

PEER REVIEW TEAM REPORT

Los Medanos College
2700 E. Leland Road
Pittsburg, CA 94565

This report represents the findings of the Peer Review Team that conducted a virtual visit Los Medanos College from October 5, 2020 to October 8, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Debra Daniels
Team Chair

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**Los Medanos College
Comprehensive Evaluation Visit**

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Summary Evaluation of the Report

INSTITUTION: Los Medanos College

DATES OF VISIT: October 5, 2020 to October 8, 2020

TEAM CHAIR: Dr. Debra Daniels

A peer review team of ten members visited Los Medanos College on October 5-October 8, 2020. The purpose of the visit was to confirm that the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

The Los Medanos College team evaluated how well the college is achieving its stated purposes, appreciated the college's strengths and accomplishments, and identified recommendations for quality assurance and institutional improvement.

In preparation for the visit, the entire external review team received team training provided by staff from ACCJC on September 2, 2020. The evaluation team received the College's self-evaluation report (ISER) approximately two months prior to the site visit. Team members found the ISER to be a comprehensive effort to address the College's ability to meet and exceed Eligibility Requirements, Commission Standards, and Commission Policies. The College also prepared a Quality Focus Essay that highlights three projects in intentional outreach, strategic scheduling, and retention to positively include student learning and achievement throughout the institution.

Prior to the visit, team members completed necessary assignments, identified key areas of evidence and inquiry, and developed a list of in-person interviews for virtual campus visit. In addition, the team met to discuss its progress in receiving evidence to verify elements of meeting the standards.

Since the visit occurred during COVID, all meetings were held virtually where team members interviewed 80 individuals in 20 meetings. The team also attended two open forums that were with approximately 50 representatives from the College. Additionally, the team devoted considerable time seeking out evidence to document processes and procedures in place at the College. All components of the team's work were coordinated between the team assistant and with LMC staff. The team thanks the Los Medanos College staff for troubleshooting technical needs to make this process work for all involved, and for exhibiting a high degree of flexibility and camaraderie during the visit.

Major Findings and Recommendations of the 2020 External Evaluation Team

College Commendation

Commendation 1:

The team commends the College for its robust offering of professional development opportunities in support of its mission, vision, values, and strategic initiatives based on the use of data throughout College processes, including equity-centered practices (III.A.14).

College Recommendations

None

District Commendations

None

District Recommendations to Meet Standards:

Recommendations for Compliance:

Recommendation 1:

In order to meet the Standard, the Team recommends that the District develop a process by which all Classified employees are regularly and systematically evaluated (III.A.5).

Recommendation 2:

In order to meet the Standard, the Team recommends the Governing Board should follow its board policy related to the Chancellor's evaluation process. (IV.C.3)

Recommendation 3:

In order to meet the Standard, the Team recommends the Governing Board act consistently with its adopted policies and bylaws and regularly assesses these policies and bylaws. (IV.C.7)

Recommendation 4:

In order to meet the Standard, the Team recommends the Governing Board uphold and adhere to the adopted code of ethics policy, BP 1010. (IV.C.11)

Recommendation 5:

In order to meet the Standard, the Team recommends the Governing Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District and colleges. (IV.C.12)

Introduction

Since the opening of Los Medanos College (LMC) more than 45 years ago in 1974, LMC became the third college in the Contra Costa Community College District (CCCCD), joining Contra Costa College (CCC) in San Pablo and Diablo Valley College (DVC) in Pleasant Hill. The District, the second oldest multi-college district in California founded in 1948, has since grown to include DVC's San Ramon Center and LMC's Brentwood Center. In the fall 2018, Los Medanos College had 9,690 unduplicated students.

LMC serves as a beacon in its service area, which consists of the Contra Costa County communities of Pittsburg, Antioch, Bay Point, Brentwood, Oakley, Knightsen, Bethel Island, Byron, and Discovery Bay. As with the rest of the greater Bay Area, the College's service area has undergone rapid growth and development. To serve its ever-expanding community, LMC constructed a new Brentwood Center that will more than double the current space previously leased near the intersection of Brentwood Boulevard and Sand Creek Road. The new center houses 15 instructional classrooms, four science labs, library resources, tutoring labs, and open learning spaces, as well as a bookstore, a food service area, and 738 parking spaces.

In the fall of 2019, the College completed construction of a 30,450 square-foot Kinesiology & Athletics Complex, followed by a new 36,600 square-foot Student Union in spring 2020. The first floor of the Student Union includes a new bookstore, food services area, student lounge, and a 485-seat conference center. The second floor features new offices and meeting space for Student Life and the Associated Students, a large social gathering area for student clubs, and meeting space for up to four learning communities. In the spring of 2019, LMC opened a new Campus Safety Center, which provides enhanced emergency operations for the College.

