LOS MEDANOS COLLEGE

MIDTERM REPORT

OCTOBER 15, 2024

Submitted by:

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Pamela Ralston
Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Mojdeh Mehdizadeh, Chancellor, Contra Costa Community College District	8-3-2024 Date
Dr. Pamela Ralston, College President, Los Medanos College	5/29/24 Date
Rebecca Barrett, Governing Board President, Contra Costa Community College District	98-11-2024 Date
Ryan Pedersen, Accreditation Liaison Officer, Los Medanos College	8/5/2024 Date
Louie Giambattista, Academic Senate Co-President, Los Medanos College	5/6/2024 Date
Dr. Adrianna Simone, Academic Senate Co-President, Los Medanos College	5-6-2024 Date
BethAnn Stone, Classified Senate President, Los Medanos College	5/6/2024 Date
Honeymiel Montecillo, Associated Students President, Los Medanos College	5/6/2024 Date

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. *Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regards to equitable student outcomes, educational quality, and/or mission fulfillment.*

Los Medanos College (LMC) is achieving its Educational Master Plan goals to "strengthen a culture of equity diversity, and racial justice" and to "increase and maximize equitable opportunities for students to successfully complete courses and programs."

Diversity, Equity, Inclusion & Belonging:
LMC increased the number of equity-focused events and professional development activities that bring the community together. A Heritage and Identity Recognition Committee (A.1-1) meets monthly to plan a year-long calendar, hosting events, such as the Pride365 – National Coming Out Day, "Barbie the Movie – Feminist Icon?", Undocumented Student Action Week, Black History Month 365, and guest speaker sessions to promote dialogue, engagement, and inclusiveness (A.1-2).

The College invests in student, staff, and faculty attendance at conferences, including the African American Male Education Network and Development (A^2MEND) Summit, the Asian Pacific American in Higher Education (APAHE), the LGBTQ+ Summit, the National Conference on Race and Ethnicity (NCORE), the Puente Motivational Conference, and the Umoja State Conference (A.1-3, A.1-4, A.1-5, A.1-6). LMC received the two-year California State Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Student Achievement Program grant for $129,000, and will use the funds to develop curriculum, offer professional development activities, and promote awareness (A.1-7).

To diversify its curriculum, LMC established a new Ethnic Studies program that was approved by the Academic Senate, supported through its curriculum process, and received cross-constituent endorsement through the College's participatory governance structure (A.1-8). The College also created and filled an Ethnic Studies Assistant Professor position and established a new Ethnic Studies program, which joined with the existing Social Justice Studies program to form a new academic department. The Academic Senate added an Ethnic Studies position to its membership, as well as that of the Curriculum Committee. Representatives from Academic Senate collaborated with their District counterparts to create a District Ethnic Students Council to support faculty across the Contra Costa Community College District (4CD) (A.1-9, A.1-10).

LMC is reducing financial barriers to student success (A.1-11, A.1-12). Efforts to address students' basic needs included the creation of a full-time Basic Needs Program Coordinator (A.1-13). The College also obtained LMC Foundation funds to expand the Marketplace, LMC's on-campus pantry, which provides free food, clothing, and wellness resources, such as SparkPoint, CalFresh, Pacific Community Services, TimelyCare metal health support, and more) (A.1-14).

Shared Governance/Participatory Governance:
The College Senates encourage stakeholder engagement and mission-driven decisions. The Classified Senate established goals for the 2021-24 period that align with the College's *Educational Master Plan (EMP)* goals and the *Student Equity and Achievement (SEA) Plan* (A.1-15, A.1-16, A.1-17). The Classified Senate determines its goals each semester by reassessing objectives, enabling the Senate to adapt and respond to evolving needs (A.1-18).

LMC Associated Students (LMCAS) and the Classified Senate extend financial support to students in need. This includes LMCAS scholarships for textbook costs and funding for student clubs, and the Classified Senate awards scholarships for continuing and transferring students (A.1-19, A.1-20, A.1-21).

The Shared Governance Council (SGC) and its sub-committees consist of equal representation from students, faculty, classified professionals, and management. This structure is intended to support a high level of engagement and to encourage diverse perspectives in institutional decision-making (A.1-22). SGC determines the schedule for College Assemblies, which are open to all college employees and serve as monthly forums to inform stakeholders, promote college-wide engagement, and encourage collective decision-making and professional development (A.1-23). Assemblies are designed to bridge metrics with goals of the *Educational Master Plan, Student Equity and Achievement Plan*, and the *State Chancellor's Vision 2030 Plan* (A.1-16, A.1-17, A.1-24). In Spring 2023, the Shared Governance Council established a Participatory Governance Task Group to assess the College's participatory governance structure and identify areas for improvement. The Task Group completed its work in Spring 2024, and it is anticipated that their recommendations will lead to committee structure changes that enhance inclusiveness, transparency, and efficient decision-making at LMC (A.1-25, A.1-26, A.1-27, A.1-28).

LMC's Strategic Enrollment Management Committee works with Instruction and Student Services to develop structural changes, operational practices, and campus activities to assist students from application to completion as part of Guided Pathways implementation (A.1-29, A.1-30, A.1-31).

Curriculum and Pedagogy:
In Fall 2022, the College began offering a non-credit certificate in drone piloting to serve local small business employment needs (A.1-32). The Academic Senate created an artificial Intelligence (AI) taskforce to explore applications, benefits, risks, and ethical implications of integrating AI into teaching and learning at LMC (A.1-33, A.1-34). These measures ensure students obtain the most relevant knowledge and skills demanded by the job market.

The shift to remote education during the COVID-19 pandemic led to rapid expansion of technology use in preparing students for a digital future. LMC used the Pathways Grant to train faculty and build the infrastructure for online support for faculty and students. This grant funds nearly 40 courses at LMC that are fully aligned through CVC/OEI (A.1-35, A.1-36, A.1-37, A.1-38, A.1-39, A.1-40, A.1-41, A.1-42).

The new Early Childhood Education (ECE) degree pathway was tailored for working students and includes courses that use Open Educational Resources (OER) exclusively, thus eliminating financial barriers for students (A.1-43, A. 1-12, A.1-44).

LMC hired an Articulation Counselor to help students transition throughout their academic journey, ensuring that students' coursework aligns with their educational pursuits at four-year institutions (A.1-45).

Student Services/Support/Outreach/Engagement:
Following the post-pandemic return from online-only instruction and operations, the College has continued several strategies for increased support of and communication with students. The Center for Academic Support and Mathematics tutoring now provide in-person, online, and e-mail consultations (A.1-46, A.1-47). Throughout the semester, "Study Slam" sessions offer drop-in studying, tutoring, reading, and writing consultations, and provide students with access to free food and childcare services (A.1-48). LMC has expanded this "Brain Food Project" beyond the Study Slam and tutoring services to address basic needs and promote student well-being by providing free food and snacks to students across the Pittsburg Campus and Brentwood Center (A.1-49).

LMC's Extended Opportunity Programs and Services (EOPS) conducted a survey to assess student knowledge of resources and services. These data informed the creation of the EOPS mentorship program to fill gaps that had been identified by students (A.1-50).

The College used survey results regarding institutional communications to develop a more coordinated and intentional approach to guiding students through steps in the enrollment process, term-to-term persistence, and completion of transfer-level math and English. Each semester, LMC now identifies groups of students in various stages of the enrollment process and phones each student to help them get to the next step (A.1-51, A.1-52).

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Through the Action Letter issued on January 27, 2022, by the Accrediting Commission for Community and Junior Colleges, Los Medanos College was notified that:

"The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 12-14, 2022, reviewed the Follow-Up Report and related evidentiary materials submitted by the College. The Commission also considered the Peer Review Team Follow-Up Report prepared by the follow-up team that visited the institution on November 2-3, 2021. The purpose of this review was to determine whether the College has addressed the deficiencies identified by the peer review team during the fall 2020 comprehensive visit and demonstrated compliance with the Standards cited in the Commission's February 1, 2021, Action Letter. Upon considering the information noted above, the Commission acted to Reaffirm Accreditation for the rest of the cycle. The Commission finds that the College has addressed the compliance requirements, corrected deficiencies, and meets Standards III.A.5, IV.C.3, IV.C.7, IV.C.11, and IV.C.12." (A.2-1, A.2-2).

3. *How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?*

Los Medanos College (LMC) has enhanced practices for continuous improvement to meet the *ACCJC 2024 Accreditation Standards*.

In alignment with *ACCJC 2024 Accreditation Standard 1*, LMC has sought to meet its mission to: "provide our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment." (A.3-1)**.** The College has increased resources for student equity-focused strategies and activities that foster understanding of cultures within the academic community (A.1-1, A.1-2, A.1-3). As one example of the diverse and inclusive learning environment, Social Justice Studies and Ethnic Studies programs offer a diverse curriculum (A.3-2, A.3-3). LMC faculty strive for student equity by integrating culturally responsive instruction into programs and services and creating a learning environment responsive to all student needs. LMC's adoption of the equity rubric in Distance Education California Virtual Campus (DE CVC), for instance, ensures online learning is as inclusive as traditional classrooms (A.3-4, A.3-5, A.1-35, A.1-38, A.1-40, A.1-41). The Strategic Enrollment Management Committee supports the improvements to the student journey – from application to completion through Guided Pathways – to increase equitable student outcomes (A.1-29, A.1-30, A.1-31).

Through the creation and enhancement of several key elements across the institution, LMC created a framework for students to develop knowledge, skills, and competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility and cultural competence. This includes:

- New Ethnic Studies programs (A.3-2, A.3-3)
- The addition of an Ethnic Studies position on the Academic Senate and the Curriculum Committee (A.1-9)
- Curriculum Outline of Record (COOR) (A.3-4, A.3-5, A.3-6, A.1-35)
- Student Learning Outcomes (SLOs) (A.3-4, A.3-7)
- Learning Support Outcomes (LSOs) (A.3-8, A.3-9, A.3-10)
- Inclusion of a diverse perspective GESLO (A.3-5)

LMC tracks and shares institutional metrics for evaluating its progress, planning and accountability. During the Fall 2023 All-College Meeting on Opening Day, LMC unveiled its new *Institutional Metrics* website (A.3-11). The website tracks and communicates to stakeholders LMC's progress toward institutional goals. The disaggregation of the data in the Institutional Metrics website informs planning efforts (A.1-24).

The Comprehensive Program Review Process was revised in 2021-22 and now includes mini-strategic plans for programs and units, with SMART goals aligned with the *LMC Educational Master Plan 2020-25* (A.3-12, A.3-13, A.3-14). This connects program review to a Resource

Allocation Process (RAP) proposal for funding (A.3-15, A.3-16, A.3-17, A.3-18). Program Review at LMC encourages dialogue within each program/unit, and advances institutional improvement, innovation, and equitable student outcomes (A.3-19, A.3-20, A.3-21).

The review of disaggregated data facilitates discussions about prioritized populations, for example, in revising the *Student Equity and Achievement Plan* in Fall 2022, LMC redoubled efforts to improve the outcomes for Black/African American students in particular. This approach resulted in the creation of LMC's Black Student Success Initiative (BSSI) and the revival of the Brothers of Excellence Program, both of which focus on reducing systemic barriers and improving outcomes for Black/African American students (A.3-22, A.1-51, A.3-23, A.3-24, A.1-17).

