

Standard IV: Leadership and Governance

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

A. Decision-Making Roles and Processes

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

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

Descriptive Summary

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

LOS MEDANOS COLLEGE MISSION STATEMENT:

Los Medanos College (LMC) is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission.

LMC VISION STATEMENT:

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

LMC VALUES:

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

Student Learning:

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

Collaboration:

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

Communication:

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

Engagement:

Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing communities.

GOALS FROM LMC'S EDUCATIONAL MASTER PLAN: (2006-2016):

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

STRATEGIC PRIORITIES: (Fall 2012 – Spring 2014)

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

The LMC mission statement clearly defines the College's commitment to student success and educational excellence. This statement and its related vision, values, goals, and strategic priorities each set an environmental framework that encourages all staff, faculty, managers, and students to take initiative and leadership for innovation and improvement of College practices, programs, and services that lead to student success. (E: EMP and Full document of strategic priorities)

This commitment to collaborative leadership supports LMC's strong culture of shared governance, which continually and systemically involves staff, faculty, administrators, and students participating in institutional planning and decision making. LMC's Mission, Educational Master Plan, and complementary Strategic Plan are three examples of collaborative decision-making practices that were created through the shared governance process involving campus-wide participation and leadership. These documents, each of which includes input from all college constituencies, are designed to promote equitable excellence in campus and classroom teaching and learning, work force preparation and services for all students (Evidence: Campus Survey re: Mission, Notes from Mission Task-Force, EMP and strategic plan).

Members of the college community address each of the Educational Master Plan Goals and Strategic Priorities by developing related and concrete objectives and activities through the College's program review and resource allocation processes. Departments and programs evaluate the outcomes of their stated objectives annually. Results of this evaluation lead to the development of improvement and implementation plans, so that the College is able to "close the loop" as part of the continuous and collaborative planning cycle. (E: Program review process, program reviews [examples and electronic access to] and RAP Process)

Additionally, as a result of these LMC "guiding documents" there are several practices, programs and services which have supported an environment for empowerment, innovation and institutional excellence including, but certainly not limited to, initiatives such as the Hispanic Serving Institutions-funded EXITO Transfer and STEM Velocidad grants, the Vision 20/20 Workforce Development Strategic Plan, the Looking In- Looking Out and the CUE Equity projects, and the Habits of Mind Student Success Collaborative. Each of these initiatives has significant college-wide implications and each was developed through systemic participative processes and constituent-led discussions and planning, followed by implementation and assessment. (E: EXITO and STEM Grants, Vision 20/20 Strategic Plan, CUE Reports, HoM documentation)

The College also has an inclusive and robust professional development program to support employees as they work to implement the vision, values, goals and priorities in the "guiding documents", as described more extensively in Standard 3.

Data and reports to support college-wide participatory planning and decision making processes are provided by the District's centralized Office of Research and Planning, LMC's Planning Committee, and the Teaching and Learning Committee and are available on both the LMC and District Research websites. (E: LMC and District Research Websites, ARCC data/Scorecard, LMC Quick Facts, CUE Data, Program Review Data).

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

SGC's seven sub-committees are: Planning Committee, Teaching and Learning Committee (Assessment), Professional Development Advisory Committee (PDAC), Institutional Development for Equity and Access Committee (IDEA), Technology Advisory Group (TAG), Safety Committee, and Sustainability Committee. Each sub-committee receives annual charges from the SGC and reports regularly to the SGC regarding its activities, outcomes, and assessments (E:SGC minutes of charges and committee reports). All individuals and groups (staff, faculty, managers, and students) are encouraged to participate in the various opportunities available to provide input. Such opportunities include communicating with their shared governance representatives, time allocated for public comment at shared governance meetings, and participation at monthly college assemblies.

The SGC meets twice each month during each semester and most sub-committees meet regularly at least once each month. (E:sub-committee minutes) The SGC is kept up-to-date on sub-committee activities and related outcomes through formal annual reports each academic year and more often, as necessary. This flow of information forms the basis for many of the decisions made by the SGC. The SGC also schedules retreats to focus on topics or issues requiring more in-depth examination. SGC retreats during the past few years have focused on such topics as a study of LMC's planning documents, effective practices of learning and cohort communities, promotion of faculty and staff engagement, and the importance of campus-wide respect and civility (E: SGC Retreat Notes). The SGC determines the calendar for regularly scheduled College Assemblies that provide time for information sharing and dialogue with campus members on current issues, such as budget and facility updates, assessment, planning, organizational structure changes, accreditation, and other topics of campus-wide importance. (E: College Assembly Calendar – with topics)

Self Evaluation

LMC meets Standard 4.1. As a result of wide-spread participation in the shared governance committees and the college's planning processes, the college community is well-aware of LMC's mission, goals and related values and strategic priorities. (E: SG Committee memberships, Rosters of participation in meetings regarding strategic planning) (E: Mission Statement Survey Results)

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

All of the College’s constituencies are represented on SGC and its sub-committees – except that classified staff are not on the Teaching Learning Committee since it deals primarily with academic and professional matters. Although students are represented on all the groups, in some cases they find it difficult to attend meetings and their participation is sometimes an issue.

Actionable Improvement Plan

During the 2014-15 academic year, the Office of Student Life and SGC will develop and implement plans to increase student participation in College governance.