Just as the College has expanded its physical facilities, so too has it expanded its human and academic resources. In the fall of 2018, the College offered 945 class sections, into which students enrolled in pursuit of any of its 47 Associate Degree programs (including 24 AA/AS Degrees and 23 degrees for transfer), 29 Certificates of Achievement, or 44 locally-approved Skills Certificates. As of the fall of 2018, the College employed 120 full-time faculty, 271 part-time/adjunct faculty, 123 permanent classified professionals, and 28 administrators.

During the spring semester of 2020, Los Medanos College was faced with running a college and completing an accreditation report amidst the onslaught of COVID-19. Overnight, the College community rallied to support students. Leveraging its family culture, LMC staff collaborated to offer ongoing professional development in transitioning classes online and in helping students and staff deal with the abrupt changes. Faculty, classified, and administrators came together collaboratively to support each other in learning how to work remotely while teaching classes and providing student services to students.

Eligibility Requirements

1. Authority

Los Medanos College is a comprehensive two-year community college in a multi-college district to operate as a post-secondary educational institution by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and the U.S. Department of Education. LMC is also authorized to grant degrees by the Board of Governors of the California Community Colleges.

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that the College is operational by providing educational services leading to associate degrees and certificates for 9,718 students in 945 class sections. A substantial percentage of students are pursuing goals leading to a degree, certificate, or transfer.

The College meets the Eligibility Requirement.

3. Degrees

Los Medanos College offers 47 Associate Degree programs (including 24 AA/AS Degrees and 23 degrees for transfer), 29 Certificates of Achievement, and 44 locally-approved Skills Certificates. A majority of the College's academic programs lead to a degree, and the degrees and requirements are identified in the 2019-2020 College Catalog. The team confirmed that all associate degrees require a minimum of 60 units, including an appropriate general education component and a concentration within a major.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The Governing Board of Contra Costa Community College District appointed Dr. Bob Kratochvil to serve as President of Los Medanos College in 2012. The team verified that the president possesses the necessary qualifications for the position, is employed full-time at the College, and is granted the requisite authority to implement policies and provide leadership for the College's operations as per the board. Neither the College President nor the District Chancellor serves as chair of the Governing Board. Los Medanos College immediately informs the Commission when there is a change to the institutional chief executive officer of the institution.

The College meets the Eligibility Requirement.

5. Financial Accountability

The CCCCD employs an independent certified public accounting firm to conduct comprehensive audits. Title IV regulations and compliance are evaluated through the external audit, and the peer review team verified that the College meets Title IV regulations.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
x	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative

The team has confirmed that LMC solicited third party comment through a college assembly held October 28, 2019 and through its website where a link leads to a form for third party comment. Moreover, a public board meeting was held on June 24, 2020 where comments were allowed via the “Public Comment Card.”

Standards and Performance with Respect to Student Achievement

Evaluation Items:

×	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
×	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
×	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
×	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

×	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

LMC has established institution-set standards as defined by the Vision for Success (VfS) Goals, including course and degree completion, transfer rates, job placement rates, license rates, and other student achievement data. Moreover, LMC incorporates VfS in its program review process, and the results are aggregated into Theme Reports, disseminated throughout the campus community. Additionally, Program Review reports indicate programs are evaluated, and where applicable, plans are developed for improvement based on data.

Credits, Program Length, and Tuition

Evaluation Items:

×	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
×	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
×	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
×	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
×	The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

×	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The Team has verified that LMC uses criteria for credit hour assignments and degree program lengths in accordance with Title 5, and it is noted in the College Catalog. Tuition is consistent across degree programs, and the clock hour conversions align with the Department of Education’s conversion formula.

Transfer Policies

Evaluation Items:

×	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
×	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
×	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

LMC discloses its transfer policies and information regarding the criteria used to accept credits for transfer in its College website and campus catalog.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team has confirmed that LMC meets the requirement for regular and substantive interaction between students and the instructor for online courses through a sample of online courses on Canvas. It has also confirmed that distance education students are provided with learning support services and student support services. In addition, the College validates the authenticity of distance education through the requirement of unique student IDs and passwords.

The College does not offer correspondence education.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Los Medanos College has indicated what its policies and procedures are for handling student complaints in its catalog, which is accessible on its website. The student complaint files demonstrate accurate implementation of the policies and procedures and are housed in a secure location with files covering the past seven years. The institution posts the names of its accrediting body and indicates the contact information for filing complaints on the College website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
x	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team has confirmed that LMC provides accurate, current, and appropriately detailed information about its programs, locations, and policies on its website. The institution includes its accredited status on its website.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)

x	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
x	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

LMC meets this requirement. The institution includes findings from audits and programs and other review activities by the USDE in its evidence for Commission Policies. Moreover, it has indicated its foresight to lower its cohort default rate before it reaches the 30% threshold. Contractual relationships have been documented through substantive change reports submitted to the ACCJC for the Police and Fire Academies.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. Mission

General Observations:

The Los Medanos College (LMC) mission statement describes its commitment to student learning and success. The College utilizes an extensive process to collect data from constituents and is in the process of updating its mission statement. The College publishes its mission statement in numerous documents and uses data from a variety of sources to inform processes and to drive budget allocation, including student feedback from the CCSSE and SENSE surveys and from a locally developed Employee Engagement Survey. As a result, the institution has aligned planning processes with the college mission, vision, and values.

