

# LMC External Evaluation Report Summary

---

## Recommendation #1 - Brentwood Center

**College Recommendation 1: With specific reference to the Brentwood Center, in order to meet the Eligibility Requirements and Commission Standards, the team recommends that the College ensures it is meeting identified needs of students at the Brentwood Center including quality and availability of student services, technology, facilities, and library support services. In addition, it must demonstrate that these services and resources, regardless of location or means of delivery, support student learning and enhance student achievement, fulfilling the mission of the institution.**

**(Standards II.B.1, II.B.3.a, II.B.4; II.C.1, II.C.1.c, II.C.2; III.B.1, and Eligibility Requirements 14, and 16).**

### ER 14

However, **services** at the rapidly expanding Brentwood Center have not kept pace.

### ER 16

However, **services** at the rapidly expanding Brentwood Center have not kept pace. Resources and services are provided by a number of organizational units, but are the primary responsibility of Information Technology and the Library.

### Standard IIB

The Brentwood Center **facilities** are insufficient to meet the support the expanding student population.

The Brentwood Center **student satisfaction survey** revealed that students at the Center want an increase in **counseling** and **bookstore hours**, more **parking**, and to more effectively be made aware of all the programs and services that are available to them.

The students' responses also indicated a need for additional personal counseling hours, increased bookstore hours, more financial aid assistance, additional library services and more parking (II.B.1, II.B.3.a, II.B.3.e)

The team who visited the Brentwood Center inquired and found that during the fall 2014 semester, there are 90 faculty, 133 sections, 2648 students, and only one full-time counselor who works 33 hours per week. The team received **conflicting data** about how many students received **degrees** attending only the Brentwood Center, and how many students are taking classes only at the Brentwood Center. Five degrees can be earned by students at the Brentwood Center (pages 47-48).

With regard to academic support, there is a full **science/physics lab** with a full-time lab coordinator who is also an instructor. However, there is **no instructional lab assistant or aide**.

There is an **open computer lab with no lab assistant**; students are free to come and go and have to find someone if they need assistance. There is no break room for students, and parking remains a concern.

To ensure appropriate, comprehensive, and reliable services to students regardless of service location or delivery method, the College **should use student success and assessment data to assess and improve programs accordingly and in a timely manner**. For example, it appears that the Brentwood Center students may have to wait perhaps five years until the new facility is built before their counseling, financial aid, and bookstore needs are met. Despite the College's efforts to provide services at Brentwood Center, **the rapid growth of that Center has led to a situation where currently Brentwood does not have adequate support for students**. (page 51)

There should be **monitoring and tracking or data/evidence of student demographics and degree completion** of students only taking classes at Brentwood, and students taking classes at both sites in order to determine what services are truly needed. (page 51)

#### Standard IIC

Members of the team found that there is **no break room** for students and **parking** remains a concern. Although students can access the reference librarians from home or the Brentwood Center through web cam for research purposes, **library access is still inadequate**. In addition, **it takes a couple of days for Information Technology and Services (ITS) staff to respond** when there are issues at Brentwood. Finally, a **security officer** has just been hired for the site who also serves as "receptionist" for students and visitors as they enter the building. (Standards II.C.1, II.C.1.c)

However, the team found **a significant student learning support gap** at the Brentwood Center. There should be monitoring and tracking or data/evidence of student demographics, degree completion, students only taking classes at Brentwood, and students taking classes at both sites. The **absence of adequate support staff** results in the inability of the College to assure that student needs are met; the College should **ensure adequate professional staff** is available for all students regardless of their location. (page 56)

#### Standard IIIB (Physical Resources)

However, members of the visiting team who visited the Brentwood Center found that there is **no break room** for students; there may not be sufficient **parking**; and **space provided for the student services** area may not be adequate to serve the students at the site. (page 62)

## College/District Recommendation 1

**In order to meet the Standard, the College and the District should integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes, including non-instructional faculty and staff. (Standard III.A.1.c)**

The review of the *Improvement Plan Form* indicates that course level assessment of SLOs is occurring. However, a review of randomly selected faculty personnel evaluations revealed that **no SLO assessment is included as a component of the performance evaluations of faculty, both instructional and non-instructional. Nor did supervisors or reviewing bodies make note** in these evaluations regarding the need for faculty to include an assessment of student learning as part of the evaluation process. The *Self Evaluation* checklist asks faculty members to rate if they “use appropriate and varied tools for evaluating and assessing student learning outcomes.” This *Self Evaluation* checklist is only for the faculty member’s use. The form includes the following statements. “This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.” It is clear there is some course-level assessment occurring, but **this assessment is not part of faculty evaluation processes.** The performance reviews evaluated by members of the team included probationary and tenure level faculty in the areas of instruction, library, and counseling. Documented forms indicate the reviews occurred during fall 2012, fall 2013, and spring 2014. In order to meet the Standard, the College must take steps to ensure **not only faculty, but faculty and others directly responsible for student progress in achieving student learning** are the responsibility of those individuals and that assessment is part of the employees’ evaluation. (Standard 111.A.1.c)