The expansion of Zero Textbook Cost (ZTC), Open Educational Resources, the Tech Equity Program, and Basic Needs programs reduce financial barriers for students. LMC attributes a 20% increase in Black/African American student course success to ZTC. The Tech Equity Program – which enables students to borrow laptops and Wi-Fi hotspots for an entire semester – helps bridge the digital divide and ensures students have the technology resources needed for academic success (A.1-11, A.1-12, A.1-13, A.1-14).

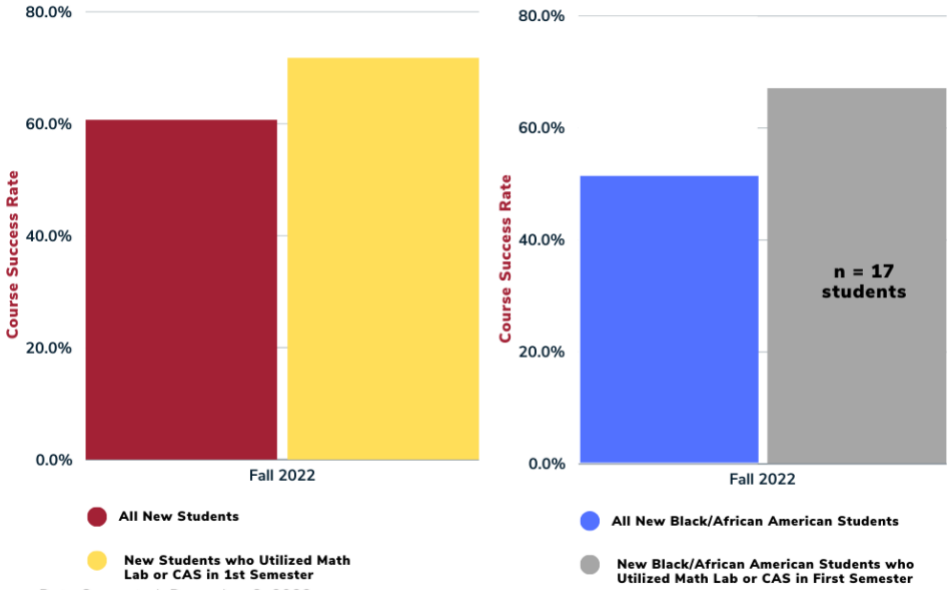
The Classified Senate established 2021-24 "SMART" goals that align with the goals in LMC's institutional plans. Through a regular review of goals and objectives, the Senate identifies areas of improvement and develops activities to foster a responsive and proactive governance model (A.1-15, A.1-18).

In keeping with *ACCJC 2024 Accreditation Standard 2*, LMC updates courses and programs to align with industry standards and ensure students obtain relevant knowledge and skills for jobs in their field of study. The Career Technical Education (CTE) Committee developed a guide for discussions with industry and community advisory boards to ensure that curricular changes address the needs of local employers (A.3-25).

Using eLumen, LMC launched an online College Catalog in Fall 2022. This conversion of the institution's catalog to a dynamic, online tool – which significantly reduces paper waste – enables current and prospective students to quickly access information regarding programs and courses in a digital format (A.3-26, A.3-27).

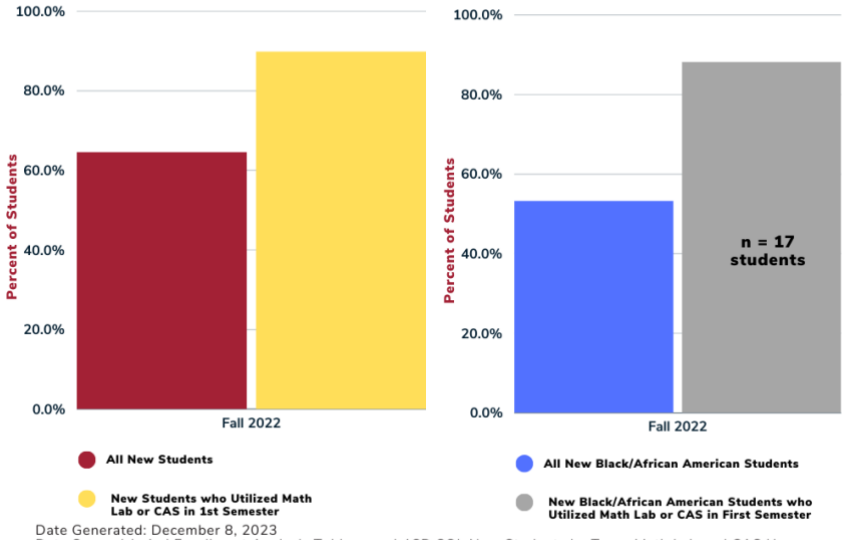
The Center for Academic Support provides services in-person, online, and via e-mail tailored to student preferences and needs. Students who use these services have higher persistence rates (A.1-46). One of LMC's more recent interventions, the Bring Your Own Brain (BYOB) project, is a collaboration among academic and student services departments to support course completion for Black/African American students (A.3-28). Data below reveals the improvements these interventions have made possible:

1st Term Course Success Rate
Figure A.3.1



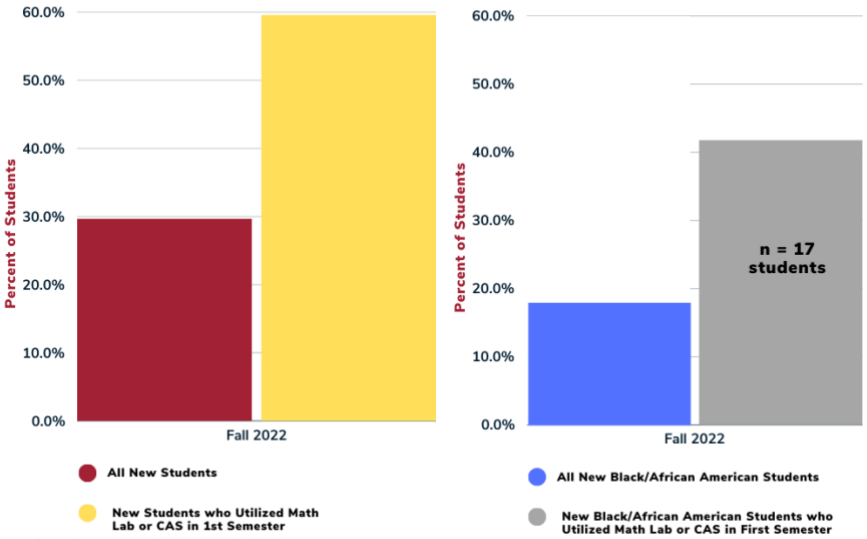
Date Generated: December 8, 2023
Data Source(s): 4cd Enrollment Analysis Tableau and 4CD SQL New Students by Term, Math Lab and CAS Usage from Lab
Definition/Notes: Fall Semester New Students with Degree/Transfer Ed Goal

Persistence from 1st to 2nd Term
Figure A.3.2



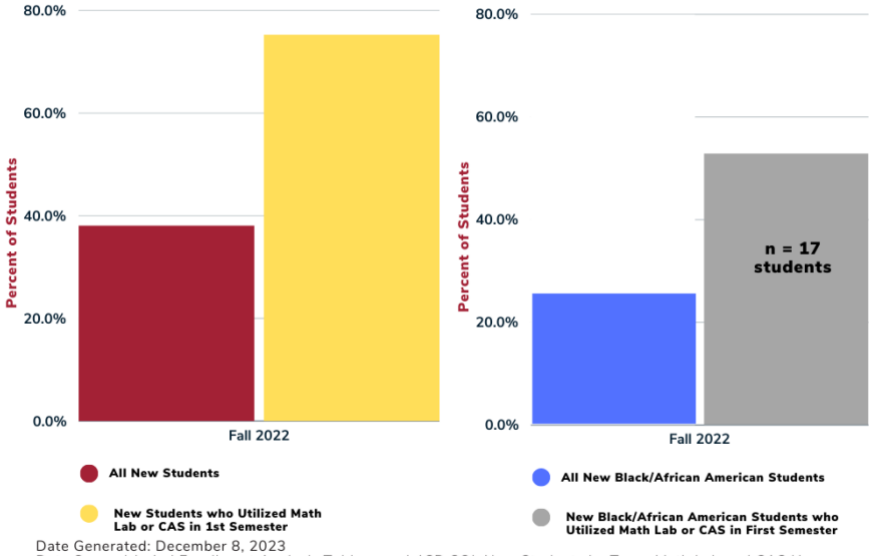
Date Generated: December 8, 2023
Data Source(s): 4cd Enrollment Analysis Tableau and 4CD SQL New Students by Term, Math Lab and CAS Usage from Lab
Definition/Notes: Fall Semester New Students with Degree/Transfer Ed Goal

1st Year Successful Completion of Transfer-Level Math
Figure A.3.3



Date Generated: December 8, 2023
Data Source(s): 4cd Enrollment Analysis Tableau and 4CD SQL New Students by Term, Math Lab and CAS Usage from Lab
Definition/Notes: Fall Semester New Students with Degree/Transfer Ed Goal

1st Year Successful Completion of Transfer-Level English
Figure A.3.4



Date Generated: December 8, 2023
Data Source(s): 4cd Enrollment Analysis Tableau and 4CD SQL New Students by Term, Math Lab and CAS Usage from Lab
Definition/Notes: Fall Semester New Students with Degree/Transfer Ed Goal

Through their regular Learning Support Outcomes (LSOs) Assessment, the Student Services Leadership Team determines changes needed to increase student persistence and completion (A.3-9, A.3-29). The Black Student Success Initiative's focus on first-year completion of transfer-level math and English, led departments to collect data on new degree/transfer-seeking students who do not enroll in transfer-level math and/or English in their first term (A.3-22). As a result, Student Services departments sought to increase the number of students who enroll in transfer-level math

and/or English in their second term. In Fall 2021, the College initiated a calling campaign to personally contact each student identified in the data to encourage them to enroll in the subsequent semester. These targeted outreach efforts have continued with notable results, as illustrated in the tables below (A.1-52):

FALL 2023 — MATH ENROLLMENT CALLING CAMPAIGN

TABLE A.3.5

	ALL STUDENTS		BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
New Fall Students who did NOT Enroll in Math	770	874	120	152
Number of above Students who Enrolled in Spring Term	117	187	21	29
Percent who Enrolled	15.2%	21.4%	17.5%	19.1%
Difference from "Expected" Number of Students based On Fall 2022		+55 Students		+2 Students
P-Value (2-Prop Z Test)		.0006		.37

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.
Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau
Date of Data Download: 9.19.23; 2.22.24

FALL 2023 — ENGLISH ENROLLMENT CALLING CAMPAIGN

TABLE A.3.6

	ALL STUDENTS		BLACK/AFRICAN AMERICAN STUDENTS	
	FALL 22 - SPRING 23	FALL 23 - SPRING 24	FALL 22 - SPRING 23	FALL 23 - SPRING 24
New Fall Students who did NOT Enroll in English	593	671	88	106
Number of above Students who Enrolled in Spring Term	115	146	10	19
Percent who Enrolled	19.4%	21.8%	12.0%	17.9%
Difference from "Expected" Number of Students based On Fall 2022		+16 Students		+6 Students
P-Value (2-Prop Z Test)		.15		.10

Definition: Cohort is all students with "New" application status for Fall, enrolled in at least one course in Fall and with a stated Educational Goal of Degree or Transfer.
Source: SQL "New Students by Term" and "Enrollment Analysis" Tableau
Date of Data Download: 9.19.23; 2.22.24

LMC created "Success Coaches" to support its LMC Pathways initiative. Coaches offer general information on majors within a student's assigned pathway. They monitor academic progress, offer timely intervention, and can schedule counseling appointments. They serve as a guide for students throughout their educational journey (A.1-30, A.1-31).