Findings and Evidence:

The College mission statement, last approved in 2013 and supplemented by the vision and values statement, is appropriate for an institution of higher learning in describing the students whom the College serves. Also, the College reports that the mission has been reviewed annually, and in 2019, it started a comprehensive review of the mission that included surveys and assemblies. The revised mission, vision, and values statement was recently approved at the Shared Governance Council (SGC) and is expected to go to the board soon. The revised mission highlights the College's commitment to equity for students as they pursue academic and career goals. LMC demonstrates its commitment to equity throughout the institution in its robust learning communities, extensive student support services, and planning processes, including the projects described in the Quality Focus Essay; all, of which, serve to foster and improve the assessment processes. (I.A.1)

The College uses student success data pervasively throughout its processes, including program review and planning processes as well as in the Educational Master Plan and The Strategic Plan. LMC uses quantitative and qualitative data to assess not only how closely institutional efforts align with the mission, but also how effectively institutional priorities meet the educational needs of students. The data is comprehensive and includes the CCSSE, SENSE, and local surveys. Moreover, the evaluation reports provide a comprehensive overview of the College's efforts for evaluating the achievement of the mission. (I.A.2)

Los Medanos College's mission statement informs institutional goals and decisions about student learning and achievement, guides planning efforts, and helps determine resource allocation. The program review process incorporates the comparison of Institution Set Standards to college and program goals for both instructional and non-instructional programs. This process ensures that the mission statement informs both institutional goals and decisions. Further, the Shared Governance Council, chaired by the president and composed of constituent representatives from all areas of the college, approve the resource and budgetary processes to ensure adherence to the planning processes. (I.A.3)

The College publishes the mission statement in the Catalog, the schedule, and in its planning documents in both print and electronic versions and ensures that any revisions to the mission

statement occur through the shared governance structure with institutional dialogue and input from all College constituency groups. The College recently updated the mission statement through a collaborative process, and it is awaiting board approval. (I.A.4)

Conclusion:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College has a robust program review process for all areas. The comprehensive nature of program review links instruction and student services program review to college goals. The College disaggregates the data from program review, thus keeping equity issues ever present within its discussion processes. Further, the Office of Planning and Institutional Effectiveness identifies common issues across the college and publishes these issues in theme reports. In addition to the Office of Planning and Institutional Effectiveness, the College uses its shared governance structure to develop and review assessments of its institutional effectiveness, and when needed, to develop plans for improvement. Institutional effectiveness and professional development assessments are utilized to facilitate improvement in institutional effectiveness and to ensure academic quality.

Findings and Evidence:

The institution demonstrates a sustained collegial dialogue about student outcomes. The College holds what they refer to as College Assemblies to plan and discuss institutional effectiveness data. Multiple assembly presentations have been included as evidence. In addition, interviews with students and staff indicate that innovations come from these gatherings that include collaborative opportunities for dialogue about outcomes from program review and opportunities for professional development derived from the theme reports that emerge from evaluating institutional effectiveness and the program review process. Committee minutes show how substantive dialogue occurs through program review regarding student outcomes in all areas of the College. The integration of the Student Equity Plan with the Strategic Plan is another indicator that the College has ongoing dialogue about institutional effectiveness centered around the continuous improvement of student learning and achievement. Further, processes are in place for developing plans, such as the Strategic Plan and the Educational Master Plan, that demonstrate sustained and substantive collegial dialogue about institutional effectiveness and continuous improvement through the five-year cycle with updates occurring in the third year. The institutional plans and interviews indicate that improvements in student learning and achievement are undertaken with the students as the focus. (I.B.1)

The planning page on the LMC website houses many of the documents related to institutional planning. On the planning page is the Strategic Plan where documents demonstrate dialogue occurs around student equity, academic quality, and institutional effectiveness to improve

outcomes for students and increase institutional effectiveness. Interviews at the College indicate that the program review theme reports, generated through the evaluation process, drive discussion and planning in various committees to improve institutional processes and services. (I.B.1)