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

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

Descriptive Summary

LMC has the following four constituent groups which are represented in institutional governance: 1) Associated Students, 2) Classified Senate, 3) Academic Senate and 4) Managers. Members from each of these groups are represented on shared governance committees with clearly defined roles that enable them to contribute by making recommendations to the college president on institutional policies, planning and budget. (E: SGC position paper and membership of sub-committees)

Each of the campus constituencies also has its own governance organization in accordance with the College’s shared governance model and the mandates of AB1725, as authorized by the District’s board of trustees and administration. (E: Board Policy on institutional governance). The Academic Senate is the faculty’s lead governance organization and serves as the primary body addressing faculty participation in governance and in student learning and assessment. The Classified Senate provides the classified staff with a formal representative voice regarding

institutional policies, procedures and regulations. The Associated Students plays a comparable role for students. While the managers do not have a representative organization, the President's Council of LMC managers serves in such a capacity and meets monthly. (E: Official documents mandating each of the official governance constituent groups, agendas of President Council)

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

The Shared Governance Council Position Paper of March 2003 clearly describes policies and procedures for each of LMC's constituency groups' roles and responsibilities in college governance, including planning and budget development (E: SGC Position Paper). The document explains the composition of SGC and clearly defines the roles of each constituency group within the institutional governance structure. The SGC provides for the participation of, and deliberation by, the Academic Senate, Classified Senate, Associated Students, the president and the management team. LMC's planning efforts, in particular its Educational Master Plan, are the driving force for key decisions. The SGC spends its time and energy on high level issues that could include planning for future community needs, new program commitments, and assisting the president in assessing unforeseen or quickly developing opportunities or threats to the college. The Shared Governance Council also provides oversight of its subcommittees and implementation of the Resource Allocation Process(RAP) funding model. The SGC makes recommendations to the president regarding budget requests that are surfaced through the program review process and the subsequent resource allocation requests.

The SGC has nine voting members, with equal representation from each non-management constituency(E: SGC Membership).The senates and Associated Students elect their representatives for terms determined by the representative senates for no less than one year. The president selects the management representatives. While the two management representatives and the chair of the Curriculum Committee are non-voting members, they provide valuable expertise and input to the SGC. The president is the non-voting chair of the council who participates freely in discussions and deliberations and receives recommendations from the group.

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

While the SGC and its subcommittees are not officially Brown Act bodies, they each follow most of the open meeting tenets of the Brown Act. Any constituent of the College may attend shared governance meetings to observe, as well as to provide input and feedback to the committee members during the public comment period at the start of each meeting. (E: SGC and Sub-Committee e-mail agendas) The only exceptions are the closed meetings of the SGC during RAP deliberations.

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

As part of the decision making process, SGC is responsible for the annual process of reviewing funding proposals and making recommendations to the college president through the Resource Allocation Process (RAP). (E: RAP Process Instructions and timeline) College departments, organizational units, and programs submit resource requests for program maintenance funds, new classified staff positions and program improvement monies. The SGC also reviews to validate Perkins resource requests recommended by the CTE Committee as part of the RAP process. The RAP process is closely tied to the College goals, strategic priorities, and program review process. All eligible RAP proposals must explicitly note a documented need to improve student learning outcomes and/or for program improvement as stipulated in the applicant's most recent program review and each request must relate to one or more of the college goals or priorities E(A RAP Proposal and aligned Program Review). After receiving the resource allocation recommendations from the SGC, the president works with the director of business services to verify required program review documentation and to identify available and appropriate funding sources for requests that the president has prioritized for approval.

LMC makes a concerted effort to ensure that all employees and students understand their roles in assisting students to achieve success in reaching their educational goals. Shared governance is included as a topic in all new employee orientations and multiple opportunities for participation in the shared governance process are presented to employees and students through e-mails and face-to-face invitations and in a variety of meetings. (E: Orientation notes, e-mails to constituent groups inviting them to fill SG slots on committees)

In addition, there are many other college venues where important issues are raised and discussed -- for example, Department Chair meetings, grant-based advisory groups, ad hoc task forces and meetings of administrative and curricular units. Overall, there are numerous opportunities for employee and student input into institutional decision making.

Self-Evaluation

LMC meets Standard 4.2.a. For many years, the cooperative spirit of the SGC members has illustrated the effectiveness of the structure, which brings constituency groups of the campus together for shared deliberation. Most shared governance committees have participative representation from all constituent groups and all representatives act as liaisons to bring forward the voice of their constituencies and the decision making governance process. Any LMC student or employee can individually address the SGC or its sub-committees during the public comment time that is part of each shared governance agenda.

Administrative and Support Services departments were added to the program review process in 20xx. During the 2013 program review process, xx% of programs completed their program review and all? of the RAP applicants explicitly noted their resource needs and requests in their program review document. **Still need this data.**

During spring 2009, the SGC hosted a retreat for its members and shared governance committees to develop a plan to promote employee and student engagement with institutional governance processes. Professional development training was conducted with the goal of promoting engagement in shared governance processes. **(E: Documentation of SG PD)**

As outlined in detail in Standard 1, the Planning Committee provides employees and students with a clearly-defined role in College planning processes.

The college community also has a voice in budgetary matters (see also Standard 3). Governing Board budget study sessions, deliberations and actions are open to the public and some employees typically attend. In addition, the chancellor and District fiscal experts present a budget workshop at each college and center on an annual basis. And at the college level, RAP provides the mechanism for organizational units to request classified staff and/or funds.

At LMC, the SGC has served as an informal budget committee since its formation. The college president and/or the director of business services regularly present District/College budget information to the council and request input on proposed increases/decreases. During fall 2013, the Academic Senate requested formation of a College budget committee – the possible role of such a group is currently under discussion.

