attendance and other activities.

All staff development activities are designed to help employees contribute to achievement of the college mission.

Activities are publicized through the intranet, FLEX handbook, technology training calendar, Healthy, Wealthy and Wise calendar, CSODC memos and regular voice mail messages.(7.2, 7.3, 7.4, 7.5)

Self Evaluation:

The college is very supportive of staff development activities, as reflected in budgets for the program. In addition to the 0.5 FTE faculty coordinator reassigned time and 0.25 FTE for the Nexus coordinator, the college spent \$44,000 to \$55,000 on staff development during each of the past three fiscal years.

Funding is provided by state staff development funds, TTIP restricted funds and college operating funds. Space for the program is provided in the Technology Training Center. The CCCC also provided additional support -- \$50,000 to \$100,000 per employee group, district-wide.

As a result of the 1997 management reorganization, inclusion of staff development is one dean's responsibility, indicating that these activities are a college priority.

The staff development program review called for additional funding to provide for expanded conference attendance, for a permanent, full-time classified office assistant and for additional reassigned time for the staff development coordinator. The program review reported that "we respond reasonably well to this challenge" (providing staff development), but suggested several improvements: a systematic, expanded orientation for all new employees (there is currently no formal orientation for classified staff); improvements in FLEX programs and processes; and more emphasis on staff development for part-time faculty.(7.6) Since the program review, it was decided that permanent clerical support would be provided by the dean's secretary.

Staff development regularly evaluates its activities – results are quite positive across the board. In addition, the college employee survey indicated that more than 90 percent of respondents had participated in staff development activities. Most faculty reported that they

also read articles/books related to their discipline, participated in special academic-related projects, attended conferences and used the college library. Some 62 percent of employee respondents (all groups) were very or moderately satisfied with programs for professional development.

Planning Agenda:

None.

7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Descriptive Summary:

Under the leadership of the staff development coordinator, planning for professional development is spearheaded by the College Staff and Organizational Development Committee (CSODC), which is composed of representatives from each constituency group. The committee meets at least once a month. Constituency group subcommittees of CSODC meet as necessary. Management Council has input into the planning and evaluation of district-wide management professional development activities. CSODC publishes meeting agendas and minutes in written and web versions. The committee uses questionnaires to regularly solicit input for planning and participation in activities.

Most staff development activities are evaluated on a regular basis and the participants' feedback is used in program planning.

Self Evaluation:

All employees have input into the planning and evaluation of staff development activities through their representatives on CSODC and Management Council. CSODC produces an annual staff development plan and has numerous evaluations of activities on file.(2.7) The high employee participation rate in staff development activities indicates that the program is integral to college life.

Planning Agenda:

None.

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

Based on Board Policy 2001, the college and district are committed to non-discrimination.(2.6) The district's Affirmative Action Plan defines equal opportunity as "when all persons are treated equally and are not subject to any type of discrimination that has been declared unlawful... Equal employment opportunity guarantees everyone the right to be considered on the basis of his or her ability to do the job." The plan states that the CCCCDD "has a continuing commitment to strive toward equality and fairness in all aspects of personnel policies and practices."(2.14) Personnel Procedure 1001 – Non-discrimination Procedures and Affirmative Action Programs – also commits the district to "equitable treatment for all employees

STANDARD SEVEN

and job applicants.”(2.12)

The Uniform Employment Selection Guide 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 the 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 district position description.” College managers and District Human Resources personnel review job announcements and supplemental job information questionnaires to ensure that they meet the guide’s requirements. Faculty and management positions are announced nationwide; classified positions are publicized in the Bay Area. Announcements are placed in general and targeted publications 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, including affirmative action training. Specific orientation sessions are also held for participants in selection processes for classified and management positions.

Self Evaluation:

The college follows the district’s written hiring policies and procedures, which are primarily in the Personnel Procedures Manual, Uniform Employment Selection

Guide and the relevant portions of the Local 1 and United Faculty 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 with their roles in the process. Hiring processes are completed in a timely manner, resulting in an offer to a well-qualified applicant.

The college receives very few complaints alleging unfairness and/or irregularities in its hiring processes.

Planning Agenda:

None.

7D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary:

Each year the Director of Business Services, in his role as the Affirmative Action Officer, reviews the college “affirmative action hiring units” to identify hiring priorities for each unit, based on data of goals supplied by the State Chancellor’s Office. Once the affirmative action officer sets the priorities, they are submitted to the college Affirmative Action Committee for review.

Each time a permanent selection takes place, the affirmative action officer

STANDARD SEVEN

informs the unit of its hiring goals for that position. Hiring committees are required to develop an affirmative action recruitment plan, based on the goals. The Affirmative Action Committee also reviews all full-time faculty hiring materials to determine if there are any “artificial barriers” for historically under-represented groups. Committee members then submit any suggested improvements to the hiring manager. The Affirmative Action Committee relies primarily on the exchange of written materials to conduct its business each year.

During hiring processes for faculty and managers, the affirmative action officer conducts a “pool diversity check” at each stage. If at any stage the pool diversity is insufficient, the position may be reopened and re-advertised or “banked” for the following year. “Banding” is sometimes used to improve pool diversity when under-representation has been identified (the procedure requires that all applicants in the band are moved forward in the process).

At the district level, the Affirmative Action Plan was revised during the 2000-2001 academic year. It contains the affirmative action policy, human resources mission statement and goals, the affirmative action program, the affirmative action plan, a utilization analysis and district goals and timetables. A district Affirmative Action Advisory Committee recommends strategic approaches to achieve affirmative action objectives.

The district has also recently hired specialists to assist the colleges in recruitment of diverse applicant pools.

District Affirmative Action Plan data from 1998-99, indicates that LMC is under-represented in the following EEO occupational categories: Native American, executive/administrative and service; Asian American, service and clerical; African American, professional and technical; and Caucasian, executive/administrative. Women are under-represented in the professional category; men are under-represented in clerical. It is noteworthy that no under-representation was identified in the faculty ranks – 33.7 percent of full-time faculty were from under-represented groups.

During the 1999-2000 academic year, the college hired two Asian American female full-time faculty; one Hispanic female manager; one Asian American male and one Asian American female classified staff. These hires helped to move the college closer to its goals for female managers and Asian American classified employees.

Self Evaluation

The college continues to be effective in hiring applicants from historically under-represented groups. LMC is proud of its employee diversity. Employee groups generally approximate the diversity of the student body and East County area. Surveys of students and employees are generally positive about the campus climate regarding diversity.(4.9, 3.5) When the State Chancellor’s Office provides revised availability data, the district will update its affirmative action plan – the plan needs to be revised by December 2001, according to state regulations.

STANDARD SEVEN

Planning Agenda:

None.

7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Descriptive Summary:

Personnel policies and procedures are developed and disseminated by District Human Resources. The Personnel Procedures Manual was completely reviewed and updated during the last several years. The procedures are systematically developed, clear and equitably administered. The manual is readily available in most college offices.(2.12)

Working conditions are negotiated through the collective bargaining process. All permanent employees are issued the appropriate collective bargaining agreement or Management Personnel Manual. The United Faculty Agreement recently underwent significant revisions and new copies were issued to all faculty and managers. A Faculty Handbook, updated each year, is given to each new full and part-time instructor.(2.7)

Self Evaluation:

District Human Resources has completed the task of reviewing and revising all – some 200 -- personnel procedures. Updates were disseminated to the colleges during 2000. The Vice Chancellor of Human Resources and Organizational

Development has also conducted training sessions for college managers on key aspects of the collective bargaining agreements.

On campus, information regarding personnel issues is available from the human resources assistant, director of business services and academic deans.

Planning Agenda:

None.

7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete and permanent.

Descriptive Summary:

Personnel Procedure 4003.00 specifies what information can be included in an employee's personnel file. The procedure and college bargaining agreements stipulate that employees have the right to examine their personnel files.

Personnel Procedure 4004.00 specifies that personnel records of public employees and any other personal information are held subject to the employee's right to privacy under the California Constitution, Article I, Section 1, and should not be disclosed to third parties without the employee's informed consent, absent a compelling interest justifying such disclosure.

The one official personnel file for an active employee is maintained on campus. When employees leave, their files are sent

STANDARD SEVEN

to the district office where they are stored permanently.

Self Evaluation:

The college Human Resources Office maintains secure employee personnel files. The college human resources assistant is assigned the responsibility 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.

Although not part of the personnel file, accurate cumulative load records for faculty are important. Following implementation of Datatel, the district computer system has been unable to provide this information. Since 1999, the LMC Office of Instruction has been maintaining paper records to track faculty loads. Human resources and information technology at the district are working to resolve the issue.

Planning Agenda:

None

Documents:

- 7.1 Management Evaluation Policy
- 7.2 Staff Development Web Page
- 7.3 Sample FLEX Handbook

- 7.4 Sample Staff Training Center Calendar
- 7.5 Sample "Healthy, Wealthy and Wise" Calendar
- 7.6 Staff Development Program Review and Unit Plan
- 7.7 Sample Staff Development Activity Evaluation Summaries

STANDARD EIGHT: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and whenever they are offered.

Descriptive Summary:

Los Medanos College opened in 1974 as the third campus in the Contra Costa Community College District. The college is located on a 110-acre site in East Contra Costa County on the Antioch-Pittsburg border. The campus was designed to be primarily a single four-story building complex, built around the Learning Resource Center, and a gymnasium. Later, buildings for administration of justice, child development, music and physical education were added to the complex. Total square footage is 236,742. The unique architectural design was intended to reflect the interconnectedness of all the academic disciplines. There has been significant enrollment growth during the past decade, which has taxed the existing college complex.

In order to address inadequate space in the college complex, LMC has:

- Opened an off-campus center in Brentwood, 15 miles east of the main campus. The original center soon outgrew its location in an old elementary school and was moved to a renovated super market building (17,000 s.f.). The new center, opened in September 2001, contains ten

- classrooms, two computer labs, conference rooms and office space.
- Leased classroom space at the California State University Hayward Contra Costa Campus in Concord.
- Expanded offerings at other off-campus locations, such as the Marina Center in downtown Pittsburg. The move of public safety programs to the Marina Center, scheduled for the fall of 2002, will “free up” administrative and instructional space on campus.
- Purchased and installed two “portable” buildings -- one to provide additional child care on campus and the other to house the CalWORKS program.
- Continued to “carve out” additional small spaces in the college complex to provide additional square footage. For example, space has been created for the high tech center, CISCO classroom and lab and staff lounge. However, as a result, much of the “open space” in the original building design has been eliminated.
- Attempted to pass two district-wide bond issues for facilities. However, the measures failed to pass, although they garnered support from 65 percent and 63 percent of those voting.

Although dependent on state and/or district funding, the college has always tried to procure and maintain good quality equipment for student and employee use. Recently, funding levels for instructional equipment have improved. For example, during spring 2001, some \$355,000 was allocated through the block grant (instructional equipment) process. During the past five

STANDARD EIGHT

years, LMC has made it a priority to upgrade computers using a combination of district “lab upgrade” funds, instructional equipment funds and VTEA allocations. As a result, students and employees generally have access to up-to-date high tech equipment. The college has also had some success in getting equipment donations and has entered into “partnerships” which help with equipment, i.e. CISCO and USS/POSCO (the local steel mill).

Self-Evaluation:

LMC has made it an institutional priority to address its space needs. In addition to the steps outlined above, a 5,500 square foot addition to the vocational-technical area was completed during spring 2001. Construction was scheduled to begin during fall 2001 on a large addition to the child development center in order to provide infant-toddler/pre-school care and instruction. College and district staff have produced final project proposals (FPP) for a new library (22,000 s.f.) and a math/science building (50,500 s.f.) and submitted them to the state.(6.7, 8.1) These two facilities will address LMC’s most pressing facilities needs. Also, the Governing Board and Chancellor’s Cabinet are considering another local bond measure attempt, possibly a specific college projects proposal, rather than a large district-wide approach.