LMC fosters an inclusive teaching and learning environment through its Learning Communities – MESA, Honors, Umoja, Puente, Transfer Academy, and Career Center. These programs support students by providing: dedicated resources; a coordinator designated to serve their needs; and cohort-style courses to build a sense of belonging among students, faculty and staff (A.3-30).

The Office of Student Life and LMC Associated Students offer opportunities for leadership and connection to campus life. Through the Inter-Club Council, students can participate in more than 20 clubs or start a new club (A.3-31, A.3-32, A.3-33). Student Life partners with the Office of Equity & Inclusion to organize events such as Black Food Matters, Celebrate the Year of the Dragon, and the Equity Speaker Series (A.3-34, A.3-35, A.3-36, A.3-37).

LMC has shifted toward increasing the use of instructional technology in the physical and virtual classroom environment. To promote equitable student learning and achievement, LMC uses delivery modes and teaching methodologies that meet student and curricular needs. For instance, the DE California Virtual College (CVC) course alignment and the introduction of a DE Support Hub in Canvas, LMC's learning management system, enrich the learning experience and demonstrate a commitment to making education accessible and flexible. LMC offers students the choice between online and in-person courses to best suit their needs and schedule (A.1-36, A.3-38, A.1-38, A.1-40, A.1-41).

LMC is expanding and improving upon existing programs to meet student needs, including the establishment of an Early Childhood Education (ECE) degree pathway tailored for working students (A.1-43). The College also hired an Articulation Counselor to further strengthen its commitment to easing students' transitions, and ensuring their prior coursework aligns with their educational pursuit (A.1-45).

After a pause during the pandemic (2020-22,) LMC resumed organizing off-campus tours for transfer and career exploration. In 2022-23 and 2023-4, the College coordinated trips to visit an average of seven baccalaureate colleges and universities per year, with a total of165 students participating during that two-year period. The College resumed an annual tour of Historically Black Colleges and Universities (HBCUs) in 2023. LMC funded two cohorts of students – eight in 2023 and 12 in 2024 – to visit eight HBCUs (A.3-39, A.3-40).

The College launched the Learning Aligned Employment Program (LAEP) in 2023 to increase employment and work-based learning opportunities for eligible underrepresented students. LAEP allows participants to explore careers and conduct research in their area of study. LAEP is a form of financial aid and is included in a student's financial aid package. Students who participate in LAEP internships receive the funds in a paycheck based on hours they work (A.3-41, A.3-42).

LMC meets *ACCJC 2024 Standard 2* and is committed to equitable student learning and achievement, and to ensuring all our students are successful in reaching their educational journeys.

To meet *ACCJC 2024 Accreditation Standard 3*, LMC supports educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. Continuous opportunities for professional growth and development among its employees is among LMC's ongoing priorities.

Professional Development is a cornerstone of LMC's success. The College prioritizes professional growth, inclusivity, and technological proficiency to create an equitable learning and working environment. Some examples include:

- The Institutional Development for Equity & Access (IDEA) Committee developed a Toolkit for Recruiting a Diverse Workforce (A.3-43, A.3-44).
- The Equal Employment Opportunity Committee monitors data and supports professional development to create an equitable working environment (A.3-45).
- New faculty and classified professionals participate in NEXUS cohort programs that introduce new employees to LMC's history, resources, and governance structure, while fostering mentorship, collaboration, and networking (A.3-46, A.3-47).
- The Pedagogy Innovation Project and the Caring Campus initiative promote a culture of collaboration, reflection, and student support (A.3-48, A.3-49, A.3-50).
- The Office of Equity & Inclusion delivers learning and leadership opportunities, onboarding programs, and community-building activities (A.3-51).
- The Classified Senate, Caring Campus initiative, and Equity & Inclusion collaboratively sponsor the "Equity in Action" series, empowering classified professionals with tools and skills for supporting and promoting diversity, equity, and inclusion (A.3-52).
- New technology deployment comes with targeted professional development, ensuring faculty, staff, and students acquire the necessary skills (A.3-53, A.3-54, A.1-42).

Guided by identified institutional priorities, the Resource Allocation Process (RAP) is a cross-constituent approach to funding areas of need that align with College goals. The Shared Governance Council (SGC) and the President review to ensure staffing and operational resource requests align with institutional objectives (A.3-15, A.3-16, A.3-17, A.3-18). The Resource Allocation Process was deployed, for example, to make non-emergency Higher Education Emergency Relief Funding (HEERF) decisions. HEERF resources were instrumental in establishing a technology loan program for students, which facilitated equitable outcomes during and after the pandemic. This initiative included procuring laptops, Chromebooks, and Wi-Fi hotspots for distribution. HEERF allowed for classroom technology and office equipment upgrades and supported remote and hybrid instruction. In addition, HEERF supported student financial payments and faculty training in online teaching methods (A.3-55). LMC's process for the allocation of resources addressed performance gaps and helped the College adapt to evolving educational needs.

In the development of its Technology Master Plan and a new Facilities Master Plan (A.1-42, A.3-56). LMC has aligned institutional goals with its mission of student success. These activities, initiatives, and processes – coupled with use of resources to meet student needs, reduce equity gaps, and eliminate technology barriers – demonstrate how LMC meets *ACCJC 2024 Standard 3.*

In alignment with *ACCJC 2024 Accreditation Standard 4*, LMC's governance practices support the achievement of its mission. LMC has defined, communicated, and used decision-making structures to support collaboration and innovation for equitable student outcomes.

The Shared Governance Council (SGC) established the Participatory Governance Task Group, which began its work in early Fall 2023. After completing their review of the College's

governance processes, committee structure and efficacy, training resources, and communication strategies, the group presented their findings to the College in Spring 2024. LMC is undertaking improvements to ensure that all members of the campus community are informed and have opportunities to engage in participatory governance processes (A.1-25, A.1-26, A.1-27).

Examples of improvements borne out of constituent governance and college-wide participatory governance include the following:

- The Los Medanos College Associated Students (LMCAS) started a scholarship program to assist with textbook costs and award funding requests for student clubs (A.1-19, A.3-57).
- The Classified Senate hosts multiple community fundraisers annually to disburse scholarship awards to support students in their educational journey (A.1-20, A.1-21, A.3-58).
- The Academic Senate, Classified Senate and Associated Students held a Joint Senates Meeting in Spring 2023 for faculty, staff, and students to receive information, voice concerns, and participate in governance and institutional projects/initiatives. This opportunity for cross-constituency dialogue empowered all three Senate Presidents to discuss issues affecting LMC (A.3-59**)**.
- The College Assemblies provide an avenue in which the college community provides input, receives information, and participates in activities that promote equitable student achievement (A.1-23, A.3-60, A.3-61, A.3-35).
- Additionally, All College Meeting – held on Opening Day at the beginning of every semester – provide an opportunity for the College to collectively: review and discuss institutional metrics and standards; receive updates on progress towards meeting goals; celebrate successes; identify areas of improvement; and design activities to promote student engagement and success. During the Fall 2023 and Spring 2024 All-College Meetings, the campus community reviewed student success data and heard from LMC student panels, which offered insight into the student experience. Based on their experiences at the College, the student panelists shared feedback on the areas in which the institution is thriving, as well as areas that need additional improvements or innovation (A.3-62, A.3-63, A.3-64).

Los Medanos College and the Contra Costa Community College District (CCCCD) are committed to the principles of academic freedom, academic integrity, and freedom of inquiry as outlined in Board Policy 2018 ("Academic Freedom"), and Board Policy 2001 ("Nondiscrimination Policy") (A.3-65, A.3-66). These policies are included in LMC's Catalog, Faculty Handbook, the Student Code of Conduct, and institutional webpages (A.3-67, A.3-68, A.3-69, A.3-70). LMC establishes and publishes policies that promote honesty, responsibility, and academic integrity (A.3-71, A.3-72). Board Policy 4005 ("Grade Changes"), Curriculum and Instruction Procedure 4005 ("Grade Changes"), and Student Services Procedure 3028 ("Recording Grade Changes and Securing Grade Records") include the College's grading policies and appeal processes, ensuring transparency and integrity in the recording and securing of grades (A.3-73, A.3-74, A.3-75, A.3-76).

Los Medanos College has governance practices that ensure institutional decision-making processes are collaborative and provide opportunities for participation and inclusion of stakeholders in alignment with *ACCJC 2024 Standard 4*.

SECTION A EVIDENCE:

A.1-1 Heritage and Identity Recognition Committee Email_SP24 Calendar
A.1-2 Pride 365-Barbie-EiA-UndocStudentsWk-BHM Flyers-Emails
A.1-3 DEIB Conference and Affinity Groups Email_10.06.23
A.1-4 NCORE2024_WelcomeTeamEmail_12.19.23
A.1-5 Puente Motivational Conference Flyer
A.1-6 Umoja Conference XIX Agenda_2023
A.1-7 AANHPI Grant-Ed Code_List of Colleges Awarded
A.1-8 AA-Ethnic Studies Approval Notification Email_12.20.22
A.1-9 AcademicSenateMinutes_ETHN-SJSPositionApproval-02.13.23
A.1-10 4CD Ethnic Studies Updates_05.11.22
A.1-11 Tech Equity Program Website Screenshot_4.12.24
A.1-12 ZTC Website Screenshot and Grant Interest Form Email_3.6.24
A.1-13 Basic Needs Program Website Screenshot_4.10.24
A.1-14 LMC Marketplace Website Screenshot_SP24 Email Announcements
A.1-15 LMC Classified Senate Mission-Values-2021-2024 Goals
A.1-16 LMC Educational Master Plan 2021-2025
A.1-17 LMC SEA Plan 2022-25
A.1-18 CS Meeting Minutes FA22-SP23-FA23_Goal Priorities
A.1-19 LMCAS Funding Request Form
A.1-20 CS Meeting Minutes SP22-SP23-SP24_Scholarship Awards
A.1-21 LMC Scholarships Listing Screenshot_04.08.24
A.1-22 SGC Website Screenshot
A.1-23 College Assemblies Presentation Samples FA23 and SP24
A.1-24 Institutional Metrics Website Screenshots_4.9.24
A.1-25 Participatory Governance Assessment Task Group Proposal_05.10.23
A.1-26 SGC Minutes-Participatory Assessment Governance Task Group_5.10.23
A.1-27 Participatory Governance Assessment Task Group Report & Wrap-Up Email_5.15.24
A.1-28 Planning-CS-CC-GE Meeting Minutes-Participatory Governance Assessment Focus Grp_ Feb-Mar2024
A.1-29 Strategic Enrollment Management Committee Guiding Principles Webpage Screenshot
A.1-30 LMC Guided Pathways Website Screenshot
A.1-31 LMC Pathways Success Coaches Email_Dec2023-Jan2024
A.1-32 Drone Piloting Website Screenshot
A.1-33 LMC AS Meeting Minutes-AI Taskforce_10.16.23
A.1-34 Academic Senate AI Academic Integrity Taskforce Proposal-FA23
A.1-35 Online Course Addendum
A.1-36 LMC Distance Education Position Paper_2020
A.1-37 Distance Education Committee Website Screenshot-Trainings
A.1-38 Distance Learning Website Screenshot_04.09.24
A.1-39 Technology Support for Students Website Screenshot_04.09.24
A.1-40 CVC-OEI Sample Course Design Rubric
A.1-41 Canvas Student Support Hub Screenshot_04.09.24
A.1-42 LMC Technology Plan 2022-28
A.1-43 ECE Degree Pathway Webpage Screenshot_4.10.24
A.1-44 OER@LMC Webpage Screenshot_4.10.24