Program review reports in instruction, student services, and administrative units indicate sustained and substantive dialogue about student outcomes occurs at all levels. Also, equity and student achievement data are the basis for the dialogue, and these conversations facilitate interventions and innovations to improve student outcomes. In the Student Services Learning Outcomes Committee, the “In Step with Student Success” newsletter, which communicates information relevant to student achievement and outcomes to the LMC community about student services assessment outcomes, was a product of the program review process and the dialogue occurring around assessment. Similarly, the Pedagogy Innovation Project (PIP) was a result of dialogue about the program review themes from instruction that occurred in the Teaching and Learning Committee (TLC). (I.B.1)

The TLC Committee provides an assessment of its PSLO and CSLO assessment process and a summary of GE assessments. This committee discusses the outcomes of assessment for instruction and interventions to improve instructional outcomes. In the interviews conducted at the College, the staff indicated that the process for making changes to improve institutional effectiveness happen through the various committees that use the data based on the role of the committee. In the Professional Development Advisory Committee (PDAC), program review and institutional evaluation inform professional development offerings; the TLC uses program review to make innovations and improvements. The Office of Equity and Inclusion and the IDEA Committee address equity gaps through the program review process, and the Planning Committee utilizes program review for improvements. The Shared Governance Council (SGC) contributes through institutional level improvements. Through multiple reports on program review and assessment at LMC, the institution demonstrates how evaluation of processes is used to promote dialogue about institutional effectiveness. (I.B.1)

The College has established outcomes for the GE pattern that have been reviewed and updated. Courses and programs all have stated outcomes that can be viewed on the Course Outline of Record (COOR) and the PSLO assessment report. The institution assesses student outcomes at the course, program, and GE level. The five-year program cycle is designed to align with the curriculum cycle for updating the Course Outline of Record (COOR) so that program and course assessment can inform course level instruction. Student Services assesses programs on a regular cycle and memorializes the dialogue in the Student Services Learning Support Outcomes Committee (SSLSOC) minutes. Also, interviews with SSLSOC members indicate that due to their evaluation of their process, they plan to make the program review process more responsive to change so that the process will become a 3-year cycle with yearly updates for the programs. Program reviews from various areas from both instruction and student services are provided as evidence. (I.B.2 and ER 11)

The College has established institution-set standards for student achievement appropriate to its mission through a collaborative, data-driven process that utilizes its shared governance structures. Also, the Institutional Effectiveness Partnership Initiative (IEPI) and work on the

Vision for Success Goals initiative show how the institution has established standards for student achievement appropriate to its mission. Minutes from the Shared Governance Council (SGC), Academic Senate, and Classified Senate demonstrate how the shared governance structure of the College contributes to the work of the mission. The Vision for Success Goals developmental documents demonstrate how disaggregated data assesses LMC's performance on the institution-set standards. Also, the Planning Committee minutes show how the College uses its shared governance structure to ensure that its program review process, which incorporates the institution-set standards, includes evaluating programs against the institution-set standards. The LMC website features information on planning and assessing institutional effectiveness. (I.B.3 and ER 11)

The College has embedded student learning outcomes for courses and programs as part of program review as well as in student achievement data. The Teaching and Learning Committee functions as a professional development resource to assist faculty, classified personnel, and engages administrators in conversations about teaching and learning. (I.B.4)

All instructional units participate in the program review process as do learning communities and other student support services. The Office of Planning and Institutional Effectiveness, utilizing a new Tableau dashboard with capabilities that disaggregate data by discipline, provides disaggregated data for all areas of the College, including Student Services. The College responds to the program review data in all areas to improve the student experience and outcomes and develops theme reports to uncover connections across the College. As a result, changes to services in student services and professional development have come from the program review process. (I.B.5)

The College provides disaggregated data on student achievement in various ways—through the new Tableau dashboard and through the Strategic Master plan 2014-2019. Data packets provided to faculty for program review also contain this information. Moreover, there are trainings to help users better understand and utilize the tools to assess disaggregated student achievement data. When achievement gaps are recognized in the program review process, requests for additional resources are channeled through the well-established Resource Allocation Process (RAP). A spreadsheet with all RAP submission is available for all college staff to see progress on their requests. Additionally, the College is implementing eLumen to organize student learning outcome information. The team encourages the college to continue the implementation of eLumen to assist with the disaggregation of student learning outcomes. (I.B.6)

The College regularly evaluates policies and practices through a tiered approach that begins with the Shared Governance Council. A second tier of meeting this standard occurs through the Planning Committee. Whereas the Shared Governance Council makes decisions related to the self-evaluations from subcommittees, the Planning Committee administers surveys related to student and learning support services through student engagement surveys (CCSSE and SENSE) and to employees through a locally developed Employee Engagement Survey, which evaluates all areas of the College, including professional development, governance structures, resource allocation, planning and research. The Planning Committee also assesses the overall

effectiveness of the College via the Educational Master Plan and the five-year program review process. This process produces cross-section theme reports to evaluate goal alignment, analyze student achievement data, and direct professional development, all which serve to inform the resource allocation process. (I.B.7)