Capacity loads in lecture and lab indicate a considerable shortfall of space for the current student body – much less anticipated enrollment increases, given the fact that the college is located in the rapidly-growing eastern portion of the county. The district employed an

architectural firm to work with the college to develop a Facilities Master Plan, which was completed during spring 2001. The plan indicated that the college, which currently has approximately 195,000 assignable square footage, will need an additional 101,000 a.s.f. in order to accommodate 12,000 students. The plan identifies additional building sites and other planning priorities, assuming growth in the student body to 12,000.(8.2)

The college is also developing an enrollment management plan, which should result in a more effective use of existing facilities, including off-campus locations.

However, despite all the facilities-related efforts, the college clearly does not have enough space to serve its existing student body, much less the anticipated growth. The problem is apparently reflected in employee satisfaction data – only 37 percent of respondents were satisfied with classroom facilities; 43 percent with office space. However, 72 percent of students polled were satisfied with “classroom size and equipment.”(3.5)

The district is responsible for providing adequate physical resources to the college and for maintaining those resources. During the past several years, the district has replaced boilers and chillers at LMC and repaired roofs in several areas. Despite this significant investment in college infrastructure, the district has been unable to secure adequate funding to catch up with the backlog of deferred maintenance projects. Similarly, the district has not

been able to undertake comprehensive modernization/remodeling projects that would help to ease the space needs on campus. To partially fill this breach, the college has had to invest a large portion of its own limited resources in maintenance and modernization projects. Specifically, during the last several fiscal years, the college has spent \$993,933 of non-district funds on facilities -- \$261,173 from redevelopment funds, \$451,830 from PFE monies, \$53,990 from vending machine commissions and \$226,940 in other local funds to be used for ADA projects. When the college has to use its resources in this manner, it necessarily reduces funds that could be used to provide direct support for educational programs and services.

LMC has done much better in addressing instructional equipment needs -- it has spent significantly to replace, upgrade and expand equipment and furniture. Recently, much of the "original equipment" and furniture, purchased in 1973-74, has been replaced. Student labs generally have up-to-date computer equipment. All full-time faculty and managers now have computers on their desks -- the same is true for classified staff that need computers for their jobs. Most employees (63 percent) are satisfied with "equipment available to carry out job duties."

Planning Agenda:

1. During academic year 2001-2002, the Governing Board and Chancellor will finalize the study of the feasibility of another local bond measure.

2. Under the leadership of the vice president, the college will complete and implement its enrollment management plan during the 2001-2002 academic year.

8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary:

Maintenance of the buildings and grounds is the responsibility of the facilities and operations staff -- four maintenance mechanics, five grounds workers, an inventory/receiving clerk, a secretary and a manager. The manager reports to the district Vice Chancellor of Facilities and Operations. Major facilities repair and construction projects requiring special expertise are performed by outside contractors.

Work requests are categorized and assigned using a computerized work request system that allows the department to monitor timelines, quality and customer feedback. Routine maintenance is conducted by facilities and operations. However, routine maintenance is currently funded at 85 percent of the 1992 budget level, so monetary support is inadequate.

Deferred maintenance funds are available as a 50/50 match from the state and are used to fund major projects, such as the college complex mechanical system replacement, roofs

STANDARD EIGHT

and restroom rehabilitation.

Maintenance of paving and utilities infrastructures is behind schedule due to limited funding from the district. State funding for mechanical equipment repair has been increased substantially over the past five years. New cooling towers, boilers, pool heaters and energy management systems have been installed. Replacement of the chillers, to meet energy conservation, CFC emission and operational issues, was completed in April 2001.

Cleaning is the responsibility of the college custodial department. Custodial staffing is based on a district-wide square footage formula. Because of additions to the college complex, one additional custodian was hired in April 2001. With the completion of the new vocational technology addition, the Director of Business Services applied to the district for an additional custodial FTE, based on the formula (Business Procedure 18.03).(4.3)

During the 1997-98 academic year, the College President allocated \$20,000 for new custodial equipment, which has improved the level of service. More recently, the department budget was augmented by 18 percent from PFE funds. Maintenance of custodial equipment is the responsibility of the custodial staff; repairs requiring semi-skilled or skilled work are performed by outside contractors.

Most of the custodial supply budget is expended on paper products to accommodate the increasing demand, which comes with growing enrollment.

The district requirement for “in-house” stores purchasing has been eliminated, which has allowed the use of outside vendors which is sometimes more cost effective.

Self-Evaluation:

Deferred maintenance at all three colleges is behind due to inadequate state funding. For example, maintenance of paving and utility infrastructure is a particular problem.

The college has also put a significant amount of its own funds and PFE dollars into maintaining and improving the existing college complex.

Although complaints have declined, the effectiveness of the HVAC system has been an on-going issue. Some faculty and students complain about uncomfortable classrooms and labs and some employees report that their work areas are too hot or too cold. In order to address the issues, the heating system has been completely replaced with six energy efficient package boilers for space and domestic water heating, as well as two units to heat the swimming pool. As a result, energy consumption for heating has declined by 40 percent. Variable speed drives have been added to all air handlers, along with variable air volume boxes. New cooling towers have been installed. In addition to the new components, a state-of-the-art building maintenance system has been installed which allows management of all mechanical and lighting components from a central location in the Facilities Office.

STANDARD EIGHT

Survey data indicate that students and employees are generally quite positive about parking facilities and the campus landscaping at LMC.(4.9, 3.5)

The custodial manager has introduced steps to improve service: daily logs for restroom and cafeteria coverage are designed to ensure that tasks are completed in a timely manner; campus cleaning standards have been created as part of the department's quality control program. The manager believes that additional custodians are still needed to improve service, although 1 FTE was added in the spring of 2001. There are no custodians working from 4:30-10 p.m. each weekday or on weekends.

The employee survey indicated that 45 percent of the respondents are satisfied with the cleanliness of the campus; however, 76 percent of the students expressed satisfaction.

Planning Agenda:

During the 2002-03 academic year, the custodial manager will develop a plan to improve custodial coverage during late afternoons/early evenings and on weekends.

8.3 Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

The Vice Chancellor of Facilities and Operations is responsible to ensure that

the college's on- and off-site facilities comply with all applicable federal, state and local health and safety regulations.

The college has updated its ADA Transition Plan.(8.3) The facilities section identifies access issues and proposes facilities modifications to deal with them. High priorities were: electric door additions and modifications; fire alarm installation; rubber safety mat installation; rest room rubber mats; sidewalk area modifications; fourth level library access; improved lighting; repair of leaks; public telephone and water fountain modification; ramp improvements; disabled parking modifications; improved signage. These projects have all been completed using a variety of funding sources. A major change in the facility was the addition of a new level ramp from the front parking lot to level two of the college and the removal of a pathway to level three, which was deemed to be too steep.

Additional ADA projects were completed during summer and fall 2001 – electric door on level one; bookstore door modifications; new doors to the high tech center; refurbishment of restrooms on level one; various modifications to doors and thresholds; planetarium modifications; elevator upgrades; and parking lot and ramp modifications. These projects should resolve the access issues that some disabled students have raised.

Numerous health and safety issues have been addressed since the previous team's visit. The college has:

- Developed a comprehensive emergency management system.

STANDARD EIGHT

- Trained employees in the handling of hazardous materials.
- Improved the hazardous waste program.
- Re-instituted campus safety inspections.
- Developed a health hazard communication program, a chemical hygiene plan, an injury and illness prevention program and an employee safety training program.
- Re-established a Health and Security Committee.
- Trained the custodial staff on current Cal OSHA regulations including information on blood borne pathogens, chemicals and common injuries.
- Updated emergency evacuation and disaster plans.

The adequacy of lighting on campus has been a concern for several years. Recently, a number of surveys, involving all constituencies, were conducted regarding lighting levels. As a result, the facilities department has implemented all the recommendations by installing additional lighting and adding a microprocessor control system for all exterior lighting.

A safe environment on campus is also the responsibility of the CCCCD Police Department. The department's mission is to "enhance the quality of life on campus by working cooperatively with the public within the framework of the Constitution to enforce laws, preserve the peace, reduce fear and provide a safe environment." The department provides 24-hour-a-day patrol protection, follow-up investigation, crime prevention

activities, escorts to parking lots at night, emergency medical assistance and parking and traffic enforcement.

Self-Evaluation:

The college has made great strides in improving access for disabled students. More than \$700,000 has been spent on projects that have been completed or are "in progress" as of this writing. A DSPTS site visit team in the spring of 2001 noted that the college was "constructed before the passage of ADA and other disability rights legislation. This poses a challenge in providing optimal access. However, the college has responded with a high level of good faith effort."(5.9) The team noted that the college has implemented phase one of the ADA Transition Plan; implemented the recommendations of the previous DSPTS review team; and responded to a recent lawsuit with extensive improvements. The ADA Coordinator reports receiving few access complaints from students. The college is committed to continued implementation of facilities modifications identified in the ADA Transition Plan.

Previously identified health and safety issues have been addressed. The Health and Security Committee meets when issues surface and works with the facilities department to resolve them.

Survey results showed a significant improvement in student satisfaction with lighting in the parking lots and hallways. Students generally had a positive view of the overall safety of the campus (77 percent). Most employees reported that lighting is adequate and 78

percent expressed satisfaction with efforts to provide a safe environment. Most employees were knowledgeable about what to do in the case of personal injury in the work place and actions to be taken in the case of an emergency (i.e. fire, earthquake) at the college.

General college safety is viewed positively by students (77 percent) and employees (78 percent) alike. Statistics required by the Crime Awareness and Campus Security Act also indicate that the campus is generally safe. The most significant problems in recent years have been reports of burglary and larceny (theft). The statistics are published in the schedule of classes.

Planning Agenda:

None.

8.4 Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary:

All equipment is selected in accordance with district purchasing procedures. The district Director of Purchasing serves as a resource during the purchasing process and provides specifications for some purchases.

For many years, the district has had a computerized equipment inventory system. With the purchase and the implementation of the Datatel system, information on the previous system must

now be transferred into Datatel. During spring 2001 staff were asked to check the equipment inventory for accuracy. When equipment that costs more than \$500 is purchased, it is “logged in” in receiving, with all pertinent data entered into the Datatel system. It is then assigned a number and delivered to the proper location.

In past years, the district and college have not had a systematic equipment replacement plan, due to resource limitations. Recently, improved funding has led to the purchase of significant amounts of updated and new equipment. For example, during spring 2001, through the “block grant” process, \$355,000 was allocated to fund 58 equipment replacement requests and another \$96,000 for new equipment.

For the facilities department specifically, the Vice Chancellor of Facilities and Operations has prepared a detailed equipment replacement plan. Funding is contingent on additional state monies or passage of a local bond measure.

The college Instructional Technology Department has also developed specification standards for the purchase and replacement of computer equipment. The specifications are designed to improve I.T.’s ability to support the equipment. I.T. is also moving toward a “total cost of ownership” approach, which would provide for systematic technology equipment replacement.

Self-Evaluation:

The purchasing process, a collaborative effort between the district and the

STANDARD EIGHT

college, generally functions smoothly.

The college's inventory system is effective. Once the Datatel conversion is complete, all the information will be "in one place."

A systematic equipment replacement plan with on-going district funding is needed. The college should not have to depend entirely on block grant and other non-district funds to replace its equipment.

Planning Agenda:

None.

8.5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Descriptive Summary :

LMC has put considerable effort into improving all of its planning processes during the past six years. The processes link physical resource planning to other institutional planning and evaluation efforts. Specifically, the college developed an Educational Master Plan, which was tied to the institutional mission and goals.(3.19) The facilities portion of the plan led to development of the library and math/science plans as priority FPPs.

The Facilities Master Plan, completed in spring 2001, also links to the mission statement, goals and other planning

efforts.(8.2) All college constituencies and the Vice Chancellor of Facilities and Operations were involved in the process, through a series of design concept sessions and informational meetings.

The program review and unit plan processes also require organizational units to address facilities issues and needs.