A.1-45 Articulation Counselor Job Announcement
A.1-46 Center for Academic Support Website Screenshot_4.10.24
A.1-47 Math Lab Tutoring Webpage Screenshot_4.10.24
A.1-48 Study Slam Flyer 2023
A.1-49 Brain Food Project Proposal-Funding Request
A.1-50 Learning Support Outcomes Workbook 2021-22_EOPS Results
A.1-51 BSSI Presentation MATH-ENGL Calling Campaign_3.1.24
A.1-52 Direct Call Campaign-SP24 Enrollment Summary of Outcomes

A.2-1 ACCJC Action Letter January 27, 2022
A.2-2 ACCJC Action Letter February 1, 2021

A.3-1 LMC Mission Statement-Values-Vision Website Screenshot_5.16.24
A.3-2 SJS & ETHN Studies Catalog 2023-24 Screenshot_4.10.24
A.3-3 SJS-ETHN Studies Website Screenshot_4.10.24
A.3-4 ETHN-103 COOR CSLO Mapping-Diverse Perspectives
A.3-5 GE Committee Tech Review-COOR Diverse Perspectives-SP24
A.3-6 Curriculum Committee Forms and Handbook Webpage-COOR Screenshot_4.10.24
A.3-7 GE Position Paper 2020_Section III Student Learning Outcomes
A.3-8 SS LSO Committee Meeting Minutes-Guiding Principles_2.24.20
A.3-9 Student Services Guiding Principles-Adopted_4.13.20
A.3-10 LSO Workbook 2021-22_A&R-EquityandInclusionAlignment
A.3-11 Opening Day Presentation FA23_Institutional Metrics Website_Pgs 76-81w/Talking Points
A.3-12 Comprehensive PR Process 2022-23 Webpage Screenshot
A.3-13 Comprehensive PR 2022-23 Data Packet-ANTHR
A.3-14 Comprehensive PR 2022-23_eLumen Templates
A.3-15 Budget Requests 2023-24 Spring RAP Email_2.16.24
A.3-16 Resource Allocation Process-RAP Website Screenshot_4.10.24
A.3-17 RAP SP24 SGC Review Summary_5.14.24
A.3-18 RAP FA23 SGC Review Summary_12.1.23
A.3-19 Comprehensive PR 2022-23_Completed-ANTHR
A.3-20 Comprehensive PR 2022-23_Completed-A&R
A.3-21 Comprehensive PR 2022-23_Completed-PIE
A.3-22 BSSI Meeting Notes-Retreat-Presentations_SP23-SP24
A.3-23 Brothers of Excellence Program Website Screenshot_4.8.24
A.3-24 Brothers of Excellence Program-Our Story Webpage Screenshot
A.3-25 CTE Program Advisory Committee Toolkit-2020
A.3-26 2023-24 Catalog of Courses Website Screenshot_4.10.24
A.3-27 eLumen College Catalog Screenshot_4.10.24
A.3-28 Bring Your Own Brain (BYOB)-SP24 Flyer
A.3-29 LSO Workbook 2021-22_Outreach-EquityandInclusionAlignment
A.3-30 Learning Communities Website Screenshot_4.11.24
A.3-31 LMC Student Life Website Screenshot_4.11.24
A.3-32 LMC Clubs and Activities Website Screenshot_4.11.24
A.3-33 LMCAS Website Screenshot_4.11.24

A.3-34 BHM 365 Activities Email_2.5.24
A.3-35 College Assembly Presentation-Equity Events & PD_10.23.23
A.3-36 Yosimar Reyes-Gideon Egbuchulam, Juan Gonzalez Flyers
A.3-37 Celebrate the Year of the Dragon Flyer
A.3-38 DE Committee Agenda & Minutes 09.20.21_Integration of Peralta Online Equity Rubric
A.3-39 HBCU Spring Break 2024 Tour Flyer
A.3-40 Spring 2024 Campus Tours
A.3-41 Financial Aid-LAEP Website Screenshot_4.11.24
A.3-42 Internships-LAEP Website Screenshot_4.11.24
A.3-43 IDEA Committee Website Screenshot_4.11.24
A.3-44 Toolkit for Recruiting a Diverse Workforce
A.3-45 EEO Committee Website Screenshot_4.11.24
A.3-46 Classified Nexus-SP24 Email Announcements
A.3-47 Faculty Nexus Welcome Email_Fall 2023
A.3-48 Pedagogy Innovation Project PIP 2024-25 Cohort Email_4.10.24
A.3-49 Caring Campus-Welcome Week Email_1.18.24
A.3-50 Caring Campus February 2024 Newsletter
A.3-51 Office of Equity & Inclusion Website Screenshot_6.24.24
A.3-52 Equity in Action Workshop Announcement Emails_FA23-SP24
A.3-53 Instructional Technology Website Screenshot_4.12.24
A.3-54 Information Technology Website Screenshot_4.12.24
A.3-55 HEERF Expenditures Website Screenshot_4.12.24
A.3-56 Facilities Master Plan 2024 Website Screenshot_4.12.24
A.3-57 LMCAS Spring 2024 List of Clubs Website Screenshot_4.12.24
A.3-58 Classified Senate Fundraising Event Flyers
A.3-59 Joint Senates Meeting SP24 Emails_March 2023
A.3-60 College Assembly_11.20.23-Institution Set Standards
A.3-61 College Assembly-10.23.23_Email to Campus
A.3-62 FA23 All College Opening Day Email_8.10.23
A.3-63 Welcome Back Newsletter FA23
A.3-64 Opening Day Presentation SP24 with Talking Points
A.3-65 CCCCD Board Policy 2018-Academic Freedom
A.3-66 CCCCD Board Policy 2001-Nondiscrimination Policy
A.3-67 College Catalog -- Nondiscrimination Policy Page
A.3-68 College Catalog -- Academic Freedom Policy Page
A.3-69 LMC Faculty Handbook 23-24
A.3-70 2023-24 College Catalog & Webpage Screenshots-Student Code of Conduct
A.3-71 Faculty Handbook 23-24-Pg. 15 Course Syllabus-1st Day Handout
A.3-72 Office of Instruction-Faculty Website Screenshot_4.12.24
A.3-73 CCCCD Board Policy 4005-Grade Changes
A.3-74 CCCCD Curriculum & Instruction Procedure 4005-Grade Changes
A.3-75 CCCCD Student Services Procedure 3028-Recording Grade Changes & Securing Grade Records
A.3-76 2023-24 College Catalog - Academic Policies

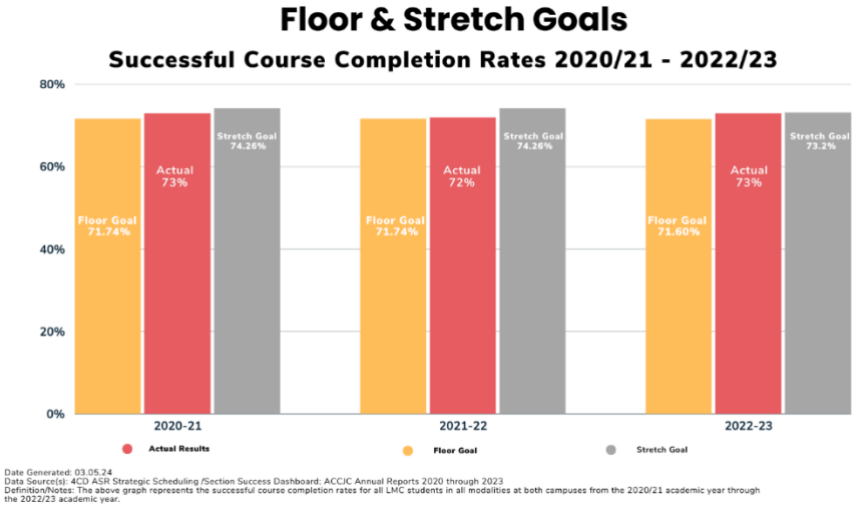
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

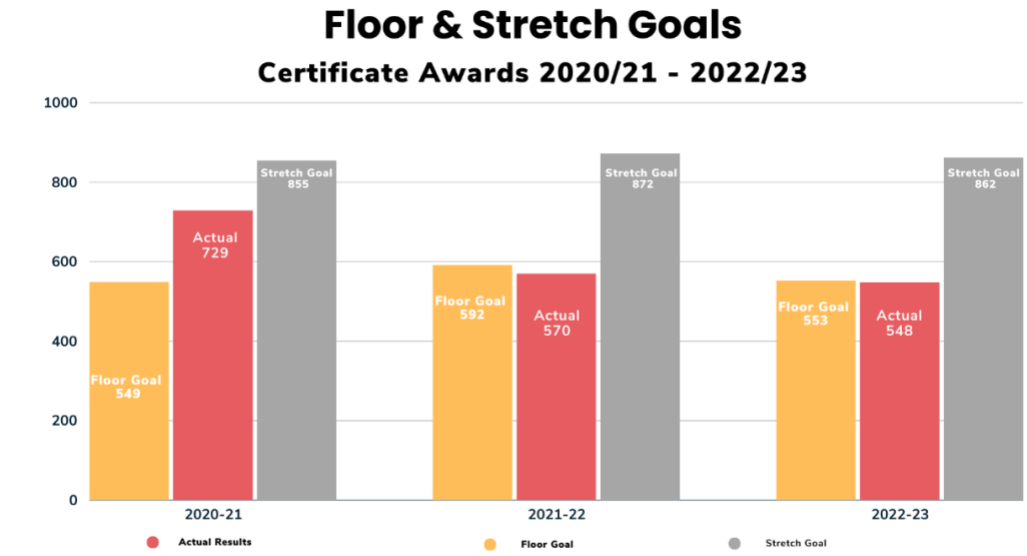
Los Medanos College and the Institutional Effectiveness and Partnership Initiative (IEPI) established baseline Institution-Set Standards during the 2016-17 academic year (B.1-1, B.1-2, B.1-3, B.1-4, B.1-5). These were reviewed in October 2021, and LMC opted to maintain the floor and stretch goals. In Fall 2023, the Planning Committee assessed strategies for reporting and reviewing Institution-Set Standards (B.1-6, B.1-7). LMC conducted a survey to gather information on reporting formats and methodologies for setting these standards. Based on the survey, the Planning Committee developed criteria for setting floor and stretch goals for Institution-Set Standards. The committee researched new methodology for setting floor and stretch goals that should (B.1-8, A.3-60, B.1-9, B.1-10):

1) Foster institutional progress
2) Be reasonable and achievable and
3) Compare LMC to itself rather than an external comparison group

In Spring 2024, the College set floor goals at 1 standard deviation below the preceding five-year average and stretch goals at 1 standard deviation above the five-year average. LMC will review this methodology over the course of the 2024-25 academic year (B.1-11, B.1-12, B.113, B.1-14, B.1-15). A review of Institution-Set Standards against the institutional data for 2020-23 revealed areas of challenge. Successful course completion rate remained at 73%, just below the College's stretch goal (A.1-24, B.1-16).