The College communicates the results of all its evaluation activities through three modalities: its website, through its shared governance structure, and through the College's communication channels of disseminating reports to committees and groups. (I.B.8)

The College's five-year program review process integrates its program review with planning, resource allocation, and continuous improvement. The program review cycle is institution-wide, broad based, and systematic in that it includes evaluation cycles that support planning efforts. These efforts are aligned to the mission and are related to how the institution sets its priorities around planning for meeting the College's short- and long-range needs. (I.B.9)

Conclusion:

The College meets the Standard. Institutional Integrity

I.C. Institutional Integrity

General Observations

Los Medanos College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each constituent group, including student behavior, academic honesty, and the consequences for dishonesty. The College has engaged in review processes to ensure that policies are current. Further, faculty at Los Medanos College distinguish between personal conviction and professionally accepted views in a discipline and present data and information fairly and objectively. The College ensures that its commitments to high quality education, student achievement, and student learning are paramount.

Findings and Evidence

The College publishes its accreditation status, schedule of classes, and mission statement in the Catalog. Degrees offered are also published in the catalog. The College has created a process that ensures that each committee, program, department, and/or unit assumes primary responsibility for clarifying information posted on its webpage(s) to ensure accuracy. Furthermore, the College ensures the clarity, accuracy, and integrity of the information it disseminates to students and the public through its planning processes. (I.C.1)

The College produces the catalog and schedule in two modalities, print and online. The Office of Instruction, Admissions & Records, and the President's Office review the content of these numerous times to ensure accuracy and consistency. (I.C.2)

The College produces several comprehensive reports that include assessment of student learning and achievement. The Planning and Institutional Effectiveness Reports webpage provides a comprehensive list of available reports and the newly developed data dashboard is available to

employees. These reports, including theme reports based on comprehensive reviews of planning documents, are used to develop goals for the College. (I.C.3.)

The College describes its degrees and certificates and indicates the number of units required to complete an award as well as the appropriate pre- and co-requisites. Program learning outcomes are also included with programs of study in the Catalog. (I.C.4)

The College regularly reviews and evaluates institutional policies, procedures, and publications. LMC's Business Services department, Office of Instruction, and Office of Student Services then initiate their own processes to update these policies locally, as necessary. (I.C.5)

The College informs current and prospective students and the public of the total cost of education through a variety of online and print resources. Admissions & Records provides information on fees and tuition, and students can get information regarding financial aid on their financial aid website. Gainful Employment information is also available on the CTE website. (I.C.6)

The College publishes a policy on academic freedom as well as a code of ethics and student rights and responsibilities. Board Policy 2018 on Academic Freedom affirms the academic freedom of its faculty without undue restriction. (I.C.7)

Los Medanos College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. The policy on academic freedom and responsibility is outlined in the Catalog, the Faculty Handbook, and the Student Code of Conduct. With regard to statements of academic integrity, the College also disseminates additional guidance by way of the Office of Instruction, which provides all faculty with instructions on developing their syllabi. Also, the Office of Instruction strongly encourages faculty to include statements on classroom conduct and academic dishonesty in their syllabi. The College's grading policies and appeal processes are clearly established and published to ensure transparency and integrity in recording and securing of grades. (I.C.8)

In the Los Medanos College Faculty Handbook, it includes a section on "academic balance." This section specifies the expectation that faculty distinguish between personal conviction and professionally accepted views. The College encourages adherence to this standard in faculty evaluations. Of the twelve classroom observation criteria on which faculty are evaluated, two focus on academic balance. Criterion nine, in particular, evaluates how well faculty present controversial material in a "balanced manner." (I.C.9)

In the event that Los Medanos College attempts to instill specific beliefs or worldviews, it gives prior notice of specific codes of conduct for classified professionals, faculty, administrators, and students in its Catalog and handbooks. The College Catalog, along with Faculty Handbook and the District Code of Ethics, outline the expected conduct for all constituencies at the College. (I.C.10)

This standard is not applicable to Los Medanos College, as it does not operate in foreign locations. (I.C.11)

Los Medanos College complies with policies and procedures of the Accrediting Commission for Community and Junior Colleges (ACCJC), including reporting, evaluation team visits, and

substantive changes. The College responds to requirements in the time period set by ACCJC and discloses all requested information. On its accreditation webpage, the College has made public all ACCJC required reports and documents pertaining to compliance with ACCJC standards and policies, has demonstrated that it consistently meets all reporting deadlines to the ACCJC, and has complied with the ACCJC policy on rights and responsibilities of the Commission and member institutions to publicly disclose the dates for the comprehensive peer review visit. (I.C.12 and ER 21)

Los Medanos College demonstrates honesty and integrity in both its relationships with external agencies and its communications regarding accreditation. The College communicates any changes to its accreditation status by the Accrediting Commission for Community and Junior Colleges (ACCJC) to its students and the public via its website. The College also demonstrates continuous compliance with the requirements of external regulatory agencies, including external auditors. Additionally, the College complies with all ACCJC Standards and requirements and with federal and state mandates. (I.C.13 and ER 21)

Los Medanos College faculty, classified professionals, and administrators relentlessly pursue a singular goal: ensuring that all students have equal access to a high-quality education as well as an equal opportunity to achieve success in pursuit of that education. The College devotes its resources to achieving its goal through planning and assessing outcomes. (I.C.14)

Conclusion:

The College meets the Standard.