The Vice Chancellor of Facilities and Operations coordinates facilities planning at the district level. He develops the Five-Year Construction Plan and takes primary responsibility for overseeing the design and construction of all new facilities.(8.4)

Although there is no formal, written process to guide new facilities planning at the district level, the Department of Facilities and Operations works collaboratively with college personnel in facilities master planning and development of initial and final project proposals.

Self-Evaluation:

College planning processes are much improved – see also Standard 3. The necessary links between facilities planning and other planning efforts are now more explicit.

Following the priorities set forth in the 1997 Educational Master Plan (3.19), several college projects have been completed recently – vocational-technical addition and the Brentwood Center and Marina Center renovations – or are under construction (Child Study Center expansion). The two FPPs

(library and math/science) were also developed in accordance with the recently completed Facilities Master Plan.(8.2) When funded, the projects will provide for a major expansion of the college. Other future growth facilities are identified in the Five-Year Construction Plan.(8.4)

During 2000-01, many more units than ever before completed program reviews and unit plans that included facilities issues.

Improvements are needed to provide an even more formal tie between college and district planning processes. College leaders generally believe that the district should provide more timely and effective support for LMC's facilities planning efforts. LMC is located in the rapidly growing eastern region of the county, yet the expansion of facilities has lagged far behind growth in the area and in the student body. The district needs to make facilities expansion at LMC a high priority.

Planning Agenda:

None.

Documents:

- 8.1 Math Science Facility Final Project Proposal
- 8.2 LMC Facilities Master Plan
- 8.3 LMC ADA Transition Plan
- 8.4 CCCCDC Five Year Construction Plan

STANDARD NINE: Financial Resources

9A Financial Planning

9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary:

The district allocates operating funds to the three colleges based on the established allocation formulae – Business Procedures Manual, Section 18.(4.3)

The Chancellor’s Cabinet designates funds for priority projects that meet district/college goals and planning efforts. The majority of district-allocated operating funds support ongoing operations at LMC. Specific funding of ongoing 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 department expenditures.

The district explored a revised general fund budget development process during the 2000-2001 academic year.(9.1) The revised process provided that college operating funds will be allocated in a “block grant” fashion for institutional planning and decision making in place of the current model...” Additionally, the revised plan called for the district to “implement and adhere to a planning process calendar for the integration of budget, program planning, and program review planning objectives. The calendar will include special Governing Board meetings to determine the strategic and

policy direction of the District.” As of this writing, the new model is undergoing consultation; after a great deal of discussion, it has not been adopted or implemented. Presently the District Governance Council – representing constituency groups from each college – serves as the district-wide budget committee and provides opportunities for participation and development of financial plans and budgets.

The Governing Board annually adopts a budget calendar and budget parameters that serve to guide budget development.(9.2)

During the fall 2000 semester, the college established a Financial Planning Model (FPM) that links planning to financial resource allocation.(3.3, 9.3, 9.4) Each instructional, student and administrative service unit prepares a program review each six years, with an update at least once every three years. Program review is designed to assess the effectiveness of its operation. Using the program review document as a resource, each department then establishes its unit plan. The departments address needs identified in the program review, college strategic goals and Partnership for Excellence (PFE) goals to establish their unit plans. The accumulation of all unit plans, as approved by line management, and the results of the FPM become the planning document for current and future years for the allocation of funds. When other funding sources are identified for the current year – such as block grant, PFE, VTEA – the College President, Director of Business Services, the Academic Senate President, the

STANDARD NINE

Classified Senate President and the Student Senate President meet to discuss allocation of these funds to various major categories, such as new initiatives, maintenance of ongoing operations, etc. College departments then submit project proposals for funding consideration. Project proposals must be addressed in the departments' annual unit plan, thus tying the proposed projects to planning initiatives. The College Council, composed of two representatives of each constituency, joined by the Financial Resource Committee, a shared governance group, reviews all projects and recommends funding based on college planning priorities.

Self Evaluation:

By the final due date for submission of program review and unit plans, 10 of the 18 administrative departments, 25 of the 31 instructional departments, and 12 of the 15 student service departments had completed the program review and/or unit plans. The completion rate of 73 percent is a major success in the implementation of a formal college planning process.(3.15) A modified version of the FPM was implemented during academic year 1999-2000.

Departments developed projects to be considered for funding from the PFE grant. PFE goals were used to evaluate grant proposals. As established by the then-proposed FPM, the College Council reviewed grant proposals. The FPM led to funding of nine projects that met the PFE goals.(9.5) A review of the grants' accomplishments for academic year 1999-2000 indicated that all grants that expended funds achieved their approved goals; evaluation of the projects is on

going.

During academic year 2000-2001, the President set aside \$232,000 from a block grant and \$434,234 in PFE funds to fund the FPM. The college also included the 2001-2002 VTEA funds in the model. College departments submitted a total of 55 projects for funding from the FPM during stage one early in the spring 2001 semester. The planning office confirmed that all projects referenced the respective department's unit plan. The augmented College Council recommended that 27 projects be forwarded to stage two of the FPM. The president, upon his review, included six additional projects to be forwarded to stage two.(9.6) As of the end of the spring 2001 semester, some 20 projects, totaling approximately \$580,000, had received tentative funding approval. The largest allocation was \$102,000 for a CISCO/Microsoft Certificate and Degree program; the smallest was \$1,890 for new models for biology courses. During spring 2001, the augmented College Council built an evaluation into the FPM a process to evaluate the effectiveness of the model's initial implementation.

During academic year 2000-2001, the district continued to evaluate the revised district general fund budget development process. District-wide goals are linked to annual and multi-year financial planning. Resource availability, mainly state apportionment revenue, fluctuates and affects the district's ability to fund business procedures and the planning goals.

The results of the employee survey

indicated that most of the respondents moderately or very much agreed that financial planning supports institutional goals and is linked to other institutional planning efforts. The results support the college's recent efforts to link financial planning to college goals.

Planning Agenda:

None.

9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements.

Descriptive Summary:

The college receives a base allocation 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 or block grant funding) and the probability of future funding. The district and the college have recently developed a technology plan that addresses computer needs for both instruction and administration.(4.4) The plan is designed to ensure that continual updating of computer laboratories and employee workstations takes place, based on the concept of "total cost of ownership." The president also sets aside a portion of block grant, PFE and other funding to address major college planning initiatives.

Self Evaluation:

The college has continually benefited historically from a stable staffing of permanent employees to support its operation, although additional employees are currently needed. During academic year 2000-2001, the college continued to benefit from 1.5 classified FTE allocated from technology plan funds to address computer services needs in both instruction and administration. During that academic year, the president allocated \$100,000 from block grant funds to support the Brentwood Center expansion, a major long-range effort of the college. The president allocated \$20,000 of PFE funds to marketing efforts to support growth projected in the long-range plan; \$20,000 for facilities leases to support expansion of course offerings off-campus; and \$40,000 for office remodeling to accommodate increased staffing associated with planned growth. The president also allocated \$62,000 of PFE funds to the Cisco Networking Academy, a major instructional priority. (9.7)

During academic year 2000-2001, the college implemented the FPM, which tied the funding of major projects to college planning. Following the implementation of this model, the augmented College Council began an evaluation of its effectiveness (not yet completed, as of this writing).

Planning Agenda:

None.

STANDARD NINE

9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary:

During fiscal year 1997-98, the college completed an Educational Master Plan that addressed long term planning.(3.19, 9.8) As part of that plan, the college adopted a Facilities Plan with priority for a library/learning resource center, mathematics/science complex, child care center expansion, student success center, Brentwood Center and student center. The plan also included a series of steps to realize this facilities expansion.

At the district level, the facility and planning division prepares five-year capital and scheduled maintenance plans. The plans are reviewed annually.(8.4) Long-range capital plans are based on the college's current educational programs and the results of program planning affecting future locations and course offerings.

Self Evaluation:

The college has begun the construction of a state-funded child care center expansion. The college has recently completed final project proposals for a mathematics/science complex and library/learning resource center. The college entered into a lease arrangement for a larger East County educational center in Brentwood – renovation of the building was completed and classes began in the new facility in September 2001.

Because of difficulties in securing adequate state funding, during the late 1990s, the district made two attempts to pass a local bond measure that would have provided funds to update and upgrade existing facilities and pay for new construction. Although a majority of voters approved of the measures, they fell slightly short of the required two-thirds majority.

In general, the district recognizes that college facility needs have not been adequately met – there is a backlog of building projects and both immediate maintenance projects and the calculated long-range needs for facility modernization and maintenance have suffered from a lack of funding.

The results of the college employee survey indicated that most respondents moderately or very much agreed that annual and long-range capital plans support educational objectives and relate to the plan for physical resources. The results support the success of the college's recent efforts to link plans for physical resources to educational objectives.

Planning Agenda:

None.

9A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary:

During the years that the college had

STANDARD NINE

incremental operating funds to allocate to departments, the Financial Resource Committee disseminated instructions regarding the process by which organizational units could request an increase to their base allocation.(9.9) The college also clearly communicated the criteria for fund allocation. Annually, the Financial Resource Committee has disseminated instructions for departments to request equipment needs from the instructional equipment / block grant funds.

Currently, the LMC administration informs the college community regarding the process by which departments will conduct their program review, and in turn, formulate their unit plans. It is clear that the program review and unit plan are the mechanisms by which the college develops its planning process. The unit plan is designed to link the planning process with the financial allocation process. From the unit plans, departments substantiate their funding needs in order to achieve their goals. Also, the president has communicated to the college community that the College Council, augmented with the Financial Resource Committee, reviews all departments' funding needs based on the college strategic goals, PFE goals and long term planning.(9.3) This review results in the allocation of major discretionary funding sources, such as block grants and PFE funds.(9.10, 9.11, 9.12)

Self Evaluation:

Each year, the college has been diligent in sending budget process information to all employees.

In developing the current FPM, employees had numerous opportunities to provide input -- either as individuals or through their respective constituencies. By the time the model was finalized, most employees were familiar with the planning process, although there were reports of some confusion about the new approach.

By February 2001, the final date for submission of program reviews and unit plans, 10 of the 18 administrative departments, 25 of the 31 instructional departments and 12 of the 15 student service departments had completed the program review and/or unit plans due by that point.(3.15) The completion rate of 73 percent is a major success for the implementation of a formal college planning process (few departments completed program review in a timely manner under the previous process).

During the augmented College Council's review of the stage one projects for the FPM during spring 2001, the Council recommended forwarding 27 projects to stage two; the president increased this group by six projects.(9.6) The College Council and president then used pre-established criteria tied to college goals to review the proposals.

The results of the employee survey indicated that most respondents moderately or very much agreed that processes for financial planning are clearly defined, indicating that the college's recent efforts to clarify financial planning processes have been successful. The survey also showed that most employees moderately or very much agreed that processes for financial

STANDARD NINE

planning are followed. The College Council is currently reviewing the first year's implementation of the FPM.

Planning Agenda:

None.

9A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary:

All employees had ample opportunity to provide input into the development of the FPM. All employees were surveyed for their individual input into the proposed model. Each constituency had the opportunity to provide input to the College Council regarding the proposed FPM. The Classified Senate and Academic Senate leadership also had the opportunity to provide separate input to the president. Finally, the College Council submitted a Financial Planning Model recommendation to the president.

The FPM provides for the three senate leaders to participate in the determination of the level of funds to allocate to each of the major funding categories, such as increase to base operating budgets, equipment replacement and maintenance and current unfunded liabilities. In the past, the Financial Resource Committee, a representative shared governance committee, made funding recommendations to the College Council for instructional equipment funds.

Currently, the combined College Council (with two representatives from each constituency), the Financial Resource Committee (with two representatives from each constituency) and selected individuals from instructional divisions not currently represented on either committee, review all project proposals to recommend funding to the president.

Self Evaluation:

Each year the Financial Resources Committee reviews its allocation process based on feedback from departments. As an example, during the 1998-99 Instructional Equipment process, the Financial Resource Committee changed the prioritization of department requests from being ranked sequentially to being ranked in "bands" -- high, medium or low. The college community had found the sequential prioritization to be misleading.(9.10)

Every year the Financial Resource Committee has forwarded equipment funding recommendations that the president has accepted.