While the college community is regularly engaged in dialogue regarding the College's budget planning and development, all constituents were particularly engaged in the fall of 2012 -- the period leading up to the passage of Proposition 30 -- since this ballot measure directly affected community college funding. The proposition was addressed at a series of Department Chair meetings, at each of the senates, in budget forums and at a presentation during all-college day during Flex. The enrollment management team had significant dialogue with the SGC and the college community regarding various scheduling scenarios in preparation for the results of the Proposition 30 vote. **(E: Budget meeting)**. Based on agreed-upon enrollment management principles, the College developed both a reduced and expanded spring course schedule, pending the outcome of the proposition.

Actionable Improvement Plan

The Professional Development Advisory Committee will conduct regular professional development activities for college employees and students, with the goal of promoting additional active engagement in the shared governance process. An additional focus, for all shared

governance representatives, will be on how to effectively represent the voice of their constituencies while contributing to the College as a whole.

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

Descriptive Summary

The College relies on faculty, the Academic Senate and its related committees -- Curriculum Committee, General Education Committee, Career and Technical Education Committee and Distance Education Committee -- Department Chairs group, and academic administrators for recommendations about student learning programs and services (E: Academic Dean job descriptions, Curriculum Committee Position paper). The senate, along with the Curriculum Committee and the Teaching and Learning Committee, is continuously engaged in dealing with academic and curricular issues and activities, such as addressing new programs and curriculum, institutional, program and course-level assessments, and degree requirements.

All faculty are represented in the Academic Senate, which is the governance body on campus for issues and recommendations concerning academic and professional matters, as agreed upon by the Governing Board and the district-wide Faculty Senates Coordinating Council. (E:AP 1009.02 and Academic Senate by-laws)

Typically meeting twice each month, the Academic Senate follows its constitution and by-laws which were amended in spring, 2013. The senate is a representative body of full and part-time faculty. Currently most of the elected positions are filled; however, some departments/groups have not filled their representative positions. Recently, on occasion attendance and the ability to get a quorum at senate meetings has been an issue. (E: Academic Senate roster). The Academic Senate is represented in all shared governance committees and on many other committees and task forces on campus (Evidence – list of faculty appointed to committees).

In addition, two sub-committees of the Academic Senate: the Curriculum Committee and the Teaching and Learning Committee (TLC) (E: TLC and Curriculum Committee Position Paper), which is a joint subcommittee with the SGC. The Curriculum Committee also has two sub-committees: the Distance Education Committee and the General Education Committee.

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

The Curriculum Committee has two subcommittees:

- 1) The Distance Education Committee (E:Distance Education Strategic Plan?), which recommends policies for online and hybrid courses to the Curriculum Committee; it also

makes recommendations for specific courses that are proposed to be delivered on-line, based primarily on the requirement for “effective instructor-student contact.” (E: Distance Ed Committee minutes and related forms).

- 2) The General Education Committee reviews course outlines and makes recommendations to the Curriculum Committee for the course placement in the general education program. (E: GE meeting minutes and GE recommendation form)

The Teaching Learning Committee (TLC), a group which reports to both the Academic Senate and the Shared Governance Council, leads the College’s work on student learning outcome assessment for outcomes in instruction (course, program, and institutional levels), student services, and library and learning services. The TLC, as designated by the Academic Senate and the SGC, (E: TLC Position Paper and SGC charges and reports to SGC) provides ongoing faculty input and leadership regarding campus-wide assessment efforts. (Evidence: TLC and SGC/Senate minutes)

LMC was selected to participate in the California Community College Research and Planning Group’s Bridging Research Information and Culture (BRIC) Initiative in 2010. This technical assistance grant provided guidance and support to evaluate and enhance the college’s ongoing cycle of assessment (E: BRIC Grant letter of approval and follow-up reports). As part of the process, the TLC completed a comprehensive faculty survey related to assessment of SLOs. This information was used, along with BRIC’s technical assistance, to develop the new five-year SLO assessment model at the course, program, and institutional levels. (E: TLC five-year model of assessment)

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

Self Evaluation

LMC meets Standard 4.2.b. While the Academic Senate’s scope of work is varied, there has been particular attention to curricular issues in recent years with focus on assessment, a study and approval of a revised GE model, the development and approvals of AA-T and AS-T degrees, changes in course “repeatability” and the creation of course “families” (for repeatability purposes) across the three colleges in the District. (E: TLC Position Paper, AA-Ts and AS-Ts which have been approved and the new GE model).

The Academic Senate recently has occasionally had trouble getting a quorum at the stipulated starting time for its meetings due to unfilled positions and attendance issues among a few senators. Usually a quorum is achieved and the meeting begins a bit late. The senate is currently working to fill all its positions. During fall 2013, of 22 senate positions, 5 were vacant and 3 were considered “inactive.” As of this writing, Senate leaders were working to improve attendance.

Actionable Improvement Plan

None.

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

LMC has a long history of its campus constituencies working collaboratively for the good of the institution. Contra Costa Community College District Policy 1009 on Institutional Governance provides an overview of participatory governance in the District. Specific sections of this policy address faculty participation, classified staff participation and student participation. Also included are input on policy development areas for each group, based on Title 5 provisions. (E: BP 1009)

The shared governance processes at LMC were designed to encourage campus-wide engagement and dialogue in discussions of significant policies, issues, and ideas. All four constituent groups (students, faculty, classified staff, and managers) have active governing bodies. The appropriate roles of each of the constituencies in LMC's shared governance are clearly documented in LMC's Shared Governance Position Paper and communicated to the College community through the respective senates, through SGC and through administrative communications. (E:SGC Position Paper and Respective senates minutes and president's council agendas).