## College Recommendation 2:

**In order to increase the effectiveness and transparency of its resource allocation and evaluation process, the college should systematically assess the effective use of financial resources allocated through the RAP process, and use the results of the evaluation as the basis for institutional improvement. (Standards III.D.1.a; III.D.4)**

College constituents are actively included and involved in the budget planning and allocation process. Although it is apparent the College has integrated planning and institutional goal achievement with the budgeting process, there does not appear to be an assessment of outcomes based on previous RAP funded initiatives. The College should **work to develop an assessment tool to measure outcomes** from previously funded RAP proposals and **share the information throughout the institution**. This last step would help ensure the College understands its return on investment and can work towards continuous improvement. (Standards III.D.1.a; III.D.1.b; III.D.1.d; III.D.4) (page 73)

As reported above, there does not appear to be an assessment of outcomes based on previous RAP funded initiatives, which inhibits the institutions ability to analyze the effective use of resources allocated to complete the proposals. (Standard III.D.4) (page 76)

## Other suggestions:

### Standard I.A (Mission)

The college should make official the three-year cycle that has been proposed for regular **mission statement review**.

### Standard II.A (Instructional Programs)

The College is aware that the growth of its **DE program** now warrants establishment of a process to plan and evaluate the program's breadth and depth. (II.A.1.b)

While **dialog** is often not document in detail, it occurs regularly at the department level, and evidence does exist to support that it is formally scheduled and occurring within multiple meetings. (II.A.2.c)

The College reports that the **learning styles** of diverse students are met through course design and dialog between faculty members, supported by assessment of SLOs and classroom observation/evaluation forms. Recently Student Equity data also confirms the needs of many students are met within the classroom environment, as supported by achievement data. Reliance on the limited number of learning communities to provide support for diverse students is again evident. Professional development opportunities targeting these issues have been provided; however, regular attention to this issue remains important. (II.A.2.d)

One exception was noted in regard to **Math 27** (Algebra for Statistics) and Math 34 (Statistics). There has been some confusion regarding Math 27 and Math 34 in regard to whether or not Math 27 is a prerequisite to Math 34. Contradictory statements occur in the College Catalog, Class Schedule and Student Handbook. The team suggests that the issue of Math 27 and Math 34 be resolved as soon as possible. (II.A.6.c)

### Standard IIB (Student Support Services)

A College **default rate** (financial aid) is not yet included in the **catalog**. (page 48)

There has been limited evaluation of online or off-site services, and the College should take action to ensure that the needs of these students are evaluated and actions are taken to provide adequate services. (page 51)

The team encourages the College to **follow-up on its plan to look further into the results of the SENSE and CCSSE surveys** along with other assessment venues to determine why there is low achievement and lack of engagement for the Latino and African-American students. The newly formed 3SP committee will address this. (page 51)

### Standard IIC (Library and Learning Support Services)

Challenges faced by the library and learning support services include a decrease in general resource allocation due to budget decreases, which has limited their ability to hire staff and faculty for these support areas. The **staffing for library and learning support services** areas has not yet been restored to the levels prior to the state budget crisis. (page 52)

Computer resources for students and employees are addressed in the **draft LMC Technology Strategic Plan**, which will go through the review and governance process prior to approval in fall 2014. (page 63)

### Standard IIIA (Human Resources)

No additional areas of concern to address.

### Standard IIIB (Physical Resources)

Computer resources for students and employees are addressed in the **draft LMC Technology Strategic Plan**, which will go through the review and governance process prior to approval in fall 2014. (page 63)

The College Meets the Standard with the exception of Standard III.B.1. **The Brentwood Center facilities** are insufficient to support the expanding student population. (page 66)

### Standard IIIC (Technology Resources)

Regarding logins, wireless authentication, and robust infrastructure, the visiting team members were **unable to access the Program Review Submission Tool (PRST)** through the recommended Firefox browser. Some were able to access it in Chrome, but not Firefox. The issue appeared to be related either to the particular network to which the team members were assigned, or to the versions of browsers being used (all recent versions), as Firefox users were presented with an unfamiliar prompt for additional authentication, whereas Chrome users got in after what appeared to be an unusually long delay. In addition, team members were **unable to access the Board Policies** posted on the College website from wireless laptop computers (mostly Macintosh laptops), but were successful in accessing them from the three desktop workstations provided in the team room. From wireless laptops, the Table of Contents was accessible, but none of the links therein were active. While these issues were not insurmountable, they should be checked out to be sure these interfaces always work successfully. (Standard III.C.1.a, III.C.1.d) (pages 68-69)

### Standard IIID (Financial Resources)

No additional areas of concern to address.

### Standard IVA and IVB (Governance)

No additional areas of concern to address.