During academic year 2000-2001, all constituencies had the opportunity to participate in the review of block grant and FPM funding requests. The results of the employee survey indicate that most of the respondents moderately or very much agreed that college personnel have the opportunity to participate in the development of financial plans and budgets. Given that participation is based primarily on involvement in shared governance committees and attendance at constituency meetings,

STANDARD NINE

employees who do not seek involvement at these levels may perceive that they do not have the opportunity to participate. The results of the employee survey indicated that 24 percent of the respondents moderately or very much agreed that they had a sufficient voice in the allocation of fiscal resources, based on their job responsibilities and expertise -- the result is down from 32 percent in the 1995 survey. Again, given that participation is based primarily on involvement in shared governance committees and attendance at constituency meetings, employees who do not seek involvement at these levels may perceive that they do not have the opportunity to participate.

Planning Agenda:

None.

9B Financial Management

9B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summary:

The Datatel purchasing module, an on-line integrated system, and District Business Procedures Section 11 – Purchasing and Receiving – provide sufficient controls over purchasing of materials, services and equipment.(4.3) The campus Business Office provides the first line of control ensuring that all purchases conform to district business procedures prior to either ordering or

paying of materials, services or equipment. For purchases requiring purchase orders, the district purchasing department ensures adherence to purchasing guidelines. The Datatel purchasing module provides the mechanism for tracking and controlling all activities from creating an order to payment of that order after all materials, services and equipment have been provided or received.

The campus Business Office issues monthly budget reports to all department and program coordinators.(9.13, 9.14) The reports provide department and program coordinators with detailed transaction activity for each general ledger account number within their area of responsibility. The detailed transactions include all activity through the day prior to the date the reports are issued. Each department also runs a separate monthly payroll report detailing warrant payments to each employee in that area. For additional control, not only do department and program coordinators receive their respective monthly budget reports, their supervising managers receive the same reports.

The Director of Business Services generates a separate and complete list of reports monthly to monitor all department and program budgets.(9.15) The director also reviews all time cards each month to ensure accurate coding so that correct general ledger account numbers are charged each month. The campus business office reviews all timecards to ensure compliance with district guidelines.

The campus Business Office and district

STANDARD NINE

Accounting Office review all invoices for payment prior to issuing a check. The Director of Business Services is knowledgeable about the college and district accounting procedures, budget allocation modules and funding allocations from the state. With this information, the director provides detailed financial analyses to assist the college in making sound financial investment decisions, i.e. the Brentwood Center expansion, the Cisco Networking Academy expansion and program investments to increase FTES.

The college has recently allocated one classified FTE to an Accountant I position that is dedicated to assisting program coordinators budget and track their programs.

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:

Each year there are very few "purchasing exceptions" (i.e., purchases that are outside purchasing guidelines) incurred by the college.

Department and program coordinators continually express a sense of satisfaction that they are provided with

the necessary financial information to control their budgets. In a recent business services survey, 97 percent of the respondents strongly agreed or agreed with the statement that the "products" (e.g., reports) provided by the office are of high quality -- accurate, useful, efficient.(9.16) Results of the general employee survey indicated that most of the respondents agreed that financial reports are timely, accurate and useful. However, only a minority of respondents agreed that financial reports are easy to understand. The results are not nearly as positive as the results obtained from the "quality of services" survey conducted by the Business Office in November 2000. An explanation may be that the Business Office surveyed only all the employees who receive financial reports from the business office. The college-wide survey included all employees, most of whom are not responsible for department budgets.

Additionally, in response to the employee survey results, the Business Office issues budget reports each month within one working day of when payroll is posted to the general ledger. These reports include all financial data through the prior day. However, the Director of Business Services agrees that the Datatel budget reports are not easy to read. The reports, which are primarily "canned" programs, include projections of spending which are unreliable, and do not contain the report's name on the first page. District Information Technology will need to address these programming issues.

The Datatel financial system was implemented in July 1998. At that time,

STANDARD NINE

district Information Technology had not completed the programming of monthly detailed budget reports so that departments could monitor their budgets. The programming was completed in December 1998 – at that time, the Business Office began to issue monthly budget reports to all departments. At the beginning of the 1999-2000 fiscal year, the college Business Office discovered that the budget reports programmed by district Information Technology were not working for the new fiscal year. It took two months to reprogram the reports. Since that time, the Business Office has generated budget reports on a timely basis. During spring 2001, the Business Office also provided training sessions for staff regarding how to use the budget reports.

During the Datatel payroll system implementation (1999-2000), at some times departments could not access detailed payroll information in either the old or new system. The problem was corrected by the end of that fiscal year. The Business Office also ensured that all appropriate staff had proper access and were trained to run the detailed payroll reports. The new Accountant I position also runs monthly payroll reports for all grants in order to ensure proper accounting of salaries.

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 understand its annual carry over budget well in advance of the District

Accounting's formal calculation. The projections have led to good and timely decisions being made about carry over funds.

The financial analysis that the Director of Business Services completed for the Brentwood Center expansion resulted in a favorable negotiation outcome with both the city of Brentwood and management at the district office. The director also conducted a financial review of courses offered at USS/POSCO, the paramedic program, and the Police Academy and advanced officer training courses to support management's negotiations with outside agencies to provide program instruction. These analyses, available in the business office, have been very helpful in understanding the cost of each program.

During the last few years, the college has received several large grants (i.e., Title 3). A new Accountant I was hired and fully trained during the spring 2001 semester to handle accounting and budgeting in support of the grants.

At the district level, control mechanisms have been limited to recording expenditures against the budget plan and reporting trends and year-end projections. Intervention steps to assure adherence to the budget plan have not been implemented. Finally, year-end estimates are often significantly different than actual year-end results of operations.

Planning Agenda:

None.

STANDARD NINE

9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit finding are comprehensive and timely.

Descriptive Summary:

The 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 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. The district contracts for an annual financial audit by an independent CPA firm.(9.17) A detailed management response to all audit findings and comments are included in the process and is presented to the Governing Board for information.

Self Evaluation:

External audits, conducted each year, have found LMC to be 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.

The district accounting and internal auditing departments have consistently found that the college has complied with district financial policies and procedures. The district views responses to audit findings as a positive activity for systematic improvement.

Planning Agenda:

None.

9B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary:

The Datatel financial system provides real-time budgetary information. Thus, at any point in time, a program manager can review individual general ledger account information or total department budget information. The Director of Business Services also provides monthly budget reports to all program and

STANDARD NINE

department leaders.

The Director of Business Services reviews all externally funded programs each month to ensure there is a correct budget, expenditures are reported in the appropriate accounts, and spending is on target versus 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 Vice Chancellor – Finance and Administration in establishing these formal relationships.

There are 12 co-curricular trust accounts (9.18), 39 student club accounts(9.19), and 18 trust fund accounts(9.20). 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.(4.3) 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 attends periodic financial aid 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’s operating budget is provided by the district’s general fund. Foundation personnel, along with the LMC Director of Business Services and the lead account clerk, monitor the oversight of the budget. Monthly budget reports are reviewed for accuracy by the Foundation. The Director of Business Services provides annual updates on Foundation contingencies. The LMC Foundation’s personnel and a Foundation board member, who is a CPA, handle financial accounts. All tax documents are available for inspection, as mandated by law, in the Foundation office.

Self Evaluation:

Internal and external audits have found LMC to be in compliance with District procedures with respect to student club and trust accounts.

The Director of Business Services, in conjunction with program managers of externally-funded programs, has effectively tracked spending against

STANDARD NINE

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 – Finance and Administration consistently approves the college's contracts upon their submission for Governing Board approval.

The financial aid operation underwent a complete independent program review and audit in 1997.(9.21) The audit found that the financial aid operation was generally in compliance in oversight of financial aid. However, the audit forwarded the following recommendations: improve the application process, revise the offer letter, revise procedural forms to be more effective, coordinate efforts between the Financial Aid Office and other college departments, create a new student consumer information brochure, revise guidelines for distributing SEOG and federal work study funds, revise the satisfactory academic progress procedures, and revise the student appeals process. Financial aid adopted all of these recommendations. During fiscal year 1999-2000, the California Student Aid Commission conducted a program review and audit of the financial aid operation with respect to Cal Grants.(9.22) The audit found that no exceptions were noted in the areas of general eligibility, rosters and reports, file maintenance and records retention, fiscal responsibility for programs funds. The audit did surface two exceptions, which have both been corrected.

Planning Agenda:

None.

9B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary:

The LMC Foundation is a separate non-profit organization governed by its own Board of Directors drawn from East Contra Costa County community leaders.(9.23, 9.24) The mission of the foundation is to provide the community the opportunity to assist and invest in the development of comprehensive educational resources with LMC. In cooperation with LMC and the community it serves, the Foundation is committed to support and enhance educational excellence. Donors support college programs and student scholarships by making direct contributions to the foundation.

An outside CPA, who is a member of the Board, oversees the foundation accounting functions. Additionally, both the Director of Business Services and the lead account clerk sit on the board of directors.

Self Evaluation:

The LMC Foundation has been recently reorganized. Membership has been increased and new members are bringing sound strategies for the financial

STANDARD NINE

development of the foundation.(9.25)
Members will assume a more active role in fundraising and special programs and events. The foundation is establishing wide-based support through publicity and personal contacts.

To guide the foundation in its fundraising activities, the board is in the process of developing new policies to establish standards of conduct and ethics for board members, appropriate gift solicitation protocols and investment management. The entire board will discuss the policies so that the members will understand each policy and in turn understand the foundation's role in supporting the college.

Planning Agenda:

By fall 2001, the foundation director, with support from the foundation board, will undertake a focused fundraising program of special events and programs and targeted solicitation of businesses, corporations and individuals in order to increase scholarship awards and to fund special college projects.

9B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary:

Departments developing contractual relationships with outside organizations consult with both the Director of Business Services and Vice Chancellor – Finance and Administration in

establishing these formal relationships.

All department s submit proposed contracts to the Director of Business Services for review prior to their submission to the district office for inclusion on the Governing Board agenda. The Director of Business Services then submits the proposed contract to the Vice Chancellor – Finance and Administration for final review prior to inclusion on the Governing Board agenda. Review includes legality of contract terms, necessary indemnification and insurance provisions, sufficiency of funds and alignment of the contract services to college and district mission and goals.

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 – Finance and Administration so that it develops appropriate contracts with outside organizations.

Planning Agenda:

None.

9B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary:

The district evaluates financial

STANDARD NINE

management regularly, in a variety of ways. First, the annual audit report is a detailed and comprehensive review of the financial position of the district, 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.(9.17)

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.

9C Financial Stability

9C.1 Future obligations are clearly identified and plans exist for payment.

Descriptive Summary:

The district's long-term liabilities consist of:

1. Accrued Compensated Absences
2. Capital Lease Obligations
3. Certificates of Participation
4. Post-retirement Health Benefits Obligations

Item #1: Since July 1, 1995, the funding of accrued vacation and "banked load" liabilities occurs on a current year basis. The district annually budgets an allocation to fund the un-funded amount that existed as of June 30, 1995, and will continue to do so until accumulated assets match the total liability. As of June 30, 2000, \$4,393,649 has been accumulated in the district's debt service funds for the eventual payment of this liability.

Item #2: This liability was created as a result of the district's entry into a number multi-year, capital lease purchase agreements. Funding of these obligations occurs on a current year basis.

Item #3: This liability was created as the result of a debt-financing arrangement for construction of the Diablo Valley College Student Body Center. Annual debt payments are made from "student body center" fees assessed to DVC students. Annual student body center fees exceed the annual debt payment on

the certificates of participation.