Standard II

Standard II.A Instructional Programs

General Observations:

Los Medanos College offers instructional programs aligned with its mission. The programs are conducted at levels of quality and rigor appropriate for higher education. The College has curricular practices and policies in place that ensure clear and consistent communication and faculty engagement. Further, it assesses educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

Findings and Evidence:

The College offers programs appropriate to higher education that are consistent with its mission and in the attainment of student learning outcomes and achievement of degrees, certificates, employment and/or transfer. (II.A.1, ER 9, ER11)

Faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty, using student achievement data, conduct systematic and inclusive program review in order to continuously improve instructional courses and programs. The DE Committee recently approved a new addendum for Distance Education that will be used for new distance education courses beginning in April 2020. (II.A.2)

The College regularly assesses its program and course learning outcomes in a five-year program review cycle, and it ensures that all course outlines of record have officially approved learning outcomes. Also, the College has checks in place to ensure that students receive course syllabi that include those learning outcomes (II.A.3)

The College offers pre-collegiate curriculum and courses, has systems in place that distinguish curricula from those at the college level, as well as mechanisms for integrating pre-collegiate curriculum in the College's transfer-level and degree-applicable courses. (II.A.4)

The College offers degrees and programs that follow common practices and standards in higher education. These standards include minimum degree requirements, such as unit count, course sequencing, and academic depth and vigor. To ensure such standards are uniformly met, the College engages in a comprehensive review of all its programs as part of its program review. (II.A.5)

The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The Strategic Enrollment Management (SEM) Committee is charged with developing

comprehensive student enrollment goals aligned with the College's mission and Educational Master Plan. SEM aims to ensure enrollment decisions are aligned with the improvement of equitable access, success, engagement, persistence, and completion outcomes for all students. (II.A.6)

The College effectively uses delivery modes, teaching methodologies, and learning support services that support equitable success for all students. The mechanisms by which such modes, methodologies, and services are assessed and revised are outlined in the College's program review process. (II.A.7)

The College uses several institution-wide standards and procedures to ensure that examinations and measures of learning are fair and consistently applied across courses and across the college. This increases reliability and validity while reducing disproportionate impacts. (II.A.8)

The College awards course credit, degrees, and certificates based on attainment of student learning outcomes. To ensure outcome attainment, the College regularly assesses SLOs and utilizes the results for course and instructional improvements. The College calculates credit hours in a manner consistent with higher education norms. The College applies the Carnegie Unit formula for lecture, lab, and activity components. For clock-to-credit conversions, the College adheres to the formula for the clinical components of the Registered Nursing and Vocational Nursing. To ensure such standards are being met, the College charges the Curriculum Committee with the review of course outlines of record (II.A.9 and ER 10)

Transfer-of-credit policies and procedures are clearly stated and widely available to students, as such policies are included in the Catalog, on the Admission & Records webpage(s), and elsewhere on the website. The College follows its internal transcript evaluation process in order to certify that the learning outcomes from transferred courses are comparable to its own. It only accepts credit from institutions accredited by one of the seven regional accrediting organizations or follows the recommendation of the American Association of Collegiate Registrars and Admissions Officers. The College utilizes the Course Identification Numbering System (C-ID). (II.A.10 and ER 10)

The College includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. All programs have developed program-level Student Learning Outcomes. The College has opted to integrate its Institutional Student Learning Outcomes with its General Education Student Learning Outcomes. (II.A.11)

The College requires that its degree programs include a component of General Education (GE) coursework from the Natural Sciences, Social and Behavioral Sciences, Arts & Humanities, and Language and Rationality and adopted a General Education philosophy that focuses on the academic, civic, personal, and moral components of GE curriculum. The College also developed five GE student learning outcomes that ensure degree applicable courses encompass skills for

lifelong learning and the application of knowledge, as well as preparation for membership in civil society. The College's GE Committee reviews all new and revised course outlines of record for the appropriateness of the course for inclusion in the General Education program. (II.A.12)