The number of certificates LMC awarded has declined over the past two years, dipping below the College's floor goals. This is a concerning trend that LMC intends to reverse, as enrollment rates continue to rebound from the pandemic-era low. Enrollment loss alone does not explain the sharp decline in certificate awards. LMC aims to try new ways to increase certificate awards that lead to employment and increased earning potential for students.



Date Generated: 03.05.24
Data Source(s): 4CD ASR Strategic Scheduling /Section Success Dashboard; ACCJC Annual Reports 2020 through 2023
Definition/Notes: The above graph represents the successful course completion rates for all LMC students in all modalities at both campuses from the 2020/21 academic year through the 2022/23 academic year.

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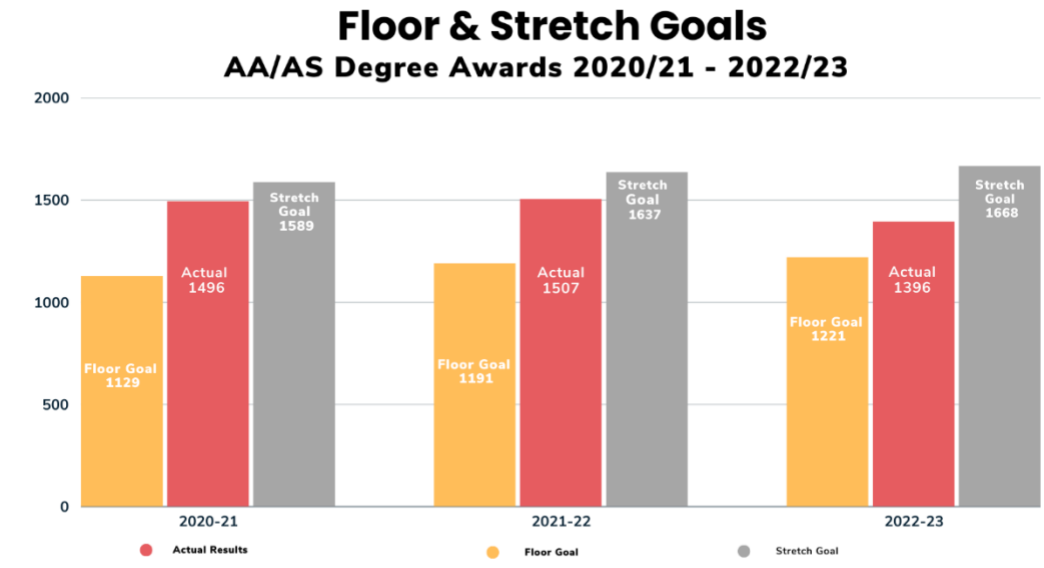
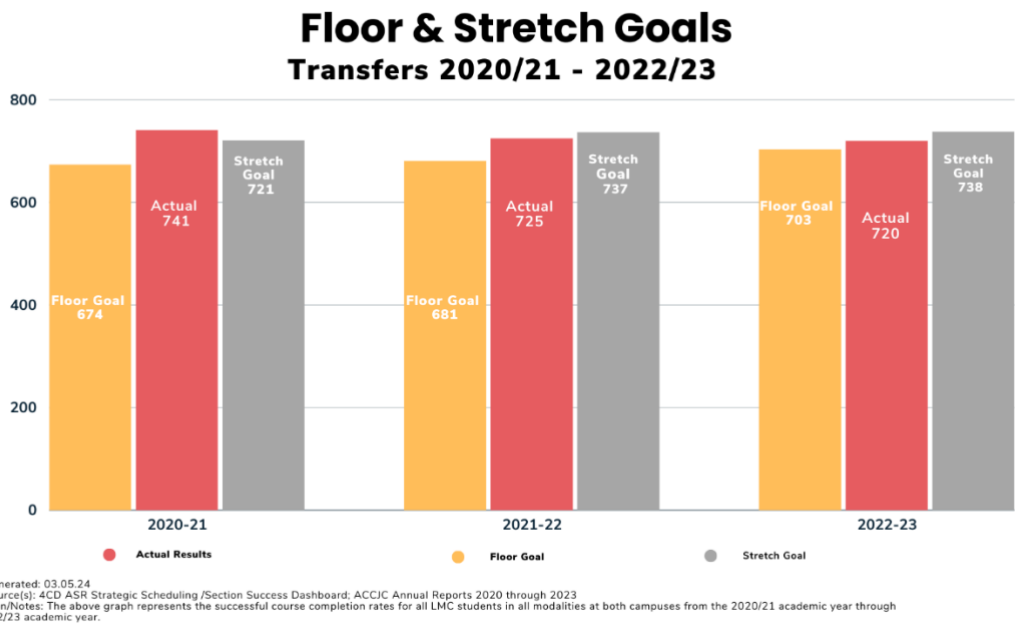
Outside of this metric, the College remains between its floor and stretch goals for degrees awarded and transfers. LMC expects these numbers will rise in the next few years under the Guided Pathways initiative.



Date Generated: 03.05.24
Data Source(s): 4CD ASR Strategic Scheduling /Section Success Dashboard; ACCJC Annual Reports 2020 through 2023
Definition/Notes: The above graph represents the successful course completion rates for all LMC students in all modalities at both campuses from the 2020/21 academic year through the 2022/23 academic year.



Despite declines in enrollment, the College implemented programs and support for students. LMC directed focused attention toward Black/African American students and foster youth students, as highlighted in the *2022-25 Student Equity & Achievement Plan*. The College set goals, developed metrics, and held campus-wide discussions to advance these goals (A.1-17, B.1-17).

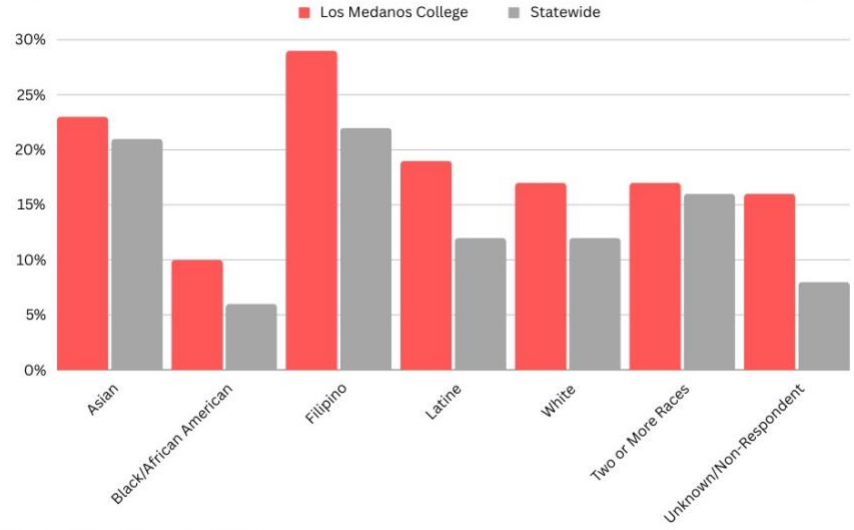
2. *When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?*

As a federally-designated Hispanic Serving Institution (HSI), LMC has demonstrated a decades-long commitment to equity and access for its Latine population, resulting in improvements in key metrics. These include course success rates, early completion of transfer-level math and English, and increases to graduation and transfers. These improvements were the result of Title V and Title III HSI grants and key partnerships with the University of Southern California's Center for Urban Education. LMC tracks data from stakeholders and practitioners in math and English. The data show early success in math and English courses is key to long-term transfer success (B.2-1, B.2-2).

The *LMC Fast Facts* document provides access to data on student populations to internal and external campus communities (B.2-3, B.2-4). As of the 2022-23 academic year, LMC's student population is predominantly Latine at 44.2%. Caucasian/White students represent 18.3% and Black/African American students are 10.7%. Disaggregated data for 2021-22 highlighted equity gaps in achievement outcomes. LMC has seen slight increases in enrollments for Black/African American students since 2021-22. However, achievement gaps for this population persist across

key indicators, including enrollment, transfer-level math and English completion, first-term persistence, transfer, and degree/certificate completions. Only 10% of Black/African American first-time students completed transfer-level math and English in their first year, compared to 18% of the overall LMC first-time student population. Only 54% of new Black/African American students persisted from their first to second term (B.2-5, B.2-6, B.2-7, B.2-8).