Item #4: The district offers subsidized health insurance benefits to all employees who retire from the district and meet the age and service requirements for eligibility. The benefits are required by district collective bargaining agreements. The actuarially-determined accumulated post-retirement benefits obligation (APBO) at July 1, 1996 was \$32,896,000. Annually, the district contributes \$758,800 to its post-retirement health benefits fund, and all investment-interest earned by that fund goes toward funding the APBO. As of June 30, 2000, \$18,703,193 had been accumulated to fund this liability. Until the liability is fully funded, the District will recognize the current obligation to provide retiree health benefits as a current year cost. The cost of providing retiree health benefits in 1999-2000 was \$2,272,664.

Self Evaluation:

Most future obligations have been identified and methods for funding of the liabilities have been developed. Obligations for faculty “banked load” have not been funded, due in part to incomplete reports on the accumulated liability and insufficient funds to dedicate for this purpose. Furthermore, liabilities for the degradation of capital assets have been neither fully quantified nor sufficiently funded.

Planning Agenda:

None.

9C.2 The institution has policies for appropriate risk management.

Descriptive Summary:

The district’s insurance and risk management programs are maintained through a joint powers agreement (JPA) that creates a separate legal entity, which sets rates, collects and invests premiums, approves payments of claims and provides for insurance programs for all district colleges. The district's property and liability insurance program is administered through the Bay Area Community College Districts JPA. The district is also a member of the Statewide Association of Community Colleges (SWACC) and Schools Excess Liability Fund (SELF) joint powers authorities. The district's workers' compensation insurance program is administered through the Contra Costa County Schools Insurance Group (CCCSIG) JPA. The Vice Chancellor -- Finance and Administration serves a participant member of the Board of Director's of these joint powers authorities. Also, district Human Resources has recently hired a staff member to specialize in workers' compensation claims and cost reduction.

The district, in cooperation with the JPA, has engaged in an ongoing, proactive risk management cost-containment program. The district has engaged in this activity through a Safety Committee composed of representatives of the colleges and the joint powers authority. The JPA has also contracted with consultants to provide workshops at the college and district level on such issues as stress reduction, proper work posture

STANDARD NINE

and the review and modification of workstations.

Self Evaluation:

District property, liability and other risks have been identified and self-funded or purchased coverages established for each risk. The district is dependent on the accuracy of pool group actuarial services and pool management to assure that identified risks are properly funded.

Planning Agenda:

None.

9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary:

As of June 30, 2000, the district's unrestricted, general fund balance (of \$6,130,606) exceeded the 5 percent, minimum-reserve standard of the State Chancellor's Office. The "annual budget parameters" require the district to prepare a budget with at least a 5 percent reserve. The adopted budget for fiscal year 2000-2001 continues the maintenance of the required reserve. (9.26)

Roughly half of the district's operating, general fund revenue is received through state apportionment. The amount received, each month, approximates the prorated portion of monthly expenditures that are to be state-funded. The remainder of the district's operating, general fund revenues comes from semi-

annual, property tax receipts allocated by Contra Costa County to the district. Under the "Teeter Plan", the county allows the district to issue warrants to the extent of current cash balances, plus anticipated tax receipts. To insure liquidity, the district annually issues Tax and Revenue Anticipation Notes (TRANS) to the extent of the maximum, periodic cash flow deficit.

Self Evaluation:

District cash flow has not been an issue, due primarily to the county "Teeter Plan" arrangement. The county permits each taxing entity to spend based on anticipated property tax receipts, rather than requiring cash balances available for expenditure transactions.

Planning Agenda:

None.

9C.4 The institution has a plan for responding to financial emergencies and unforeseen occurrences.

Descriptive Summary:

The reserve-standard, set by the State Chancellor's Office, that districts should maintain a "reserve" of at least 5 percent of annual expenditures, was designed to ensure that community college districts would have the financial resources to respond to emergencies and unforeseen occurrences. As stated in item C.2, the district has such a reserve.

Self Evaluation:

STANDARD NINE

The basic reserve for economic uncertainty is the single formal and approved source of funds for a financial emergency. The district has not developed policies for the use of board-restricted balances, debt insurance or other methods to expand the source of funds for emergencies or other unforeseen occurrences.

Planning Agenda

None.

Documents:

- 9.1 A Proposal to Revise the District Level Unrestricted General Fund Budget Development Process, dated November 1, 2000
- 9.2 Budget Development Calendar, fiscal year 2001-2002
- 9.3 Financial Planning Model and Resource Allocation Memo, dated October 19, 2000
- 9.4 Program Review/Planning and Resource Allocation Memo, dated November 7, 2000
- 9.5 PFE Funding Process Complete (1999-2000), dated December 20, 1999
- 9.6 Departments submitting Financial Planning Model Proposals – Proposals forwarded to Stage II Memo, dated February 23, 2001
- 9.7 Summary of PFE Funds 2000-2001, dated February 14, 2001
- 9.8 Los Medanos College Educational Master Plan Executive Summary, dated December 15, 1997

- 9.9 1994-95 Budget Process Memo, dated March 18, 1994
- 9.10 1998-99 Instructional Equipment Process Memo, dated January 13, 1999
- 9.11 Instructional Equipment Funding Requests Memo, dated April 14, 1999
- 9.12 Block Grant Allocation 1999-2000 Memo, dated December 2, 1999
- 9.13 Business Services 99-00 Budget Report
- 9.14 LMC Budget Reports Listing
- 9.15 Current Month Operating Fund Budget Report dated November 2000
- 9.16 Quality of Services Provided by the Business Office Results, dated November 2000
- 9.17 Independent Audit Report – June 30, 2000
- 9.18 Fiscal Year 1999-2000 Listing of Co-Curricular Trust Accounts
- 9.19 Fiscal Year 1999-2000 Listing of Student Club Accounts
- 9.20 Fiscal Year 1999-2000 Listing of Trust Accounts
- 9.21 Los Medanos College Consultant Review of Student Financial Aid – Consultant Report, September 1997
- 9.22 California Student Aid Commission Program Compliance Office Cal Grant Audit Report
- 9.23 Los Medanos College Foundation – Articles of Incorporation
- 9.24 Los Medanos College Foundation – By-Laws
- 9.25 Los Medanos College Foundation – Board Members

STANDARD NINE

- 9.26 Contra Costa Community
College District 2000-2001
Adopted Budget

Additional Documents

(Available in the Team Room, but not specifically referenced in the standard)

- 9.27 Los Medanos College 2000-2001
Operating Budget
- 9.28 Los Medanos College 1999-2000
Year End Operating Fund
- 9.29 Investment Policy
- 9.30 Quarterly Investment Report

STANDARD TEN: Governance and Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students to facilitate effective communication among the institution's constituencies.

10A Governing Board

10A.1 The Governing Board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

The five members of the Governing Board are elected from geographical areas known as wards within Contra Costa County. However, all Governing Board members serve all students and citizens of the district, as stated in Board Policy 1010 (Code of Ethics of the Governing Board) from the Governing Board Policies and Administrative Procedures Manual. Officers of the Governing Board are elected at an annual organization meeting. The board includes a Student Trustee, selected from one of the three colleges on a rotational basis. As provided in board policies, the Student Trustee, who serves for one

year, is a nonvoting member exercising an advisory vote, with the exception of personnel matters.(2.6)

Board members serve staggered four-year terms to ensure continuity; two new board members were elected in November 2000. The roles of authority for the Governing Board, Chancellor and College Presidents are addressed in the Governing Board Policies and Administrative Procedures Manual under Rules and Regulations of the Governing Board (Authority 1-2; Organization 3-7; Officers 16-20; Administrative Officers 29-39). Provisions for Governing Board elections are provided for in Board Policy 1008 -- Governing Board Election Regulations.

The Governing Board meets regularly once a month, providing opportunities for public comment. Advance copies of the full agenda are provided to all constituency leaders, in addition to being available on the district web site, along with the Governing Board meeting minutes. A Board Finance Committee and a Board Facilities Committee have been created, consisting of two board members each, with the respective vice chancellor serving as primary staff to the committee. The meetings of these committees follow all guidelines of the Brown Act. Special meetings, workshops, and retreats are held on an as-needed basis.

All board agendas provide, as the first item of the open session, the opportunity for the public to address the board. In addition, the closing items on the agendas include reports from all

STANDARD TEN

constituency groups. Each representative may select and present information in a brief oral report.

A minimum of three working days before the meeting, agendas of meetings are posted to the web site and in a conspicuous place at the District Office and in the administration offices of each college, as prescribed in Board Policy 1002 -- Agenda of Governing Board Meetings.

Self Evaluation:

The minutes of monthly board meetings comply with all legal requirements and provide a record to substantiate that the board exercises decision making in accordance with established policy and procedures. Opportunities for individuals and groups to express their opinions to the board are consistently offered at board meetings. There has been discussion about the timing of when constituent reports appear on the board agenda. Student representation on the board, through the Student Trustee, has provided a consistent forum for the expression of student issues.

The Governing Board continues to provide guidance, a platform for the sharing of ideas and information, and support for the process of shared governance. The Governing Board invites and encourages the inclusion of all constituency groups. The board members are committed to meeting the rapidly changing needs of students, employers and the residents of Contra Costa County.

Planning Agenda:

None.

10A.2 The Governing Board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that the institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary:

The board receives regularly scheduled reports on institutional effectiveness indicators and a variety of instructional and student service issues. The board-mandated Educational Planning Committee serves as the district-wide forum for academic planning issues. A board policy on strategic planning was adopted (Board Policy 1012) and a strategic planning process has been implemented at each college. The board approves college mission statements. Board meeting agendas regularly include a report by each Academic Senate President on current issues.

The board has policies in place for sound management of fiscal resources. Board Policy 5007 (Audit of District Funds) provides for the external audit of all the funds of the district. In addition, Business Procedure 21.00 (Audit Services) and Business Procedure 21.01 (When to Contract Audit Services) provide internal auditing procedures.(4.3) Consistent with state regulations, the board annually adopts budget parameters that provide for a minimum 5 percent reserve for

STANDARD TEN

economic uncertainty. The reserve, as reported on the CCFS-311Q for December 31, 1999, showed a projected ending-year balance of less than the 5 percent standard. The report was received and approved at the January 26, 2000 Governing Board meeting. The CCFS-311Q for the quarter ending March 31, 2000, updated district revenue and expenditure data and provided for a projected year-end balance slightly greater than the 5 percent minimum. That report was presented and approved at the April 26, 2000 Governing Board meeting. At the end of that fiscal year, the 5 percent reserve was maintained.

The board reviews and approves all expenditures. It regularly receives and approves financial reports and ensures that budget development follows a timely and fiscally accountable process. On December 15, 1999, the Governing Board received a report on a district wide constituent-based study of the district's budget process. Since that date, the Chancellor has continued the evaluation of the budget development process, in consultation with the Academic Senate presidents.

Self Evaluation:

After two annual audits exposed problems that required remediation, a number of interventions have occurred to bring the district into compliance with fiscal control responsibilities, as documented by recent audits without exceptions.

A report on institutional effectiveness was submitted to the Board in October of 2000. Of the ten board-designated

indicators, five (2,3,5,6,9) were fully or partially evaluated and five (1,4,7,8,10) await requisite databases and administrative arrangements in order for them to be appraised.(10.1) Communication efforts on items such as the institutional effectiveness indicators, needs to be improved. A typical LMC employee would probably not be knowledgeable about the ten indicators.

At the board retreat in March 2001, the members reviewed the format, frequency and relevance of reports it requests to monitor organizational effectiveness and identified a new schedule of reports for 2001-2002.(10.2)

The district Educational Planning Committee has met on a sporadic basis during the last several years. However, this committee is now scheduled to meet regularly to ensure that needed programs and services are provided and that when redundancy in programs exists among the colleges, it is based on documented need. As educational program planning systems are designed and fully implemented, the frequency of meetings will be reviewed by the committee to determine what will best serve future program planning needs. The EPC is composed of the College Presidents, instructional and student services managers, the Academic Senate presidents, a United Faculty representative, the vice chancellors, the Chancellor and an economic development representative.

Planning Agenda:

None.