The College relies on its program and curriculum development processes to ensure that its programs and courses are focused on SLOs and mastery of key theories and practices. The program and course approval processes require departments and programs to delineate relevant SLOs and define appropriate mastery of those outcomes. (II.A.13)

The College ensures that its career technical education (CTE) graduates meet employment and other relevant standards. All CTE programs must align with the program-level SLOs, have an advisory committee that includes business and industry experts, and review CTE programs every two years for currency and compliance with industry needs, external licensure, and certification requirements. As part of the College's program review process, CTE is engaged in additional review to validate competencies for employment, technical skills, labor market demand, and program viability. Disclosure data on gainful employment is posted for every CTE certificate program on the website. (II.A.14)

The College uses the Instructional Program Discontinuance Process, including the methods by which students may continue discontinued or changed programs to ensure they complete their education in a timely manner. Continuing students with Catalog rights to a program being eliminated can complete their education with minimal disruption. (II.A.15)

The College regularly evaluates and improves its instructional programs. All courses and programs, departments, and units engage in a comprehensive review of their course offerings. The College's assessment model, which occurs on a continuous five-year cycle, integrates course outline assessment and revision with program review and resource allocation, and with professional development and strategic planning. (II.A.16)

Conclusion:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Los Medanos College provides adequate library and learning support services for students and personnel. Library resources are available to students on campus, at off-campus locations, and online. Also, the Library provides in-person and remote learning support opportunities through two student learning centers and other learning support facilities at off-campus facilities. Learning technology and software at these locations as well as dozens of computer labs, on- and off-site ensure students and personnel have access to state-of-the-art tools and access to training. Information and learning support professionals select and maintain these resources via appropriate governance and planning structures and conduct regular evaluations to collect and

develop data to increase student achievement levels. Formal agreements are governed by board policies and procedures. Review processes, stakeholder input, professional judgments, and district board policies ensure services and resources are secure, reliable, and comply with existing federal law on technology use that is accessible for students to use and consonant with the College mission.

Findings and Evidence:

Los Medanos College supports student learning and achievement at its main Pittsburg campus library; support service locations like the ESL Lab, Mesa Center, Honors Center, and labs associated with the Music Department; the Center for Academic Support and Math Lab; and at the off-campus Brentwood Center. These services, and related learning resources, are sufficient in quantity, currency, depth, and variety to support educational programs and the students, including distance education and non-traditional learners served at the aforementioned off-site locations and through online resources and support. (II.B.1)

Learning support services at Los Medanos College align with the institution's mission and, as with its educational equipment and materials provisions, advance student learning and achievement. The College's librarians assist students with information retrieval and instruction needs. Also, they offer not only on-campus help at the reference desk and one-on-one research consultations through in-person library instruction workshops, but also remote assistance via email, chat, video conferencing, telephone, and 24/7 help via online research guides. (II.B.1)

The Library's digital and physical resources are robust, appropriate, accessible, and available to students on campus and at off-campus locations or online. In addition to housing thousands of print monographs, 75 print journals, and 1,650 DVDs and CDs, the College sustains an institutional commitment to equity and accessibility exemplified by the Library's 53 online databases and 221,000 e-book titles, also accessible 24/7 through the Library webpage. Also, Los Medanos College ensures students have access to devices and technology to play and display this media. The number of computer labs (41), laptops available to students (330), and other learning technologies at on-campus and off-site facilities speak to the institution's commitment to the College's mission, and specifically, to the idea that in order to succeed, students must have access to state-of-the-art equipment regardless of their cultural, social, and economic locations, or indeed, their education and career goals. (II.B.2)

This commitment to the mission is evidenced in the College's investments in instructional technology, such as upgrading 42 classrooms with Brightlink Pro projectors and audio equipment between the fall 2014 and fall 2017. During this period, the institution acquired mobile technology (i.e., "smart") carts for its off-site Brentwood Center. In addition, the Technology Training and Development Coordinator offers drop-in tech support and regular training workshops for students and personnel who use these technologies. Accessibility is also highlighted not only by individual accommodations offered via Disabled Students Programs & Services (DSPS), which collaborates with various departments to provide resources like alternate media, testing accommodations, note-taking services, and training and access to California Community College standardized adaptive software and hardware, but also throughout the College's adaptive computer technology course. (II.B.2)

The College's two learning centers, The Center for Academic Support and the Math Lab, offer academic support for all students through reading and writing consultations, peer-tutoring, workshops, math and other assignments, and course concepts. Additional and more focused kinds of learning support occur at the English as a Second Language (ESL) Lab, the MESA Center, the Honors Center, and various Music department labs. As with its instructional resources, support service-wise, the College also invests in equity and accessibility as demonstrated by offering access to NetTutor (a subject-specific online tutoring service, which is available 24/7) and its utilization of the Canvas learning management system, which allows students in math and English courses to access live tutors remotely via NetTutor where College personnel create adaptable, online learning environments. (II.B.2)