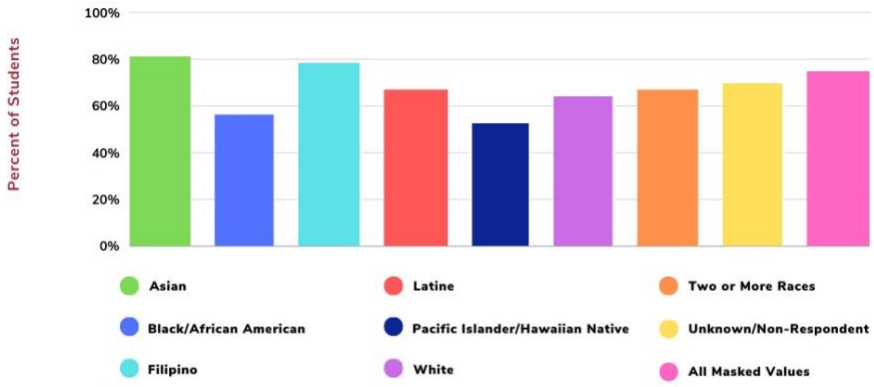
Completion of Transfer Level Math and English in 1st Year 2021-2022
Figure 2.3.2



Date Generated: November 15, 2023
Data Source(s): CCCCO Student Success Metrics
Definition/Notes: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

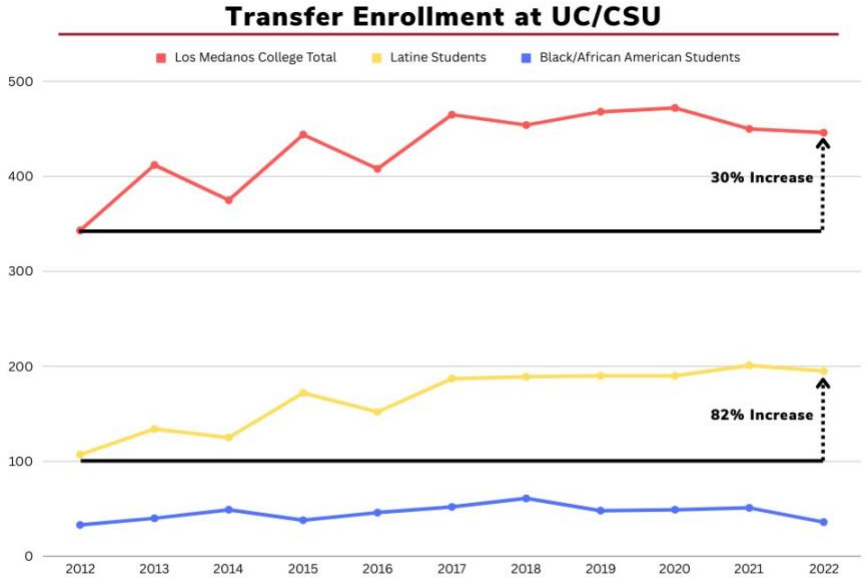
2020-2021 First Term Persistence Rate by Ethnicity
Figure 4.4.1

Among first-time cohort students, the proportion who enrolled in the subsequent primary term after their first primary term of enrollment by Race/Ethnicity.



Date Generated: July 20, 2023
Data Source(s): Chancellor's Office Management Information System
Definition/Notes: Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. "All Masked Values" in this chart includes subgroups: American Indian/Alaska Native, Pacific Islander or Hawaiian Native, and Multiple Values Reported.
Information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is complete.

Los Medanos College has seen a 30% increase in the number of transfer enrollments at UC/CSU in the last decade. The increase among Latine students was 82%. During the same time, the number of Black/African American student transfers to a UC/CSU from LMC remained the same (B.2-9, B.2-10).



LMC monitors cumulative and disaggregated student workforce outcome data based on state Chancellor's Office dashboards and the annual Career Technical Education Outcomes Survey. LMC benchmarks against state averages and sister-colleges in the Contra Costa Community College District and strives to close gaps. Data analysis reveals that LMC's 2019-20 cohort (the most current period for which full data are available) of Black/African American students: persisted Fall-to-Fall at 4 percentage points below the College average; earned 9+ career education units that year at roughly half the rate of white students; and achieved median annual earnings as Career Technical Education students at 70% of what white students received (B.2-11, B.2-12, B.2-13, B.2-14).

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions to inform future improvements and innovations in support of equitable student achievement?

Targeted Enrollment and Retention Programs and Initiatives: LMC has implemented programs to address the unique challenges Black/African American students face. The Brothers of Excellence Program, the new the Black Student Success Initiative (BSSI), the launch of NextUP, and the continuation of the successful Learning Communities program, enhance student learning and achievement (A.3-22, A.3-23, B.3-1, A.3-30). LMC partnered with the City of Pittsburg on

two initiatives – Future Build and My Brothers' Keeper – to create educational and employment opportunities for youth of color (B.3-2, B.3-3). These programs aim to decrease the achievement gap between underserved male students of color and their counterparts through mentoring, an emphasis on student involvement and job training, while prioritizing safety from violent crime. Specific grant applications, including the 2022 Perkins Reserve Innovation Grant, emphasize supporting the needs of vulnerable populations (B.3-4). LMC has invested in Open Educational Resources (OER) and Zero Textbook Cost (ZTC) Faculty redesigned curricula to align with ZTC principles, ensuring every student can attain an education without the financial burden of textbooks. In 2022-23, LMC offered 360 ZTC courses (A.1-11, A.1-12, B.3-5).

Student Success Coaches: LMC Pathways' Student Success Coaches offer personalized services, including counseling, educational planning, financial aid guidance, and tutoring. This approach provides enhanced, focused support to help each student navigate the College structure through to graduation (A.1-30, A.1-31, B.3-6).

Institutional Metrics Website: The new Institutional Metrics website, which launched in Fall 2023, offers a user-friendly interface with charts and graphs on Access/Enrollment, Early Success Indicators, Momentum, and Success/Completion. These graphics help stakeholders identify areas that require attention to adjust practices and improve (A.1-24, A.3-11, B.2-1, B.2-2, B.2-7, B.2-8, B.2-13, B.2-14).

SEA Plan Implementation: The *2022-25 Student Equity & Achievement (SEA) Plan* serves as a framework for the College's interventions and strategies. The plan's goals and metrics provide insights into student needs and institutional effectiveness, helping LMC to implement evidence-based interventions to minimize achievement gaps, particularly for Black/African American students (A.1-17, B.1-17).

Monitoring and Future Improvements: The commitment to addressing challenges is evident in LMC's dedication to continued access to disaggregated data, regular reviews, and discussions of the SEA Plan metrics and target goals. The College remains optimistic that these efforts will contribute to enhancing the level of service and support for all students, irrespective of background (A.3-35, B.2-5, B.2-6, B.3-7).

Alignment of Human Resource and Fiscal Allocations to Institutional Priorities: LMC closes performance gaps by implementing strategic measures, including the use of human resources, fiscal allocations, and an engaged process for decision-making. The cross-constituent Resource Allocation Process (RAP) is guided by the College's identified priorities, while the Shared Governance Council and the President review requests to ensure staffing and operational resources align with institutional objectives (A.3-15, A.3-16, A.3-17, A.3-18).

SECTION B EVIDENCE:

B.1-1 VfS-Institution Set Standards Website Screenshot_4.15.24
B.1-2 Institution Set Standard_Annual Report 2020 Data_2.27.20
B.1-3 VfS Goals-Institution Set Standards Presentation-March2019
B.1-4 Institution Set Standard Course Goal Setting 2019-20
B.1-5 Institution Set Standard Degree & Certificate Goal Setting 2019-20
B.1-6 Institution Set Standard-VfS Report Data_Fall 2021
B.1-7 Institution Set Standard-VfS College Assembly Presentation_10.18.21
B.1-8 Planning Committee Meeting Minutes-Project Teams_09.07.23
A.3-60 College Assembly_11.20.23-Institution Set Standards
B.1-9 Planning Committee Meeting Minutes-Institution Set Standards_11.2.23
B.1-10 Planning Committee Meeting Minutes-Institution Set Standards_12.7.23
B.1-11 Institution Set Standards-College Assembly 11.20.23 Survey Results
B.1-12 Planning Committee Meeting Minutes-Institution Set Standards_3.7.24
B.1-13 Senate Meetings-Institution Set Standards Presentation_March 2024
B.1-14 Academic Senate Meeting-Institution Set Standards_3.11.24
B.1-15 Classified Senate Meeting-Institution Set Standards_3.25.24
A.1-24 Institutional Metrics Website Screenshots_4.9.24
B.1-16 ACCJC Institution Set Standards Graphs Website_4.5.24
A.1-17 LMC SEA Plan 2022-25
B.1-17 SEP 2022-25 Metrics At A Glance_9.5.23

B.2-1 Institutional Metrics Website_Percent of Applicants Who Enroll
B.2-2 Institutional Metrics Website_1st Yr Transfer Level Engl & Math Completion
B.2-3 LMC Fast Facts Sheet_2022-23
B.2-4 LMC About Us Website Screenshot_4.15.24
B.2-5 College Assembly Presentation_April 2023-SEAP & EMP Activity
B.2-6 College Assembly_April 2023-SEAP Data
B.2-7 Institutional Metrics Website_VfS Goal Attainment Within Three Years
B.2-8 Institutional Metrics Website_Transfers Within Three Years
B.2-9 Aspen 2025 Application Section 3-Transfer & Bachelor's Attainment Data
B.2-10 Aspen 2025 Application Section 6 - Equitable Access & Success Data
B.2-11 Aspen 2025 Application Section 4 - Workforce Outcomes Data
B.2-12 Regional Workforce and Economic Conditions Summary_2022
B.2-13 Institutional Metrics Website_1st Term Persistence Rate
B.2-14 Institutional Metrics Website_1st Year Persistence Rate

A.3-22 BSSI Meeting Notes-Retreat-Presentations_SP23-SP24
A.3-23 Brothers of Excellence Program Website Screenshot_4.8.24
B.3-1 NextUP Website Screenshot_4.15.24
A.3-30 Learning Communities Website Screenshot_4.11.24
B.3-2 Future Build Email_05.3.23-Construction Pre-Apprentice Presentation
B.3-3 My Brother's Keeper Email_05.18.21-Sample Conceptual Framework
B.3-4 WED-2022PerkinsReserveInnovationGrantWebsiteScreenshot_4.15.24
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A.1-12 ZTC Website Screenshot and Grant Interest Form Email_3.6.24

B.3-5 OER-ZTC Grant Website Screenshot_4.15.24
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B.3-6 Student Success Center Website Screenshot_4.15.24
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B.3-7 College Assembly Presentation-4.1.24_Survey and Data Activity
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A.3-17 RAP SP24 SGC Review Summary_5.14.24
A.3-18 RAP FA23 SGC Review Summary_12.1.23

C. Reflections on Assessments of Student Learning

1. *Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?*

LMC moved to eLumen (an enterprise technology tool) for assessment and curriculum in 2021-22 in order to streamline curriculum and assessment processes and to empower faculty to evaluate their students' attainment of learning outcomes. LMC's Teaching & Learning Committee (TLC) spearheads assessment of learning and teaching excellence. TLC facilitates the work of instructional departments responsible for assessing courses and programs, student service departments responsible for assessing programs, and the General Education (GE) Committee, responsible for assessing GE student learning outcomes collegewide. Beyond the department level, LMC uses the reporting capabilities in eLumen to understand measurements of student learning collegewide (C.1-1, C.1-2, C.1-3, C.1-4, A.3-6, A.3-72, C.1-5, C.1-6, C.1-7, A.3-7).

In Student Services, Learning Support Outcomes (LSOs) are assessed annually followed by an in-depth review and discussion by the Student Services LSO Workgroup. Student Services LSO assessments reflected a negative impact overall from the pandemic, which demonstrated the importance of in-person student engagement and services. The LSO Workgroup has developed – and now institutionalized – a more robust, three-pronged co-curricular assessment model to include a required focus on student learning outcomes. Two additional assessment options within the model focus on employee and/or service area learning outcomes. Student Services has shifted its LSO timeline: from a five-year assessment cycle that conducts assessment once in that cycle; to a five-year assessment cycle that commits to assessment of identified LSOs annually for four years and a planning year during comprehensive program review as the fifth year of the cycle. This aligns with the College's five-year assessment cycle model, while providing enough flexibility to address the dynamic needs of the Student Services division. The LSO Workgroup also engages in a peer review process where representatives from each of the Student Services departments receive quality assurance feedback and support from their peers for their approaches to assessment and any respective results (C.1-8, A.3-9, C.1-9, A.3-10, A.3-29, A.1-50, C.1-10).