STANDARD TEN

10A.3 The Governing Board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The Governing 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, and has the expectation that all policies and procedures are followed properly. The development of board policy is reflective of the shared governance process, as noted in Board Policy 1009 -- Institutional Governance. A hard copy of the Governing Board policy manual is made available to all leaders. In addition, the policy manual, together with all departmental procedures manuals, is posted on the web site. 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 of its policies and procedures. As part of the evaluation process:

1. All policies were reviewed to determine whether their inclusion would be more appropriate in other procedures manuals.
2. All policies were screened to ensure that they reflect current practice and legal requirements. All code section references were verified for accuracy

and current status.

3. All policies and administrative procedures of the Governing Board are now computerized, uniformly formatted and posted on the district web site.(10.3)

Input was provided by all constituency groups (District Governance Council, Local One, United Faculty, Management Council, Academic Senates, Classified Senates and Student Government) throughout the district. Examples of changes include:

1. The separation, and later revision of, the student services procedures and the curriculum and instruction procedures from the Governing Board Policies and Administrative Procedures Manual.
2. Review and revision of the Business, Payroll, and Human Resources Procedures and the placement of all departmental procedures on the district web site with links to related board policies and other departmental procedures.
3. The addition of Board Policy 1011 (Foundations) and Board Policy 1012 (Strategic Planning).

The “Rules and Regulations of the Governing Board”, Administrative Officers 29-39, in the Governing Board Policies and Administrative Procedures Manual states that the Governing Board shall employ a full-time chancellor; shall delegate to the Chancellor the executive responsibility for all personnel, educational, financial, and business matters pertaining to the operation of the district. All actions by the Chancellor are subject to review by the Governing

Board. The regulations further state that the Chancellor may delegate duties and responsibilities, but is still responsible to the board for the execution of duties and responsibilities delegated.

Self Evaluation:

Board Policies are now current and conveniently available to employees and the public in “hard copy” and electronic formats. Governing Board Policies and Administrative Procedures are reviewed biennially, with half under review each year.

A recent example of the board’s willingness to evaluate its policies, and revise as necessary, was a situation where a request was made to give the chancellor the authority to exceed the \$56,900 purchasing limit prior to board approval. An alternative request was approved that set an upper limit of \$100,000 and clarified under what circumstances this action might take place. A one year evaluation of the new policy will take place in fall 2002.

Planning Agenda:

None.

10A.4 In keeping with its mission, the Governing Board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary:

The Governing Board appointed the

current chancellor in 1996. He has been evaluated four times by the board -- September 1996, July 1997, May 1998 and October 2000. As part of the evaluation process, the Chancellor’s Cabinet and constituency group leaders were asked to complete a written survey and return it directly to the board chair. While individual responses are kept confidential, a summary is provided to the Chancellor.

The board ratifies the appointments of vice chancellors, college presidents and other administrative officers. However, the Faculty Senate Coordinating Council (FSCC) sent a letter to the State Chancellor’s Office that resulted in a visit to the district in 1995-1996. The main complaint in the letter concerned the way three management hires were conducted, one of which pertained to the time limit issue of the appointment of an interim president at LMC. The LMC Academic Senate has been concerned about past changes, and proposed changes, to hiring practices in the district.

Self Evaluation:

The policies of the Contra Costa Community College District Governing Board meet the requirements of the standard.

Planning Agenda:

None.

10A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures,

STANDARD TEN

and processes for assessing the performance of the Governing Board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Descriptive Summary:

The Rules and Regulations of the Governing Board (Authority 1-2; Organization 3-7), published as a section in the Governing Board Policies and Administrative Procedures Manual addresses duties and responsibilities of the board, its officers and of individual board members. Board Policy 1010 is the Code of Ethics which as been adopted by the Governing Board.

The Governing Board regularly schedules and holds retreats for in-depth discussions on selected topics, i.e., budget, facilities funding and accreditation. The board also schedules a self-assessment on a regular basis, approximately every two years. During the self-assessment process, the members identify areas of future interest for board development, board meeting focus topics and other goals for the board. The residents of the county assess board performance through the electoral process.

Self Evaluation:

Policies and procedures that address the standard are in place and are followed.

Planning Agenda:

None.

10A.6 The Governing Board has a program for new member orientation and Governing Board development.

Descriptive Summary:

The Chancellor’s staff provides new board members with copies of all important documents regarding board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important, current issues.

The Chancellor, in addition to meetings coordinated with key staff members regarding budget, staff/personnel, facilities, technology, and strategic planning, conducts an orientation meeting with the new board member. Each new board member is also invited to visit and meet with the president of each college. A detailed description of the full process is available in the Chancellor’s Office.(10.4) The Faculty Senates Coordinating Council is planning to be a participant in the orientation events for the board.

Self Evaluation:

The board encourages ongoing development of individual members through conferences, community meetings and reading. Time is set aside at board meetings to convey the results of these individual efforts.

Planning Agenda:

None.

10A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary:

The Chancellor keeps the board informed about the accreditation process. Members are informed of the history, current practice and policies of the ACCJC. During summer and fall 2001, several accreditation update reports were provided to the board at regularly scheduled meetings. Each of the colleges and the District Office reviewed the status of their self-studies and preparations for the site visits of the accreditation teams.

The board was involved in developing the approach to the accreditation process. Members reviewed and approved the self-studies prior to submission and will use them as a vehicle for constructive criticism, thereby encouraging self-examination and the potential for professional and personal growth.

Board members receive information on the objectives and activities of the visiting teams and meet with the teams. The board will also carefully review the final report of the accreditation team and evaluate its findings. It will then assure that the accreditation team recommendations are implemented.

Self Evaluation:

The board members understand the importance of the accreditation process and have remained informed of the progress of the self study efforts.

Planning Agenda:

None.

10B Institutional Administration and Governance

10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary:

In accordance with the standard, the College President works with and through appropriate faculty leadership, administrative and support personnel, students, and the established college governance system to provide effective leadership in defining goals, developing plans and establishing priorities for the institution. The president provides leadership for, and participates in, the college strategic planning process. The president works closely with the College Council, the President's Cabinet, and other college committees, as necessary, to determine institutional priorities and funding allocations.

The president addresses the college as a whole at least once a year in order to emphasize college goals, progress and strategic directions. There is also typically at least one college assembly each semester, which is a management called meeting to address a major issue or concern that affects the college community. The College President meets regularly with faculty (Academic Senate and United Faculty), classified, and student leadership. The president is

STANDARD TEN

also involved in governance as a participant in district consultation meetings held at various times each semester. These meetings, involving the Academic Senate leadership, the College Presidents and the chancellor are designed to help to keep communication channels open, especially regarding goals, plans and priorities at the college.

Self Evaluation:

The president has supported and encouraged the development and refinement of the college planning processes. Since the last accreditation visit, the college has gone through two strategic planning cycles that have determined its strategic directions. Most recently, the college has implemented a new aspect of the planning process, the Financial Planning Model. This model is tied to the program review and unit planning processes. As each unit of the college develops its unit plans, proposals for new activities are submitted to the Financial Planning Model process. These new initiatives are given a priority and, as funding becomes available, the highest priority items are funded. The new process is intended to link planning to budgeting and to provide an organized and fair way to advance new initiatives. Evaluation of the Financial Planning Model is scheduled to occur during the 2001-2002 academic year.(3.3)

The president has provided a vision for the college that is improving the image of LMC in the local community. A major part of the vision has been to “put the community back in community college”, which is another way of saying that the college must be engaged in

community building with its local communities.

A number of major advances have occurred at the college over the last five years that are directly related to the support or involvement of the president. For example, two major grant writing efforts have been successful in securing funding for college initiatives from the federal government through the Title 3 program. These are the first major grants secured by the college in many years. To develop these grant applications, the president encouraged a faculty member to write the proposals by providing reassigned time and by contracting with an outside grant consultant to guide the effort. These Title 3 Grants have made it possible to implement improvements in two critical areas: developmental education and transfer. The establishment of a satellite campus in the rapidly growing community of Brentwood, 15 miles east of the main campus, has allowed the college to better serve a previously underserved section of its service area. The original center contributed to increased enrollment and enabled the college to secure a long-term lease from the City of Brentwood for a significantly larger facility. Likewise, the selection of Los Medanos College as the Cisco Regional Academy for Contra Costa County has led to increased enrollments and the growing perception that the college is a leader in technology.

Before the incumbent was hired, the Governing Board and the Chancellor revised the job description of the college president without input from the college community. The Chancellor and the board recognized the increasing

necessity for presidents to take a visible leadership position in the community. Therefore, the new job description placed much more emphasis on the president's role and responsibility in building relationships and partnerships with the local community. The current president has been much more visible and involved in the local community than was any previous president. However, the increased focus on community issues and increasing the college's visibility in the community has presented operational challenges for the college.

Through the president's leadership, the Los Medanos College Foundation was established in 1998. Although the foundation got off to a slow start, the academic year 2000-2001 witnessed a significant increase in activity beginning with the hiring of a new executive director. Since then, the foundation has hosted numerous campus events, sponsored several community events, recruited a solid foundation board, and raised operating dollars and new scholarship funds.

The foundation's fund balance doubled during the 2000-2001 academic year.

Planning Agenda:

None.

10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary:

The president manages resources and implements priorities within the limits of the college budget, in conjunction with the Director of Business Services and other administrators and in consultation with the appropriate representatives of constituent groups. The president works closely with district and college staff to define and implement compliance measures to ensure the college operates within the boundaries of all statutes, regulations and board policies.

Under the direction of the president, a new college decision-making and funding process, the Financial Planning Model, was implemented in the 2000-2001 academic year. The new approach links planning priorities and proposals to the college budgeting process -- recommendations for the funding of new projects are based on rankings determined through a participatory evaluation process.

Self Evaluation:

Since the majority of the budget is dedicated to ongoing liabilities and encumbrances, there is only a limited portion of the budget that can be allocated on an annual basis. These funds are allocated through various committee processes that are funneled through the College Council and then presented as recommendations to the president. During the last several years, the president, with the assistance of college and district leaders, has begun addressing historical funding problems, such as unfunded liabilities and severely constrained resources. For instance, the

STANDARD TEN

president proposed use of a portion of Partnership for Excellence funds to increase all departmental operating budgets. Organizational unit operating budgets had not been increased for almost a decade because no state COLA funds were allocated to these budgets during that time. The president's proposal was supported by all constituent groups -- departmental operating budgets were increased by 18 percent during the 2000-2001 academic year. The funding augmentation will allow departments to improve the infrastructure to support instruction, services to students and other necessary services. Overall, the college is fiscally sound and well managed.

The president, working closely with the vice president, has focused on the development of an enrollment management plan to ensure that enrollments continue to grow and that the college remains fiscally sound. Although a considerable amount of work has been done in this area and a written enrollment management plan exists, the plan has not been widely disseminated.

Planning Agenda:

None.

10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management, which makes possible an effective teaching and learning environment.

Descriptive Summary:

The management team during 2000-2001 consisted of 17 full-time managers and 5 division chairs (half-time managers who also teach). In addition, there are three managers at LMC who are direct reports to managers at the District Office. The instructional area is administered by the Vice President of Academic and Student Affairs who oversees two instructional directors and two line deans. The division chairs, supervising the five instructional divisions, report to the Dean of Liberal Arts and Sciences and the Dean of Occupational Education. The Vice President of Academic and Student Affairs also supervises four of the student services managers. There are four managers who report directly to the president -- Vice President for Academic and Student Affairs; Dean of Planning, Research and Professional Development; Director of Business Services; and Executive Director of the LMC Foundation. In addition to the three managers noted above who report to district managers, the college also receives assistance from the district in resource development, information technology, finance, human resources, payroll, facilities and maintenance, research, economic development, and planning. During May 2001, the College President issued a draft reorganization plan which would change the management structure, primarily in instruction and Student Services.