Constituent groups participate equally in all shared governance structures; however, based on the SGC Position Paper, managers do not have a vote but can contribute and articulate information and opinions before votes are cast. The inclusion of "communications" as standing agenda items during constituent groups' meetings ensures that communication is bi-directional between SGC and constituent groups. The particular needs of the Brentwood Center are also communicated through representation on various governance committees. (E: Constituent group agendas and minutes)

The Shared Governance Council is the nexus of college-wide multi-directional communications. The SGC facilitates communication among the various college constituencies, particularly between the senates and the Associated Students, regarding policy matters of importance to the entire college community. The last item on each SGC agenda is "communications to the college community." During this time, the SGC creates a list of important communications, which are sent out to the college community in an e-mail from the President's Office, as well as communicated at monthly college assemblies. (E: E-mails to college community re: SGC communications)

Governance communication at the District level is also robust. The District Governance Council regularly sends out agenda, minutes and other communications. Each month, constituency group leaders and the college presidents reports provide verbal updates to the Governing Board. The District's Educational Policies Committee also gets regular reports from the colleges, including plans for new academic programs and annual program review summaries.

Monthly college assemblies have also become an important SGC communication vehicle – they are used by the president, other administrators, constituency and shared governance groups in order to communicate to the campus community (E: College Assembly meeting schedule).

Each of its shared governance committees reports yearly to the SGC on its challenges, accomplishments, and related improvements at the College (E: SGC minutes, SGC self-evaluations, committee reports to SGC). The committees also communicate with the college community regularly by sending their meeting announcements, agendas and minutes to the College through e-mail and having these items available on the College web-site. The president also communicates to the campus regularly through e-mail, college-wide assemblies, and the various senate and council meetings. Reports, demographic data, and surveys that report institutional improvements and issues and drive planning processes are also posted on College's research webpage. (E: <http://www.losmedanos.edu/groups/research/Reports.asp>). (needs to be updated - Currently the reports are 2010-11 and older on this page. District Planning and Research website went "live" during fall 2013. LMC's Planning Committee website is being re-organized and it will link to the District site for reports.

LMC produces both a Faculty Handbook and a Student Handbook that are available on-line. And a New Employee Orientation binder is distributed during the orientation . These documents outline the governance roles and responsibilities of each constituency. (E: Faculty and Student Handbooks)

Self-Evaluation

LMC meets Standard 4.3. The various shared governance committees communicate well through the SGC "report-outs" and through the constituency groups. The presidents of the constituent groups also communicate regularly about important campus-wide issues. Representatives from various committees sometimes visit other committees to encourage important information sharing, dialogue and collaboration. For example, the SGC sponsored a shared governance retreat on how to increase engagement on campus; the Professional Development Advisory Committee worked with IDEA and the GE Committee on issues of diversity, equity and respect on campus; and the Planning Committee and PDAC collaborated on program review. (Evidence: minutes which include the above and other such examples)

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

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

Actionable Improvement Plan

None.

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

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

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

- Annual Report and Annual Fiscal Report (spring every year).
- Fall 2009 Required Follow-Up Report to LMC's 2008 self-study.
- Fall 2010 Follow-up Report.
- Fall 2011 Focused Mid Term Report.
- Fall 2012 College Status Report on Student Learning Outcomes Implementation.
- Substantive Changes:
 - Distance education (approved in March 2013),
 - Brentwood Center,
 - Off-site Fire Academy and off-site and contracted Police Academy.
- (E: copies of each of these reports) (All will be posted at www.losmedanos.edu/accreditation this semester once the website is cleaned up)

LMC works hard to insure that information presented to the public is complete and accurate. Information about the accredited status of the institution is published in the official College Catalog, as well as on the college website (EV: Catalog and [ww.losmedanos.edu/accreditation](http://www.losmedanos.edu/accreditation).) LMC's website, which includes the summary of program assessment for prospective students and the community, was listed as an example in the ACCJC News in Summer 2013. (<http://www.losmedanos.edu/programassessment/>) The District Research Office works closely with LMC faculty, staff, and administrators to ensure that all published data is accurately gathered, processed, and reported. (District Research and Planning website is <http://www.4cd.edu/research>; LMC Planning website (is being cleaned up) is www.losmedanos.edu/planning and the LMC Accreditation website (being cleaned up) is www.losmedanos.edu/accreditation)

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

The College also demonstrates honesty and integrity with other program-specific accrediting bodies, such as the Board of Registered Nursing (nursing programs), the National Association for the Education of Young Children (child development), the Commission on Police Officer Standards and Training (Police Academy and law enforcement training) and the State Fire Marshal's Office (Fire Academy). LMC complies with the professional standards set by these agencies and keeps its program-specific accreditation status up-to-date. (E: Accreditation Reports noted above)

LMC also follows the rules, regulations, and requirements of the California Community Colleges Chancellor's Office. The College recently sought and gained approval for several programs (certificates/degrees) that had not been previously approved, such as three specializations in Liberal Arts degrees. The Chancellor's Office has also approved 10 newly-developed transfer degrees: Communication Studies, History, Kinesiology, Psychology, Sociology, Theatre Arts, Administration of Justice, Business Administration, Early Childhood Education and Physics. (E: Program Approvals from Chancellors Office)

LMC received word from the System Office that it did not have adequate attendance accounting documentation for a portion of cosmetology instruction in 2010, which had been taught by private beauty colleges under instructional services agreements with the College. LMC remedied the situation immediately. The College was already considering phasing out the cosmetology program and did so over a period of one year, which enabled students who were enrolled at the time in the program to complete their education. LMC did not accept any new students during this transition period. The College has been repaying the apportionment for the undocumented hours over the period of two years, 2012 to 2014.

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

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

Self Evaluation

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

Actionable Improvement Plan

None.