2. *How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?*

LMC shifted to the eLumen platform to track and monitor assessment and to disaggregate assessment data in ways that were not possible with the previous assessment process. The College is in the middle phase of this implementation. Instructional programs use eLumen to

document assessment efforts. In Spring 2024, faculty assessment leadership and the Office of Planning & Institutional Effectiveness led college-wide discussions about changes to the assessment process that will allow LMC to measure whether students are equitably passing their classes and progressing to the achievement of their educational goals. This work included a joint presentation to the Academic Senate in April 2024 and will continue into Fall 2024. LMC will make changes to the eLumen system to allow departments to collect the data needed to reflect upon their outcomes disaggregated by student demographics and course modality. (C.2-1, C.2-2, C.2-3, C.2-4, C.2-5).

The General Education (GE) committee and the Teaching & Learning Committee (TLC) lead professional development sessions and provide instructional videos for faculty on the eLumen platform and building stronger CSLOs and PSLOs in their respective courses and programs (C.2-6, C.2-7, C.2-8, C.2-9, C.2-10).

3. *What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions to inform future improvements and innovations in support of equitable student learning?*

With the lack of available disaggregated data on student learning outcomes assessments, Los Medanos College's measures of equity have been primarily based in the review of various student achievement data. While working to move to a deeper disaggregation model, LMC continues to uphold a long-standing commitment to excellence in teaching and learning. This includes assessment of student learning outcomes, the follow-up in curriculum redesign, and integration of this process with program review, all designed to promote continuous quality improvement of learning activities in and out of the classroom. Faculty at LMC engage in innovative teaching strategies, followed by rigorous self-evaluation. LMC staff see the role they play in student learning and seek to tailor their services to the needs of students interacting with their departments (C.1-2, C.1-3, C.1-4, A.3-6, A.3-72, A.3-12, A.3-13, A.3-14, A.1-24, B.1-16, B.1-17).

Examples of critical initiatives that support student learning include the Pedagogy Innovation Project (PIP), wherein faculty experiment with teaching strategies, practice self-reflection, peer coaching, and assess results based on student outcomes. In addition to audio/video pedagogy and instructional design, PIP has also added a new component titled Questions about Teaching – QTs. These three major pieces are action-oriented and reflective of teacher-driven projects in the program. Additionally, new full-time faculty members participate in a two-semester NEXUS program that includes training in course planning, formulating learning objectives, designing assessments, and developing instructional materials and learning activities. Subsequently, faculty participate in a collaborative cohort that explores educational theories rooted in culturally responsive pedagogy and adult learning theory (A.3-48, C.3-1, A.3-47).

The focus on Distance Education during and after the COVID-19 pandemic has fostered several innovations. LMC introduced the Peer Online Mentoring Program, a pragmatic

initiative catering to full-time and adjunct faculty. This program serves as a hands-on platform for professional development, concentrating on online course design, humanizing techniques for the virtual classroom, and accessible online classes. Faculty commit to a 40-hour professional development program to qualify as a mentor in the California Virtual Campus (CVC) Online Education Initiative. Mentors collaborate with colleagues to align their courses and achieve a CVC Exchange badge, which serves as certification for high-quality standards, best learning practices and robust support. The College revamped accessibility within the learning management system by integrating tools for instructors to conduct accessibility checks on documents, graphics and images in their lessons. Additionally, the integration of an equity rubric into the Distance Education California Virtual Campus (DE CVC) underscores LMC's commitment to ensuring that the online learning environment is as inclusive as it would be in traditional classrooms (A.1-37, C.3-2, C.3-3, C.3-4, C.3-5, C.3-6).

Recent data reflect students' desire for diversity in learning, services, and support – fully online, hybrid, in-person, evening, non-credit, etc. In response, LMC has increased the number of online and hybrid course offerings and expanded non-credit and dual enrollment courses (C.3-7, C.3-8, C.3-9).

Learning Communities at LMC are among the most successful programs for closing learning gaps among different groups of students. These are cohort-based programs offering experiences designed to help students achieve academic goals. LMC's learning communities include MESA, Honors Program, Umoja, Puente, and Transfer Academy (A.3-30). While each program is unique, common features include:

- Specialized counseling and transfer support;
- Special program-only sections of key courses;
- Enrichment activities like field trips and guest speakers;
- Free tutoring and academic support;
- Opportunities for community involvement; and
- Guidance on transfer, financial aid, and scholarship applications.

From a Learning Support Outcomes perspective, assessment and analysis have resulted in LMC shifting most Student Services back to in-person, while maintaining online services, such as chatbots, dynamic forms, and online appointments. Admissions & Records and Financial Aid offices have led the way in converting key documents to dynamic forms to make them more accessible to students. Dynamic Forms provides students with a secure platform to submit financial aid, admissions, or other related documents electronically at any time using their single-sign-on. Through the InSite platform, students can view financial aid related missing document checklist, click the hyperlink to the missing document, view and submit the document, and submit using an upload feature built into the form. Forms used within the admissions and records office have been built into an additional tile where students can access and submit requests safely and securely using the electronic platform. The built-in workflow process of Dynamic Forms enables staff members to process forms efficiently, send direct notifications to student email accounts, improving processing and turn-around times within each department (C.3-10, C.3-11, C.3-12, C.3-13).

LMC continues to strive forward to better understand the student learning experience. The College community recognizes the need to collect richer and more comprehensive data in this area to complement the institution's strong commitment to analyzing student achievement data as the true litmus test of equitable service to the community. With its strong foundation of pedagogical innovation, and a willingness to adapt to new educational landscapes, LMC looks forward to the upcoming improvements to its processes and the meaningful improvements these will provide to our students.

SECTION C EVIDENCE:

C.1-1 TLC-Website Screenshot_4.15.24
C.1-2 TLC-Documents & Resources Website Screenshot_4.15.24
C.1-3 eLumen Assessment Reflection Questions
C.1-4 eLumen CSLO Assessment-with Reflection_MATH-110_FA23
A.3-6 Curriculum Committee Forms and Handbook Webpage-COOR Screenshot_4.10.24
A.3-72 Office of Instruction-Faculty Website Screenshot_4.12.24
C.1-5 TLC Position Paper-Rev Spring 2024
C.1-6 GE Committee-GE Assessment WebsiteScreenshot_4.15.24
C.1-7 GE Spring 2022 Assessment Report
A.3-7 GE Position Paper 2020_Section III Student Learning Outcomes
C.1-8 Student Services LSO Assessment Website-Screenshot
A.3-9 Student Services Guiding Principles-Adopted_4.13.20
C.1-9 Student Services LSO Assessment Cycle
A.3-10 LSO Workbook 2021-22_A&R-EquityandInclusionAlignment
A.3-29 LSO Workbook 2021-22_Outreach-EquityandInclusionAlignment
A.1-50 Learning Support Outcomes Workbook 2021-22_EOPS Results
C.1-10 Student Learning Outcomes-A New Model of Assessment_SP2012

C.2-1 TLC Meeting Minutes-3.12.24_Disaggregated Assessment Data Discussion
C.2-2 TLC Meeting Minutes-4.9.24_Disaggregated Assessment Data Discussion
C.2-3 Academic Senate Meeting Minutes-4.22.24_Disaggregated Assessment Data
C.2-4 Academic Senate Presentation_Disaggregated Assessment Data 4.8.24
C.2-5 Framework for Gathering and Disaggregating Assessment Data_LMC DRAFT
C.2-6 GE Faculty Survey_4.3.20
C.2-7 GE Committee-Resources Website Screenshot_4.17.24
C.2-8 eLumen Faculty Training Guide
C.2-9 How to Revise a Course in eLumen-Curriculum Committee Guide
C.2-10 PSLO Lite Assessment - Spring 2022 Website Screenshot_4.17.24

A.3-12 Comprehensive PR Process 2022-23 Webpage Screenshot
A.3-13 Comprehensive PR 2022-23 Data Packet-ANTHR
A.3-14 Comprehensive PR 2022-23_eLumen Templates
A.1-24 Institutional Metrics Website Screenshots_4.9.24
B.1-16 ACCJC Institution Set Standards Graphs Website_4.5.24
B.1-17 SEP 2022-25 Metrics At A Glance_9.5.23
A.3-48 Pedagogy Innovation Project PIP 2024-25 Cohort Email_4.10.24

C.3-1 SLO Symposium 2020_PIP Presentation
A.3-47 Faculty Nexus Welcome Email_Fall 2023
A.1-37 Distance Education Committee Website Screenshot-Trainings
C.3-2 Peer Online Mentoring Program-POCR
C.3-3 POCR Review Feedback Example_BIOSC005
C.3-4 Becoming An Effective Online Instructor-4CD Institute
C.3-5 LMC DE Online Teaching Resources Canvas Shell
C.3-6 LMC Self-Paced Beginners Guide to Canvas Shell
C.3-7 Fall 2022 Student Modality Preferences Results-Enrollment and Student Services
C.3-8 Dual Enrollment Website Screenshot_4.17.24
C.3-9 Early College Credit Website Screenshot_4.16.24
A.3-30 Learning Communities Website Screenshot_4.11.24
C.3-10 Admissions & Records Dynamic Forms Website Screenshot_4.18.24
C.3-11 Financial Aid Dynamic Forms Website Screenshot_4.17.24
C.3-12 InSite Homepage Screenshot_4.17.24
C.3-13 Financial Aid Missing Documents Checklist

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

As the College approaches its next comprehensive self-evaluation in two years, several key opportunities, changes, and factors on the horizon are likely to influence the context. Here are notable points:

A Commitment to Equity: Building on successes as an Hispanic-Serving Institution (HSI), LMC launched its Black Student Success Initiative, applying similar, intentional interventions for our Black/African American student population. LMC uses the same data inquiry process for this initiative that has proved successful with our Latine population. This initiative focuses on first-to-second-term persistence and first-year completion of transfer-level math and English as key metrics. The College continues its use of data-supported interventions to advance its commitment to addressing the unique needs of underserved student populations (A.3-22, A.1-51, A.3-28, A.3-11, D.1-1, A.3-35, A.1-17, B.1-17, B.2-2, B.2-3, B.2-13).

The implementation of LMC Pathways, with Student Success Coaches and 1-year course scheduling, reflects our equity commitment to providing clear educational pathways, integrating retention services and career exploration early in a student's tenure, and streamlining the student journey from application to degree completion. Success coaches guide each student effectively and efficiently from the point of entry to the attainment of high-quality postsecondary credentials and degrees, or into successful careers. The continuous quality improvement initiatives above have led to increased enrollment and improved retention, and efforts are ongoing to increase these outcomes.
(A.1-29, A.1-30, A.1-31, D.1-2, D.1-3, D.1-4).

Counseling Services Innovations: Modifications to the structure of counseling appointments, remote/distance counseling services, and a continued shift to a Guided Pathways model demonstrate our commitment to addressing the holistic student experience, accessibility, and adaptability to changing student needs (D.1-5, D.1-6, D.1-2).