Self Evaluation:

When the current president was hired, the college was already involved in a

reorganization study with an external consultant. One of the main goals of this reorganization was to create a management structure that would reduce the span of control of the president (i.e., cut down on the number of direct reports) and the tendency of all college problems (both major and minor) to end up in the president's office. As a result, a vice president position was created to take responsibility for two operational areas, instruction and student services, and several staff dean positions were created. Another new organizational layer added in the instructional area was the division chair position. These positions report to the instructional deans -- they are 50 percent management and 50 percent faculty appointments for three-year terms. The structure had been used for many years at the other two colleges in the district, but had not been used at LMC until 1997. In effect, the college went from a flattened organizational structure to a much more hierarchical one. There have been difficulties in adjusting to this new structure.

An evaluation of the reorganization, conducted in October 1999, indicated that "the respondents expressed very negative views overall about the effectiveness of both the governance and management structures." Support for grant development; the opportunity for the president to address strategic, college-wide, financial and external relationship issues; and leadership in contract/community education and off campus programs were the only intended restructuring outcomes that received positive ratings. Respondents were most negative about understanding decision

making processes, the role of the President's Cabinet and participatory governance processes; opportunities for collaborative governance; the use of governance to effectively make needed improvements; the ability to make decisions in a timely manner; and clarity about who is responsible for implementing action plans.(3.13) As of this writing, the president has proposed a new management organizational structure that will attempt to address the identified problems.

The issues to be addressed in the planned reorganization include:

1. Clearly identify administrative responsibilities for all managers.
2. Create a lead management position for student services below the vice president level.
3. Reduce levels of management in the instructional area and increase level of support.
4. Redefine current job descriptions and titles to better reflect the job duties and responsibilities where necessary.

The first draft of the reorganization plan was disseminated to the college at the end of the spring 2001 semester. Among other changes, the president proposed creation of a Dean of Student Services position. All other Student Services managers will report to the dean. The president indicated that this change "is a necessary step as there has never been a true Student Services administrator with responsibility for this area in the entire history of the college."

Planning Agenda:

The College President will complete and

STANDARD TEN

implement the reorganization plan prior to the 2002-2003 academic year.

10B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary:

The district administrative hiring procedures require screening of all personnel for appropriate education and experience as stipulated in their position descriptions. All administrators and managers meet or exceed the minimum requirements for their positions. An evaluation system for administrators – a complete evaluation at least once every three years -- is operational in accordance with Board Policy 2026 and the Management Personnel Manual.(2.6, 2.13) The policy requires regular evaluation in order “to enhance performance and promote professionalism.” The administrative evaluation process is coordinated by the President’s Office, in cooperation with the district Human Resources Department. The Chancellor conducts the evaluation of the president. Faculty and staff input is consistently included in the evaluation process for all managers. Board-approved current job descriptions of administrators, which outline the duties and requirements of the positions, are on file in the college Human Resources Office.

Self Evaluation:

All managers are supposed to be evaluated on a regular basis. A schedule of management evaluations is provided to assist in this process. However, there have been occasions when management evaluations have not been completed in a timely manner.

Planning Agenda:

None.

10B.5 Administration has a substantive and clearly defined role in institutional governance.

Description:

The vice president and one other college administrator (who is selected on a rotating basis) represent the administration on the District Governance Council. Two LMC managers have chaired the DGC during recent years.

College administrators serve as management representatives on all major college-wide committees and decision-making bodies, including the Academic Senate’s Curriculum Committee. Managers are active participants in the college’s governance processes.

The president is a member of the Chancellor’s Cabinet, the District Consultation Council, the District Planning Council, the District Sabbatical Leave Committee, and the District Educational Planning Committee. In addition, the president and vice president

work closely with the constituent groups at the college through the College Council and through standing and individual meetings with constituent representatives.

Self Evaluation:

Current practice ensures the college administrators are full participants in the governance of the college and the district. The college is in compliance with the standard.

Planning Agenda:

None.

10B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Descriptive Summary:

As provided in Board Policy 1009 and 1009.01, the faculty have a clearly defined role in institutional governance in the district. The faculty role in the governance of the college is exemplified by their participation in a wide range of committees, such as:

- Financial Resources Committee
- Curriculum Committee (faculty play the dominant role; the chair meets regularly with the College President and vice president)
- Occupational Education Committee

- College Staff and Organizational Development (faculty play the dominant role; the chair has always been from the faculty ranks)
- The “Box 2A” Process, which makes recommendations regarding new full-time faculty hiring
- The Institutional Planning Committee
- College Council (the highest level cross-constituency advisory body on campus)

Faculty members also have a role in governance as defined through the United Faculty contract with the district. The section on departments covers faculty participation in budget, scheduling, hiring, staffing, curriculum, facilities and staff development.(2.8)

In accordance with the board-adopted Uniform Employment Selection Guide, faculty play a substantive role in the selection of their peers. Hiring committees are composed primarily of faculty members. Screening interview committees forward two to five finalists to the College President for consideration. Selection of the final candidate is then reached by mutual agreement between the committee and the College President.(4.2)

Self Evaluation:

The college does not yet have a clear written policy (nor does the district) that defines which types of issues should be addressed by which type of campus body. For example, it isn’t always clear when items should be sent to College Council versus the Academic Senate versus other campus bodies or groups. It

STANDARD TEN

is not clear how different governance structures relate to each other. Currently, the weekly leadership meeting among the Academic Senate President, the United Faculty Vice President, the College President and the College Vice President sorts out the issues related to academic and professional matters on an ad hoc basis.

Planning Agenda:

By the fall of 2002, the College President will create a task force to develop a set of recommendations providing for a coherent governance structure that improves communication and clearly defines responsibility for governance issues at the college.

10B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Descriptive Summary:

The college has traditionally had a strong Academic Senate. The senate serves as the primary means for faculty involvement in academic and professional matters. Input from the Academic Senate is provided through regular meetings, which include the Academic Senate President, the United Faculty Vice President, the College President, and the College Vice President. The United Faculty is the mechanism for faculty to be involved in

matters related to wages and working conditions.

Self Evaluation:

During the past several years, faculty attendance, particularly at shared governance committee meetings and at Academic Senate meetings, has waned. In fall 2000, members voted to replace the existing "senate-of-the-whole" with a "representative senate", effective in fall 2001. The proposal was made to "enhance efficiency, inclusiveness, communication and accountability" of the senate. The Academic Senate will evaluate this new structure after one year.

Planning Agenda:

The Academic Senate will evaluate the new representative structure model in fall 2002.

10B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary:

Written district policy provides release time for the Academic Senate and several United Faculty positions (Curriculum and Instruction Procedure 2907 and United Faculty contract) and honoraria for the Academic Senate Presidents (Governing Board Business Procedures Manual, Business Procedure

18.04). The college Academic Senate is provided with 1.0 released time and adequate budgetary support. The district's budget for the three Academic Senates is \$60,000; LMC's portion of the allocation was \$16,829 during 2000-2001. In addition, the college typically augments the district allocation by \$500 to \$1,000. At LMC, the Academic Senate also has an office and conference room.

Board Policy 1009, Institutional Governance, states that the Governing Board will consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters. At the college level, several documents outline the faculty role on various campus committees. There are position papers still in effect that address the operation of the College Council and the shared governance committees, which receive their charge from the College Council.(10.5)

Self Evaluation:

The district and college provide support for faculty participation in governance. Faculty and management leaders at LMC work closely to insure appropriate faculty involvement in governance of the college.

Planning Agenda:

None.

10B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary:

The college states and publicizes the role of staff in governance as stipulated in the Contra Costa Community College District Board Policy 1009. The Classified Senate has a formal constitution and bylaws and has provided staff with opportunities to participate in the formulation and development of district policies and procedures.

Self Evaluation:

The Classified Senate goals are to establish a more positive work environment; strive to establish honest, bilateral communication between the administration and classified staff; to actively cultivate and promote diversity in the work/educational environment and to stay committed to providing quality service to students. The Classified Senate is currently comprised of eight members who are elected for two-year terms. The senate meets twice a month as stated in the by-laws. The agenda of the meeting is attached to the minutes of the previous meeting and distributed to all classified staff, to the president and to all the administrators.

Support staff is actively represented on college-wide councils and committees including, but not limited to:

- College Council
- Educational & Physical Resources Committee
- Financial Resources Committee
- Institutional Planning Committee
- Student Services
- Curriculum Committee

STANDARD TEN

- Scholarship Committee
- Graduation Committee
- Environmental Health & Safety Committee
- Matriculation Committee
- LMC Foundation
- Tutoring Committee
- Committee on Staff and Organizational Development (CSOD)

In addition to the above committees, classified staff participate in hiring at most levels.

Planning Agenda:

None.

10B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary:

The college makes efforts to recruit students to participate in all committees on campus that request them. There are consistent mechanisms in place to solicit student participation and involvement through advertisements and other recruitment strategies. The College Catalog and the schedule of classes both contain information about student government and on how students can get involved. Due to the difficulty in recruiting enough students and the difficulty in maintaining student participation of those who are recruited, the college has not been able to provide sufficient student representation for all campus committees on a consistent basis.

There has been a similar pattern of low participation in student government. A major factor in this problem has always been the college's idiosyncratic approach to participation in student government. Students were required to apply for Student Senate positions and a selection committee interviewed the finalists. The students who were selected as senators then chose the student government officers. The problem with this approach is that it often had some inherent favoritism and the selection process did not meet state guidelines for a student body association. The guidelines necessitate an open election process where students vote for student government officers. Without an open election process, the student government at LMC was like a student club and did not have the full authority of a student body association. During the history of the college, there had never been an open election for student government until spring semester of 2001. An open election for student body president and vice president was held, including the option of online voting. The establishment of open election procedures moves LMC's student government toward qualifying for full Student Body Association status. Several other changes are being implemented with regards to student government, including offering an optional student government class.

Self Evaluation:

Given the difficulty in recruiting adequate numbers of students to participate in student government and college governance activities, the college should re-evaluate its approach to

recruitment of students. Current practice is to only recruit from students who are involved in the Student Senate. It may be more fruitful to broaden the approach and recruit from a wider student base.

Planning Agenda:

By the end of the 2001-2002 academic year, the Director of Enrollment Management, who is responsible for Student Activities, will develop a procedure to recruit from a broader pool of students to serve on various college and district committees.

10C Multi-College Districts and/or Systems

10C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary:

As the educational leader of the district, the chancellor provides direction in the planning and priorities for the district. Shortly after the chancellor's arrival in January 1996, each of the colleges had accreditation site visits. A need for better integration of planning between the district and the colleges was cited in the recommendations for two of the colleges and listed in team comments for all three institutions. The chancellor initiated the development of long-range and strategic plans, which did not exist previously, with each of the colleges. In 1997, a consulting organization was hired to begin working with constituency groups

across the district to create a strategic plan and to help design a budgeting process integrated with the strategic plan. College and district office plans served as the basis for identifying the salient educational initiatives of the district. Stakeholders from the community, as well as employees of the district, participated in a series of focus and discussion groups that helped to articulate eight district wide strategic initiatives for 1998-2001.(10.6)

Three budget planning retreats were held in January, April and September 1998. Results of those meetings included:

1. Consensus for evaluation of revenue allocation and budget development.
2. Consensus on concepts for collaborative working relationships to better assure that district funds are best used for improved student learning and to support institutional objectives.
3. Creation of a Resource Allocation Work Team and Budget Process Work Team to continue to develop recommendations to improve the budget development process.

In 1999, the Vice Chancellor, Educational Programs and Services, position became vacant when the incumbent was promoted. Instead of filling the position as it was, the chancellor used the resource to create an interim position, Assistant to the Chancellor for Planning. During 1999, the Assistant to the Chancellor worked with constituent groups across the district to design a planning process that

STANDARD TEN

is complementary between the colleges and the district.

During 2000, the former Vice Chancellor, Educational Programs and Services, position was reconfigured to become the Vice Chancellor, Planning and Resource Development; it was filled in July 2000. The planning process, designed in 1999-2000, was implemented in summer and fall 2000.(10.10)

Self Evaluation:

Considerable progress has been made in college and district-wide planning efforts. However, the absence of the Vice Chancellor of Educational Programs and Services has left a gap in the coordination of instructional and student services planning efforts between the three colleges and in the preparation of reports to the state Chancellor's Office.