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

The SGC conducts an annual self-evaluation of its effectiveness, including a review of its processes, decisions made, and annual outcomes. This self-evaluation process also includes initiatives that the council intends to promote and discuss during the upcoming academic year as well as recommendations for improvements for the overall governance structure and processes. (E: Review of SGC Charter, RAP Review and end of year self-evaluation in SGC minutes).

The SGC also evaluates the work of its sub-committees. The council developed a self-evaluation template for each sub-committee to report its annual accomplishments, challenges, effectiveness of the group's work, and recommendations for improvements. (E: self evaluation template)

The SGC also conducts an annual self-evaluation of its RAP a college-wide evaluation through a survey of all who have participated in this shared governance process. As a result of these evaluations, LMC has improved alignment of the process with the College's goals and its program review process. The SGC communicates the results of the various evaluations through its minutes, which are posted on the website.

The constituency groups also conduct self evaluations. For example, the Academic Senate gets feedback from its members through surveys. The Classified Senate and LMCAS use a similar process. LMCAS also surveyed students in 2012 regarding the organization's focus for that academic year. The LMCAS also has regularly reviewed and modified its bylaws in order to codify practices and to change process that have not been deemed to be effective. (need to gather evidence of evaluations) Evaluation results are analyzed and discussed by the respective groups and are the basis for organizational improvement.

Self Evaluation

Based on conversations among current LMC leaders, the College is committed to additional leadership development and improvement. During 2011-12, LMC created a Leadership Academy to increase leadership capacity and to enhance employee participation and effectiveness in the institution's governance and decision-making processes. Eleven employees, representing classified staff, faculty, and management, completed the program and of these "leadership graduates", eight of them have since taken on leadership roles in governance or have been promoted to leadership positions within the College or District. All the graduates have taken on participatory roles in governance. (E: Leadership Academy) Assessment of the Academy, by the participants, facilitators and an outside evaluator, has led to the planning of an annual Leadership Academy, beginning in 2014-15.

The Contra Costa Community College District has also sponsored three 4CD Leadership Institutes (4CDLI) and an Advanced Leadership Institute, all with the goal of increasing participation in leadership in shared governance. LMC has had strong participation in the biennial 4CDLI – six in 2010, two in 2012 and xx in 2014 -- again with representation from all employee groups. Each institute has been evaluated and feedback has been used for improvement of subsequent institutes. (E: Evaluations of 4CD Leadership Institutes) LMC's Office of Student Life has also developed and implemented programs to promote leadership development among students.

As indicated previously, evaluation is on-going. For example, each year, the Resource Allocation Process (RAP), is evaluated by SGC and by those who participate in the process. Based on these evaluations, the process is improved with revision of the process itself, related forms, training for proposal submission and the process for reading and rating of the proposals by SGC. (E: SGC minutes, RAP overview, forms, training agendas). And all the constituency groups have done formal and informal evaluations. However, evaluations have not always been on-going and systematic.

Actionable Improvement Plan

During the 2014-15 academic year, the SGC, Academic Senate, Classified Senate and LMCAS will design and implement regular, systematic evaluation processes for each group. The resulting evaluations will be conducted at least once every two academic years.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

b. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

According to the Board Policies for Contra Costa Community College District (CCCCD), the president has “...a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development” (EVIDENCE: [Rules and Regulations of the Governing Board \[#37 on p. 7\]](#)). Governing Board Rules and Regulations also delineate that the president “...shall be responsible to the Chancellor for the development of all aspects of the program on the campus, and for the administration of the college in accordance with State law, the policies adopted by the Governing Board, and administrative policies and procedures of the District.” (EVIDENCE: [Rules and Regulations of the Governing Board \[#41 on p.87\]](#)).

Furthermore, as outlined in the CCCC job description and responsibilities of the position, the President “provides administrative direction in the development and initiation of college policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other college operations.” S/he “supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties.” (EVIDENCE: [4CD job description for President’s position](#)).

Self Evaluation

Los Medanos College meets Standard IV(B)(2)(a). LMC’s President, Bob Kratochvil, joined the college on July 3, 2012. Based on assessments of the previous organizational structure, personnel transitions, budgetary limitations and the fiscal outlook, and feedback from the campus community, the president developed a reorganization of the college’s administrative structure to be implemented as of July 1, 2013. The framework for the revised administrative structure was intended to: maximize organizational capacity; emphasize institutional needs and themes; identify efficiencies; determine areas of alignment; encourage collaboration to address issues and develop cross-college solutions; reduce fragmentation of services; maximize diminishing resources; enhance organizational effectiveness and accountability; and to support and promote student success. (EVIDENCE: [College Assembly presentation – March 4, 2013](#)).

As a result of the functional review of current operations, several areas of the organization were restructured to improve institutional performance and service to students. Following the retirement of the vice president of administrative services, that position was redesigned (and then filled) as the vice president of instruction and student services; the new vice president now serves as the chief instructional officer for the institution. This change was aimed at enhancing the alignment between academic programs and support services. The senior dean of instruction, another position made vacant by a retirement, was repurposed into the senior dean of planning and institutional effectiveness; this position reports to the president and serves as the College's Accreditation Liaison Officer. A third dean position was created within the Office of Instruction in order to provide a more equitable distribution of responsibilities and better support for faculty and instructional programs. Within Student Services, administrative responsibilities were shifted among several management positions. One of the student services manager positions was expanded and upgraded to the dean of counseling and student support. The existing dean of student development, now made responsible for the coordination of learning/cohort communities, was retitled dean of student success. The senior dean of student services has taken on oversight of the Brentwood Center, in addition to her other duties. In the area of administrative services, several reporting relationships have changed. The technology systems manager and the buildings and grounds manager – who had previously reported to the vice president of administrative services and then temporarily reported directly to the president – now report to the recently-hired director of business services. Two management positions, the executive dean (.50 FTE) and the senior academic/student services manager (1.0 FTE), were eliminated. A program manager position (1.0 FTE, 100 percent grant funded) was added to support the institution's efforts in the area of workforce development. (EVIDENCE: [College Assembly presentation – April 1, 2013](#)) (EVIDENCE: [CCCCD Governing Board approval – May 22, 2013](#)).