Technological Integration in Instruction: The transition to supporting students in online/hybrid environments, the development of a DE Support Hub in Canvas, and ongoing updates to courses and programs to meet industry standards, including inquiry regarding methods of incorporating Artificial Intelligence, highlight LMC's responsiveness to the evolving landscape of technology in education (A.1-38, A.1-39, A.1-40, A.1-41, A.1-42, A.3-25).

Open Educational Resources (OER) and Zero Textbook Cost (ZTC): LMC's commitment to OER and ZTC initiatives is expected to continue to impact the affordability of education. The ongoing expansion of ZTC courses reflects our dedication to reducing financial burdens for students, as does the faculty's commitment to developing online educational resources (A.1-11,

A.1-12, A.1-44).

Curriculum and Pedagogy Shifts: Ongoing commitment to universal design in teaching, articulation of college courses with local high schools, and the formation of Ethnic Studies and Social Justice Studies departments showcase LMC's dedication to inclusive and diverse academic offerings (A.3-48, C.3-1, D.1-7, D.1-8, A.3-2, A.3-3, A.1-8, A.1-9).

Caring Campus: The Caring Campus initiative plays pivotal roles in enhancing support, engagement, and collaboration, fostering a sense of belonging for our staff and students alike (A.3-49, A.3-50, A.3-52, D.1-9).

Participatory Governance Task Group: The development of a Participatory Governance Task Group signals LMC's proactive approach to review and revamp shared governance committees, ensuring an effective, efficient and transparent governance structure (A.1-25, A.1-26, A.1-27).

Strengthened Partnerships and Early College Opportunities: LMC's enhanced partnerships with transfer institutions and collaboration with K-12 leaders for early college opportunities demonstrate a commitment to providing diverse pathways for student success. Strengthening ties with Historically Black Colleges and Universities (HBCUs) also adds a unique dimension to our educational opportunities, as does LMC's participation in the Campaign for Transfer Excellence, an initiative of the University of California to substantially enhance academic preparation and economic and career opportunity for a UC education for more of your students and particularly those who are Pell Grant-eligible and/or from first-generation or historically underrepresented backgrounds.
(A.3-39, A.3-40, C.3-8, C.3-9, D.1-10).

My Brothers' Keeper Program and Industry Partnerships: The collaboration with the City of Pittsburg in the My Brothers' Keeper program, strong advisory councils in Career Technical Education, and industry partnerships indicate a focus on increasing opportunities for young men of color and aligning programs with workforce needs (B.3-3, A.3-42, D.1-11, D.1-12, D.1-13, D.1-14). Additional partnerships efforts include:

- East Contra Costa County Collaborative
- Community Advisory Panel for Corteva Agriscience (Pittsburg)
- Contra Costa County Adult Education Consortium to coordinate pathways for adult learners
- Tri Delta Transit's Clean California Transit Initiative grant
- Stanford University project on federal Carbon Capture Technical Assistance Hub<<CAVEAT: DOE grant submitted; results pending>>
- Bay Area Community College Consortium (BACCC) Community of Practice around high-need education pathway to develop new registered apprenticeship programs <<CAVEAT: LMC's role in this apprenticeship development is well-underway but has not formally launched yet.>>
- Host for BACCC Strong Workforce Program (SWP) Regional Joint Venture (RJV) to promote Public Safety programs throughout the Bay Area.

East Contra Costa STRONG Funder Collaborative and Other Non-Profit Alliances: LMC has joined the East Contra Costa STRONG Collaborative Fund (STRONG) as a higher education and community partner. The Collaborative aims to increase racial equity and economic justice in East Contra Costa County by strengthening the capacity of nonprofits, supporting leadership development, and building community voice and power. The goals of the initiative are to: invest in leadership and capacity towards racially equitable changes in policies and institutions, especially around issues most important to BIPOC communities; support community-led narrative change efforts; and increase philanthropic and private investment in ECCC. As the main institution of higher education in this region of the county, LMC is exploring partnerships with the community organizations and funders to strengthen connections to the College, develop leadership development curriculum and opportunities for local and student leaders, promote ESL courses/certificates, and promote career development options for non-profit leaders. LMC has also made its new Student Union Conference Center available for the convenings and community sessions. As part of its employer advisory board, the LMC Business department met with 10 local nonprofits to explore demand for nonprofit-specific curriculum. LMC is also a member of the Antioch Rotary Club and is developing a scholarship fundraiser for Fall 2024 (D.1-15, D.1-16, D.1-17).

Community Organization Partnerships: Over the last year, LMC's Office of Equity and Inclusion has formed partnerships with local organizations to expand our reach to families about college generally and LMC. These include working with farm worker families by partnering with *Hijas del Campo* in the far east area of the county, United Latino Voices of Contra Costa County, focusing on educating immigrant families about college opportunities and on community events, and Souljahs, hosting the annual Cesar Chavez and Dolores Huerta March and Resource Fair and the annual Pittsburg Juneteenth Celebration. These are highlights of the creative and community-focused, culturally responsive programming that LMC has become involved in to re-engage the local community and potential students, especially populations noted in our Student Equity Plan (A.3-35, D.1-18, D.1-19, D.1-20, D.1-21, A.1-17).

Reimaging LMC's MSI and HSI Identity: LMC was designated as a Hispanic-Serving Institution (HSI) in 2005. Since then, our Latine population has grown from 25% to 46%. The President's Office, Office of Equity & Inclusion, and Professional Development are leading efforts in engaging in professional learning about transforming to an institution that serves not simply enrolls Black and African American, Latine, Asian American, Native Hawaiian, Pacific Islander, and Native American students, but an institution that explicitly serves those students by design as LMC prepares for its next efforts in applying for HSI and AANHPI grants (A.1-3, A.1-7, A.3-22, A.1-51, A.3-23, B.2-3, B.1-17, D.1-1, D.1-22, D.1-23).

LMC aims to leverage these opportunities and adapt to changes to enhance the recruitment, retention, completion, and overall educational experience for its diverse student population. LMC welcomes the self-evaluation process and insights that the comprehensive peer review will bring to further strengthen the institution.

SECTION D EVIDENCE:

A.3-11 Opening Day FA23 Presentation-Institutional Metrics Website_Pgs 76-81 w/Talking Points
A.3-22 BSSI Meeting Notes-Retreat-Presentation_SP23-SP24
A.1-51 BSSI Presentation MATH-ENGL Calling Campaign_3.1.24
A.3-28 Bring Your Own Brain (BYOB)-SP24 Flyer
D.1-1 Black Student Success Week (BSSW) E-mail-Toolkit-Outline-Events_4.17.24
A.3-35 College Assembly Presentation-Equity Events & PD_10.23.23
A.1-17 LMC SEA Plan 2022-25
B.1-17 SEP 2022-25 Metrics At A Glance_9.5.23
B.2-2 Institutional Metrics Website_1st Year Transfer Level Engl & Math Completion
B.2-13 Institutional Metrics Website_1st Term Persistence Rate
A.1-29 Strategic Enrollment Management Committee Guiding Principles Webpage Screenshot
A.1-30 LMC Guided Pathways Website Screenshot
A.1-31 LMC Pathways Success Coaches Email_Dec2023-Jan2024
D.1-2 Student Success Center Website Screenshot_4.17.24
D.1-3 Schedule of Classes Website Screenshot_4.18.24
D.1-4 Office of Instruction-Faculty Website_Academic Scheduling_4.18.24
D.1-5 Counseling Services Website Screenshot_4.17.24
D.1-6 Counseling Courses and Workshops Website Screenshot_4.17.24
A.1-38 Distance Learning Website Screenshot_04.09.24
A.1-39 Technology Support for Students Website Screenshot_04.09.24
A.1-40 CVC-OEI Sample Course Design Rubric
A.1-41 Canvas Student Support Hub Screenshot_04.09.24
A.1-42 LMC Technology Plan 2022-28
A.3-25 CTE Program Advisory Committee Toolkit-2020
A.1-11 Tech Equity Program Website Screenshot_4.12.24
A.1-12 ZTC Website Screenshot and Grant Interest Form Email_3.6.24
A.1-44 OER@LMC Webpage Screenshot_4.10.24
A.3-48 Pedagogy Innovation Project PIP 2024-25 Cohort Email_4.10.24
C.3-1 SLO Symposium 2020_PIP Presentation
D.1-7 Focused Flex SP20_Backward Design-Jay McTighe
D.1-8 Articulation-Current List of Agreements Website Screenshot_4.18.24
A.3-2 SJS & ETHN Studies Catalog screenshot of program courses
A.3-3 SJS-ETHN Studies Website Screenshot_4.10.24
A.1-8 AA-Ethnic Studies Approval Notification Email_12.20.22
A.1-9 AcademicSenateMinutes_ETHN-SJSPositionApproval-02.13.23
A.3-49 Caring Campus-Welcome Week Email_1.18.24
A.3-50 Caring Campus February 2024 Newsletter
A.3-52 Equity in Action Workshop Announcement Emails_FA23-SP24
D.1-9 Caring Campus Website Screenshot
A.1-25 Participatory Governance Assessment Task Group Proposal_05.10.23
A.1-26 SGC Minutes-Participatory Governance Assessment Task Group Approval_5.10.23
A.1-27 Participatory Governance Assessment Task Group Report & Wrap-Up Email_5.15.24
A.3-39 HBCU Spring Break 2024 Tour Flyer

A.3-40 Spring 2024 Campus Tours
C.3-8 Dual Enrollment Website Screenshot_4.17.24
C.3-9 Early College Credit Website Screenshot_4.16.24
D.1-10 Transfer Services Website Screenshot_4.17.24
B.3-3 My Brother's Keeper Email_05.18.21-Sample Conceptual Framework
A.3-42 Internships-LAEP Website Screenshot_4.11.24
D.1-11 Letter From UC President Drake-LMC President Ralston_Nov 2023
D.1-12 Workforce & Economic Development Work Plan 2019-20
D.1-13 LMC Foundation Website Screenshot_4.18.24
D.1-14 Career Services-Events & Activities Website Screenshot_4.19.24
D.1-15 ECC Strong Collaborative Fund Website Screenshot
D.1-16 LMC Student Union Complex Website Screenshot
D.1-17 LMC Business Advisory Board Meeting SP24_Attendees-Agenda-Minutes
D.1-18 LMC News_8th Annual Civic Leaders Meet to Honor Cesar Chavez
D.1-19 LMC Cesar Chavez Celebration 2024 Website Screenshot
D.1-20 Archived Equity Events Webpage Screenshot
D.1-21 Juneteenth Celebration at LMC Email and Flyer_5.20.24
A.1-3 DEIB Conferences and Affinity Groups Email_10.6.23
A.1-7 AANHPI Grant-EdCode_List of Colleges Awarded
A.3-22 BSSI Meeting Notes-Retreat-Presentations_SP23-SP24
A.1-51 BSSI Presentation MATH-ENGL Calling Campaign_3.1.24
A.3-23 Brothers of Excellence Program Website Screenshot_4.8.24
D.1-22 APIDA Website Homepage Screenshot
D.1-23 Latinx Website Homepage Screenshot

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