Planning Agenda

None.

10C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary:

The Chancellor, in collaboration with the College Presidents and District Vice Chancellors, is responsible for assessing,

planning, organizing and evaluating the resources, programs, and services of the district to meet the educational needs of the students and the community. The process includes quarterly reports, projections, adjustments made to the Governor's budget, and much district-wide input.

With the help of the Vice Chancellor - Finance and Administration, the Chancellor, and the Chancellor's Cabinet, the board establishes budget parameters in November and December for the following fiscal year. The parameters for the budget are shaped by formulas, depending on monies received from the state. After the initial budget has been developed at the district, it is discussed with the leadership of the three colleges in the Chancellor's Cabinet. The board also has a budget workshop where district leadership gathers to discuss the budget and provide input. The first budget takes shape in March and April, based on the Governor's January budget proposal. Input is provided from the District Governance Council (DGC) beginning in January for the preparation of the budget for the next year.

The DGC also serves as the district-wide budget committee. This budget committee is the main district-wide body for communication of financial information, examination of procedures for the allocation and use of revenue and for input for district-wide budget planning and development.

The Governing Board annually adopts a budget calendar that provides for key action dates and identifies responsibility

for performance of each action item. The budget calendar requires a preliminary budget presentation in May. Pursuant to state law, the budget calendar further provides for the presentation and approval of the tentative budget in June and adoption of the final budget in August.

Self Evaluation:

The Vice Chancellor for Business Services has overseen numerous changes during the last several years in financial procedures and in resource management. These changes have resulted in clean financial audits. Budget control and expenditures are clearly within the provisions of statutes, regulations and board policies. The district maintains board policy to ensure that all regulations and statutes are met. The District Governance Council has suggested that the District Office needs a more formal budget and has asked about an allocation and expenditure history for district operations.

The Governing Board Policy and Procedures Manual is maintained by the Chancellor and his staff. It is available on the district computer network and in selected offices on campus.

Planning Agenda:

None.

10C.3 The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

Descriptive Summary:

The district maintains descriptions of the responsibilities and functions of the district and the colleges through organizational charts, job descriptions, and planning documents as well as various board policies and procedures, especially the Governing Board Policies and Procedures Manual.

Self Evaluation:

The description of the responsibilities and functions are documented adequately in the Governing Board Policies and Procedures Manual, the Manual of Student Services Procedures, Curriculum and Instruction Procedures and related governing board policies. These manuals are maintained by the district and distributed to selected departments at the colleges.

Planning Agenda:

None.

10C.4 The district/system provides effective services that support the mission and functions of the college.

Descriptive Summary:

The district is organized to provide support for college operations. District services include:

- Planning, resource development, economic development, management information services, research, technology development, public relations, marketing, and report

STANDARD TEN

- preparation for external agencies.
- Human resources recruitment and hiring processes, administration of collective bargaining agreements and contracts, employee benefits, staff development, legal services, staff diversity,
- Fiscal services, budget development, accounting, purchasing, payroll, risk management, and contract services.
- Facilities planning, construction management, facilities remodeling, grounds and maintenance, campus security, employee safety, warehousing and delivery, transportation, and mail services.

The district considers its role to be that of supporting the colleges in fulfilling their missions.

Self Evaluation:

On several occasions, college managers have been asked to provide evaluative comments about the effectiveness of district office services. Unfortunately, a college-wide survey of the perceptions of all constituent groups on this topic was never conducted. The results of the management evaluations of district services indicated significant problems with service delivery from every area of the District Office. There is a widespread perception at LMC that the District Office does not always respond effectively for requests for administrative support services, even though the number of employees in Martinez has increased. Since the District Office is undertaking its own self study and process improvement effort, it is not necessary to include a planning agenda item under this

standard.

Planning Agenda:

None

10C.5 The district/system and the colleges have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

Descriptive Summary:

The district and colleges communicate and exchange information through various inter-college and intra-district committees, whose planned agendas and minutes promote dialogue and raise awareness of activities and actions taking place across the district. The exchange of information and awareness by employees of the district's direction, purpose, and progress promotes inclusion and is vital to the overall success of the CCCCD. Standing district groups include the Affirmative Action Advisory Committee, Business Directors Group, Chancellor's Cabinet, Educational Program Committee, District Governance Council, Management Council, Marketing Group, Planning Council, Process Improvement Task Force, Research Council, Staff Development, Technology Council and Technology Management Group.

The district web site is used as one of the primary marketing tools to external audiences. It is also read by the district's internal employee audience. The site includes promotional material about programs. Links include information

about the Governing Board and other district offices. Copies of important documents are also posted, including the district annual report. News Wire, an online news service, provides current news about the district, and a message from the chancellor.(10.3)

“Coffee Talk”, the Chancellor’s e-mail newsletter, is sent to everyone in the district on a weekly basis by the Community Relations and Marketing Office. The newsletter provides the chancellor with an opportunity to give recognition to faculty, staff and students and to note information about district and Governing Board activities.

“College Profiles” is the district’s monthly magazine-of-the-air, which features interviews with faculty, staff and students about the programs and activities of the colleges and centers. It is aired on cable TV stations throughout Contra Costa County and the City of Benicia.

The Community Relations and Marketing Office is in the process of designing a district intranet, which will provide a key vehicle for internal communication. Information is being gathered from all district departments to be included in intranet pages, and a consultant is working on the design of these pages.

Self Evaluation:

Communication efforts have increased with the implementation of electronic technology. Almost every staff member has the ability to receive information from the district through e-mail or the

shared drive on the wide area network. The effectiveness of such methods is still not clear.

Planning Agenda:

None

10C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Descriptive Summary:

The chancellor has the overall responsibility for policy review and formation. The vice chancellors have general responsibility to review and recommend policy changes that fall under their individual areas of responsibility. The chancellor, along with his cabinet and the District Governance Council, completed a comprehensive review of all district policies in the 1999-2000 academic year.

The Vice Chancellor of Planning and Resource Development has primary responsibility to facilitate the district-wide strategic planning process.

The Vice Chancellor of Finance and Administration has responsibility for ensuring that there are policies in place to review the management of fiscal services. Each year, an external auditing firm reviews all aspects of fiscal activities for the year. In addition, the district employs an internal auditor to review selected practices to ensure compliance and to recommend improvements.

STANDARD TEN

Self Evaluation:

Effective processes are in place for the periodic review of district policies, for the coordination and implementation of strategic planning, and for the internal and external review of fiscal services.

Planning Agenda:

None.

Documents:

- 10.1 Institutional Effectiveness Report, October 2000
- 10.2 Schedule of Major Reports to the Governing Board, July 2001-August 2002
- 10.3 CCCC CD Web Site
- 10.4 CCCC CD Board Orientation Process Description
- 10.5 Position Paper on Institutional Governance – Policy Implementation
- 10.6 District Master Plan 1998
- 10.7 CCCC CD Planning Handbook

PLANNING SUMMARY

The accreditation process is an important component of institutional evaluation at Los Medanos College. Since the previous self study and team visit, the planning agenda and the recommendations of the visiting team have been treated as critical tasks for the appropriate groups, departments, and individuals. Visiting team recommendations have been highlighted in the internal scan information used as a starting point for two strategic planning efforts since 1996.

At the same time, the college has endeavored to integrate planning, research, and evaluation efforts into college processes, so that they are used to guide on-going institutional decision-making and improvement as opposed to being conducted for the purpose of completing the self study. For example, establishing a comprehensive developmental education program and improving transfer outcomes have been identified as priorities, plans have been developed, and implementation initiated. For that reason, these, and other, established priorities are documented in the self study, but not listed as planning agenda items. The planning agenda items document the additional areas for improvement that were identified as the college evaluated its practices in comparison to the accreditation standards.

The planning agenda items have been grouped into four thematic areas. Each item clearly establishes the position, department or group responsible for the task and a deadline for accomplishing the task. The college will continue to incorporate both the planning agenda

items and the visiting team recommendations into the appropriate college planning and review processes. Items assigned to a particular unit, for example, are to be included in the next unit plan and progress noted in the program review. Those with more of an institutional level focus will be incorporated into the college master planning and/or strategic planning processes.

Student Access:

1. Under the leadership of the vice president, the college will complete, distribute and implement its Enrollment Management Plan during the 2001-2002 academic year. (Standards 4, 8)
2. Under the leadership of the Director of Enrollment Management and the Director of Instructional Support, the college will develop a plan to ameliorate the disproportionate impact indicated in the assessment cut scores by May 2002. (Standard 5)

Outcomes and Assessment:

3. During the next program review cycle, the Institutional Planning Committee will develop criteria for assessing the effectiveness of planning and program review in order to improve programs and services. (Standard 3)
4. By August 2003, the president and Dean of Planning/Research and Professional Development will evaluate the achievement of the

PLANNING SUMMARY

intended outcomes as specified in the strategic goals.(Standard 3)

5. During spring 2002, the Institutional Planning Committee will modify the institutional effectiveness instrument and create a skeletal assessment plan with an increased emphasis on student learning outcomes. During fall 2002, the assessment plan will be fully discussed and a detailed design created. Prior to the next strategic planning process, the assessment plan will be implemented.
(Standard 3)
6. By fall 2002, the Curriculum Committee and Office of Instruction will create a plan for identification of learning outcomes for degree and certificate programs and for assessing student achievement of those outcomes.(Standard 4)

Acquisition and Utilization of Resources:

7. By the end of academic year 2002-2003, the College President and faculty and classified leadership will develop and implement a strategy to augment the college's number of full-time employees in order to increase the percentage of sections taught by full-timers and to improve the level of classified support.
(Standards 4, 7)
8. During the 2002-2003 academic year, the Vice President and Director of Business Services will work with District Human Resources and faculty and staff organizations to develop and implement plans to increase the quantity and quality of

applicant pools.(Standard 7)

9. During academic year 2001-2002, the Governing Board and Chancellor will finalize the study of the feasibility of another local bond measure.(Standards 4, 8)
10. During the 2002-2003 academic year, the administrative head of the library, currently the Director of Instructional Technology, and professional staff will develop a plan to secure resources to increase the library book collection size to at least meet the minimum standard recommended by the Association of College and Research Libraries (ACRL). In addition, the plan will include the development and implementation of an ongoing formula for the base funding of the library's book budget based upon student enrollment.(Standard 6)
11. During the 2002-2003 calendar year, the Administrative Head of the Library, currently the Director of Instructional Technology, in collaboration with the librarians, will reassess the adequacy of the current library administrative and classified FTE.(Standard 6)
12. During the 2002-2003 academic year, the custodial manager will develop a plan to improve custodial coverage during late afternoons/early evenings and on weekends.(Standard 8)
13. By fall 2001, the Foundation Director, with support from the Foundation Board, will undertake a focused fundraising program of



Los Medanos College

Institutional Self Study for
Reaffirmation of Accreditation

SPRING 2002



PLANNING SUMMARY

special events and programs and targeted solicitation of businesses, corporations and individuals in order to increase scholarship awards and to fund special college projects.
(Standard 9)

14. During the 2001-2002 academic year, the president, vice president and student services leadership will evaluate the need for more full-time counseling positions. If the need is documented, the college will pursue an increased counseling allocation through the district process.
(Standard 5)

Effectiveness of Governance and Management:

15. During the 2002-2003 academic year, the new Dean of Student Services will review the organizational structure of student services and, if appropriate, modifications will be proposed and implemented.(Standard 5)
16. The College President will complete and implement the reorganization plan prior to the 2002-2003 academic year.(Standard 10)
17. By the fall of 2002, the College President will create a task force to develop a set of recommendations providing for a coherent governance structure that improves communication and clearly defines responsibility for governance issues at the college.(Standard 10)
18. The Academic Senate will evaluate

the new representative structure model in fall 2002.(Standard 10)

19. By the end of the 2001-2002 academic year, the Director of Enrollment Management, who is responsible for Student Activities, will develop a procedure to recruit from a broader pool of students to serve on various college and district committees.(Standard 10)