The president communicates and interacts regularly with administrative personnel. Weekly meetings are held with the President's Cabinet, which consists of the vice president, senior dean of student services, senior dean of planning and institutional effectiveness, director of business services and senior foundation director. There is also a monthly meeting held with the entire management team. In both meetings, the president engages the group in discussions of college issues and initiatives, upcoming activities, and updates from all units. Additionally, the president disseminates District information and delegates appropriately, trusting and empowering the managers to provide leadership in their respective areas. (EVIDENCE: [Schedule\[s\] of management team meetings](#)).

Actionable Improvement Plans

None.

c. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The president’s responsibilities include presiding over the decision-making processes of the campus and participating in the governance structure of the college, to ensure that final decisions and college policies are in keeping with District policies and decisions enacted by the Governing Board (EVIDENCE: [CCCCD job description for President’s position](#)). The president advocates for and supports the College’s shared governance, planning and decision-making structure by promoting collaboration, collegial consultation, and respect among all constituents. Through broad-based sharing of information, responsibility, and accountability – and with participation from both internal and external stakeholders – the president provides stewardship in creating the organization’s collective vision for the future (EVIDENCE: [Excerpts from LMC Presidential job description/recruitment brochure](#)). This vision, along with the College’s values and goals, are informed by its mission statement, which is central to all of the programs and services offered by the institution (EVIDENCE: [LMC Mission, Vision & Values Statements](#)). These principles and priorities are set forth and collectively developed with leadership from the president, and drive the college’s planning efforts and allocation of resources (EVIDENCE: [Program Review documents, Educational Master Plan, and RAP forms](#)). The president is ultimately responsible for ensuring that allocations are based on institutional and program-level plans, that those funds contribute to institutional improvement of the teaching and learning environment, and that the use, effectiveness, and impact of those resources are assessed.

The president approaches all college-wide policy decisions through a collaborative process of dialogue, ensuring that constituent groups have appropriate opportunities for discussion and input. As the chief executive officer for the College, the president is a member of several key campus committees, including the Shared Governance Council, Accreditation Steering Committee, and Planning Committee (EVIDENCE: [membership rosters/minutes for SGC, ASC, and Planning Committee](#)). President’s Cabinet, comprised of the College’s senior management team, is often utilized for initial delineation of and discussion about policy issues. Such matters are also shared with the Shared Governance Council for consultation and recommendations on decisions (EVIDENCE: [SGC Position Paper](#)).

Another important responsibility of the president is facilitating student success, which can be measured by way of multiple metrics such as retention, persistence, completion, and transfer (EVIDENCE: [Excerpts from LMC Presidential job description/recruitment brochure](#)). The evaluation of learning outcomes also plays a key role in examining and achieving both student and institutional success, and the effective analysis of these quantitative factors requires a collective understanding about the role and use of data in college processes.

Self Evaluation

Los Medanos College meets Standard IV(B)(2)(b). The president works to strengthen the shared governance process by fostering communication and promoting engagement. Examples of these efforts include ensuring that the work of the Shared Governance Council is accessible on the college website and that constituent representatives report out significant actions of the group (EVIDENCE: SGC webpage and sample agenda/minutes). The president also works with college and committee leaders to ensure that materials from participatory governance meetings and constituency groups are posted online in a timely manner. Email and electronic formats are used for significant sharing of information campus-wide, and important information is communicated to faculty and classified staff at monthly College Assembly sessions (EVIDENCE: College Assembly presentations).

Key elements of the president's role include: supporting an environment where teaching and student achievement are central to the college mission; encouraging faculty and staff excellence, creativity, and innovation for instruction and student services; and promoting collaboration across operational units. To that end, a significant management structural change was implemented in fall 2012. Organizationally, academic and support services were joined under the oversight of a single position – vice president of instruction and student services – in an effort to link these critical aspects of learning (EVIDENCE: VP Instruction and Student Services job description/ search announcement).

During the 2012-13 academic year, the college-at-large reviewed and reaffirmed its institutional mission statement. This process – guided by direction from the Shared Governance Council and facilitated by the president – included all constituent groups of the college, including community members. It involved multiple venues for discourse and administration of a survey of internal and external constituents (EVIDENCE: Mission statement survey). The statement was approved by the Shared Governance Council (EVIDENCE: SGC minutes) and approved ultimately by the District Governing Board (EVIDENCE: Governing Board minutes). This mission statement is prominent on the college website (EVIDENCE: Mission statement link) and in the College Catalog. (EVIDENCE: College catalog).

Another area of responsibility delineated for the president is to ensure that the College's strategic plan and program review process drive resource allocation, facilities planning, and future development. While a strategic planning process is underway in 2013-14, the college has a current educational master plan (EVIDENCE: Ed Master Plan), interim strategic goals (EVIDENCE: interim goals), and a recently reaffirmed mission statement (EVIDENCE: Governing Board action/minutes) to guide its decisions and operations. Each of these important planning documents links directly with the resource allocation process utilized by the College. Plans are aligned with the mission statement and goals, and resource requests submitted through the RAP process must be specifically identified in the program review process, which ties directly to College priorities (EVIDENCE: RAP forms/criteria). The resource requests are reviewed, analyzed, and discussed by the Shared Governance Council, with recommendations being made to the president. Based on resource availability, the president determines allocations and informs the campus accordingly (EVIDENCE: RAP memos, forms).

The president is further engaged in the institution's planning efforts as a member of its Planning Committee. During spring 2013, the president also served as chair of that body until such time the reorganization plan for the college could be developed and implemented (EVIDENCE: Planning Committee minutes). Throughout that period, the president was deeply involved in the comprehensive program review process of the college, including revisions in the program review tool and the request for allocation process (EVIDENCE: President's memo to college). In addition, the Planning Committee led revisions to, and administration of, the student satisfaction survey, which was conducted in spring 2013 (EVIDENCE: Planning Committee agenda and minutes; copy of survey; list of participating class sections).

The College has historically recognized the importance of planning and data. The current RAP, in effect since the early 2000s and conducted as part of participatory governance, supports that notion through the strong linkage between Program Review and resource allocation. In spring 2013, recognizing the importance of planning and assessment as a critical role in the organization, the College established a new position as a part of the management reorganization plan. The senior dean of planning and institutional effectiveness reports directly to the president and creates a vital linkage with the campus regarding all planning, data gathering, evaluation, and continuous improvement. (EVIDENCE: administrative organization chart). In addition, the senior dean serves as accreditation liaison officer for the institution.

Actionable Improvement Plans

None.

- c. **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary

The president has primary responsibility at the College for assuring implementation of governing board policies, statutes, and regulations. In addition, it is the president's role to ensure that institutional practices are consistent with the mission and policies for both the District and College (EVIDENCE: CCCCD job description for President).

The president receives information about changes in policies through multiple channels; these mechanisms include face-to-face, electronic, and print communications at the national, state, and local levels. Implementation strategies are then vetted and discussed with managers and other college leaders. In keeping with Governing Board policies and District procedures, the president is required to review and sign a wide range of approval forms to indicate the institution's compliance with relevant guidelines and regulations. (EVIDENCE: links to/samples of forms requiring president's signature [e.g. curriculum/degrees, out-of-state fieldtrip, contracts, etc...])

Self Evaluation

Los Medanos College meets Standard IV(B)(2)(c). The president assures the implementation of statutes, regulations, and Governing Board policies, making certain that administrative policies and procedures are disseminated, discussed, and understood and ensuring that institutional practices are consistent with mission and goals.

The president is a frequent recipient of correspondence, alerts, policy and procedural updates from external agencies and associations. These sources provide important information regarding implementing actions and policy interpretations about regulations, laws, and procedures impacting the college. Among those external groups providing such information are the American Association of Community Colleges (AACC), California Community College Chancellor's Office, and the Community College League of California.

The president also contributes to dialogue about changes in national, state, and Governing Board policies at the bi-monthly meeting of the district's Chancellor's Cabinet. This group is comprised of the executive leadership within the district, including the chancellor, three college presidents, two district vice chancellors, the district facilities manager, and the district public information officer (EVIDENCE: Chancellor's Cabinet org chart). Changes in laws and regulations are addressed in this venue; and, in preparation for upcoming Governing Board meetings, specific board agenda items are discussed and clarified. Notable items and/or actions taken are also reported out in various campus settings, such as management meetings, committee sessions or College Assemblies. Highlights are also posted online at the district website (EVIDENCE: Chancellor's Cabinet Highlights).

Actionable Improvement Plans

None.

d. The president effectively controls budget and expenditures.

Descriptive Summary

An important aspect of the president's role is to protect, expand and leverage college resources by advocating for state and federal spending and creatively pursuing alternative funding sources (EVIDENCE: CCCCD job description for President's position). As a result, the president stays highly informed about, and engaged in, the budget development and administration process at the College.

All new campus budget allocations are ultimately approved by the president, either via recommendations from the President's Cabinet or Shared Governance Council (EVIDENCE: RAP forms/timeline and college-wide memo). The president is actively engaged in the budgeting and expenditure control process throughout the fiscal year, working within the college's shared governance process to set institutional priorities.

Through collaboration and communication with the Business Offices at the College and District, the president effectively plans, manages, and controls the LMC's budget and expenditures. In turn, financial information is then provided to the campus community.

Self Evaluation

Los Medanos College meets Standard IV(B)(2)(d). The president receives updates about budget developments and trends from a variety of sources. Each week, the president and director of business services meet regarding budget and accounting, facilities, and information technology issues. The District and LMC's director of business services also provide the president with routine updates about the institution's financial status, including a mid-year estimate. The president also stays informed about national, state, and District budget issues through presentations and discussions at Chancellor's Cabinet and via updates/reports from external agencies. In addition, the president receives weekly enrollment reports from the District Office, which is a vital metric related to the college's finances. Throughout the fiscal year, updates on the college's financial condition are periodically presented to the campus community at college-wide sessions, at the Shared Governance Council and at committee meetings (EVIDENCE: Post-Election Mtg on Prop 30 [November 2012], Opening Day [January 2013], and College Assembly [September 2013]).

Resource allocations are made consistent with the process set forth by the Shared Governance Council and by the faculty contract (EVIDENCE: RAP timeline/process overview and UF contract language on Box2A). Recommendations made by SGC inform the president for decisions related to funding program improvements and classified positions. Proposals are submitted by department representatives, approved by respective deans/managers and vice president, and put forward for consideration by the SGC.

Separately, decisions about full-time faculty position priorities results from what historically has been called the "Box 2A" process (EVIDENCE: Box2A guidelines and forms). An administration representative (now the vice president of instruction and student services), the Academic Senate president, and the local faculty union representative prioritize requested full-time faculty position needs based on requests submitted by college departments. Priority recommendations coming from this group are submitted to the president for consideration and approval. The president bases the approval of all recommendations on institutional need, as well as dollars and positions available (EVIDENCE: Box2A memo[s] to campus community).

Actionable Improvement Plans

None.

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- e. **The president works and communicates effectively with the communities served by the institution.**

Descriptive Summary

An essential responsibility of the president is to maintain a highly visible leadership role in the communities served by the College and to develop strategic partnerships between educational institutions, corporations, businesses, civic, and cultural organizations. In addition, the president advocates for the College and articulates locally and regionally the mission and vision of the College and community colleges in general. (EVIDENCE: [President's classification specification](#))

Furthermore, the president participates in activities that enhance the College's image and community relations; develops effective working relationships between the College and community-based organizations; strengthens cooperative engagement with secondary, post-secondary schools, and other colleges and universities. The president also develops and maintains channels of communication regarding College operations; promotes the College's connection to and role within the community; and makes efforts to increase community awareness about institutional mission, goals, and strategic direction.

Self Evaluation

Los Medanos College meets Standard IV(B)(2)(e). The president works in a variety of ways to maintain effective communication with both the internal and external campus communities. For example, during the summer 2013, the President's Office developed a "President's Page" on the college website. This site houses essential information, links, and other resources about institutional initiatives, programs, and leadership. In addition, the site provides information about governance processes, accreditation updates, and other vital information for the community (EVIDENCE: [President's Office webpages](#)).

Another example of this engagement and communication was the involvement of external community members in the review of the college's mission statement process. More than 200 local residents and community partners received email invitations to participate in the review process through an online survey, which was also posted on the college website (EVIDENCE: [mission statement survey and/or email to participants](#)). Similarly, the survey was sent to all LMC students via their college email address. These efforts resulted in broader participation and input from the aforementioned stakeholder groups (EVIDENCE: [mission statement survey results](#)).

The president represents the College as a member or participant in multiple community organizations, including the Inter-agency Cooperation Committee, Antioch Redevelopment Successor Agency Oversight Board, Oakley Redevelopment Successor Agency Oversight Board, and the EC2 Educational Collaborative (EVIDENCE: [links to meeting agendas/membership rosters](#)). Additionally, the president attends and makes presentations about the institution and its offerings at various community civic and governmental meetings, such as: annual CCCCDC "State of the District" meetings held at the college's Pittsburg campus and Brentwood Center; Pittsburg Chamber of Commerce "State of Education" event; and meetings of Rotary Clubs based in Antioch and Brentwood (EVIDENCE: [links to organization websites/schedules](#)). The president also plays a crucial role with the LMC Foundation. He builds relationships with potential donors in order to get them to invest in educational programs that benefit the College, its students, and the community at large.

Similarly, the president works to engage members of the community and broaden awareness of the College by facilitating opportunities for local partners and residents to visit the campus. Such occasions and events include: holding bi-annual “Educational Partners Breakfast” meetings with K-12 leaders; re-establishing the college’s Latino Advisory Committee; hosting statewide colleagues by way of events for the CCCCCO “Chancellor’s Circle,” California Legislative Staff Education Institute, and California Community College League Advocacy Training; and serving as the site of county-wide youth activities, such as the Academic Decathlon, Science Fair, and Youth Summit (EVIDENCE: links to event websites/agenda).

Actionable Improvement Plans

None.

Evidence – STANDARD IV.B.2

- Rules and Regulations of the Governing Board, #37 on p. 7
http://www.4cd.edu/gb/policies_procedures/board/RulesAndRegulations.pdf
- Rules and Regulations of the Governing Board, #41 on p.87
http://www.4cd.edu/gb/policies_procedures/board/RulesAndRegulations.pdf
- 4CD job description for President’s position
http://www.4cd.edu/hr/recruitment/class_specs/President.pdf
- College Assembly presentation – March 4, 2013
http://www.losmedanos.edu/sg/documents/LMCCollegeAssembly_3-4-13.pdf
- College Assembly presentation – April 1, 2013
http://www.losmedanos.edu/sg/documents/LMCCollegeAssembly_4-1-13.pdf
- CCCC Governing Board approval – May 22, 2013 (agenda item 84-B, p. 57)
http://www.4cd.edu/gb/agendas_minutes/minutes/2013-05-22.pdf
- Schedule of management team meetings
2012-13 [and/or annual] schedule of meetings for President’s Cabinet and Council
- Excerpts from LMC Presidential job description/recruitment brochure
<http://www.losmedanos.edu/news/pres.asp>
- LMC Mission, Vision & Values Statements
<http://www.losmedanos.edu/aboutcollege/mission.asp>
- LMC Administrative Org Chart, 2013-14
http://www.losmedanos.edu/president/documents/LMCOrgChart_Administration_Fall2013.pdf
- LMC President’s Office website
<http://www.losmedanos.edu/president/>
- SGC website (agendas and minutes)
<http://www.losmedanos.edu/sg/default.asp>
- College Assembly – September 2013 (budget presentations)
- Opening Day – January 2013 (budget presentation)
- Post-Election Mtg – November 2012 (Prop 30)

- RAP forms
- Mission Statement review process/survey
- Chancellor's Cabinet org chart, 2013-14

<http://www.4cd.edu/about/co/docs/Chancellor%27s%20Cabinet%20Organizational%20Chart.pdf>

- Chancellor's Cabinet Highlights