Qualified College personnel select and maintain educational materials and services. Additionally, they use their expertise to regularly evaluate materials and services to meet students' needs in support of learning and achievement. The team was impressed by how the librarians' evaluation and review processes are informed by data, but also by these practitioners' regularly soliciting input from faculty and classified staff—a collaboration reflected in the College's governance structure, which relies upon faculty, classified professional, and administrator expertise. The fact that the results of the evaluation of library and learning support services through statistical data, student surveys, and annual reports, are not only part of but also requirements of program/unit reviews, evince the College's recognition of the importance of this kind of information and stakeholder collaboration in order to improve student learning outcomes.(II.B.3)

Los Medanos College collaborates with outside vendors to augment library and learning support resources and services. Contra Costa Community College District Board Policy 5014 and Business Procedure 11.01 establish these agreements need to be formalized, secure, maintained, and reliable. Moreover, the College evaluates services provided by contractual arrangement in the appropriate unit's program review, as well as additional methods of evaluation required by contractual agreements and outside organizations. (II.B.4)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Los Medanos College offers all the traditional student services expected of a California Community College, including Counseling, Admissions & Records, Financial Aid, DSPS, and EOP&S. Also, the College has programs geared toward meeting the needs of a diverse student population, such as Puente, Umoja, CalWORKs, MESA, and Veterans. Los Medanos College also utilizes user-friendly data dashboards for programs to assess services for relevant student populations.

Findings and Evidence:

The College uses data, self-evaluations, surveys, program reviews, and Student Services Outcomes to evaluate the effectiveness of its services and programs, to set goals, and to meet the standards. Also, the team learned that Learning Support Outcomes (LSO) will now be submitted on an annual basis. Assessments are reviewed every three years with LSOs assessed annually starting with this 2020-2021 year. (II.C.1)

The program review process demonstrates that learning support outcomes are identified and assessed for the student population. Through the College planning process, institution set standards, the Vision for Success Goals, and the Student Equity Plan, the College uses assessments to provide appropriate student support services and programs to achieve the identified outcomes. (II.C.2)

The College uses assessment data to continuously improve student support programs and services in the program review process and in planning via the shared governance process (SGC, VFS, TLC, SSLSOC). (II.C.2)

The College offers all services at the Pittsburg campus and will have available all services at the newly constructed Brentwood Center. Presently, due to COVID-19, student support services are primarily offered online via chat and/or email. Also, the College has expanded online services to include On-line Tutoring for reading and writing, either live using Zoom or via email, and offers live tutoring help for math at the Pittsburg Campus or Brentwood Center. Moreover, the College website is very student friendly. Los Medanos provides students with the necessary how-to tutorials from the two-step, how-to-apply process and admissions help to how to access online portals, Canvas, virtual appointments for counseling services, and tutoring assistance. Additionally, Live Chat or a Contact Us e-Bot appears on most webpages. (II.C.3)

The College has established learning communities that offer one-on-one counseling, blocked classes, and group activities. In addition to Umoja, Puente, MESA, and Honors, Los Medanos College offers an additional learning community, called the Transfer Academy. This program is primarily geared for first-generation college students who plan to transfer. Student involvement is evident by their membership and voting rights on the Shared Governance Council and its sub-committees. The Student Senate is one of the four major constituencies (Classified Senate, Academic Senate, and Management Team) involved in developing the campus policies, procedures, and planning. The athletics program review process ensures that the athletics programs offered are suited to the institutions mission and contribute to the College goals. (II.C.4)

The College outreach to high school students through the dual-enrollment program is notable. Numerous counseling classes introduce high school students to college and careers and the opportunity to earn college credit. To build community, the Outreach team is comprised of high school alumni assigned to the same high schools where they matriculated. In addition to a designated K-12 Dual Enrollment Counselor, the College offers dual enrollment trainings for faculty. (II.C.5)

Los Medanos College is an open access institution. Admissions policies and processes are consistent with the mission and vision of the college and are stated in the Catalog. Each program and its requirements are published in the Catalog along with program student learning outcomes. Education plans can be completed online or with counselors in the various formats as stated previously. All information on pathways for completing degrees, certificates, and transfer are posted in the Catalog and online under student resources. (II.C.6)

The variety of evaluation tools used to assess student support services and the program review processes for both student support services and administrative units is how the institution evaluates admissions instruments in its admissions program review. Further, placement instruments have been changed in English and math that do not incorporate testing but use multiple methods for placement (MMAPE). The College, using a consequential validity study and assessment of placement outcomes, evaluates its ESL instrument with disaggregated data to minimize bias and validate effectiveness. (II.C.7)

The College follows clear policies and procedures for maintaining student records. Methods for ensuring access are granted to appropriate parties serving in an institutional capacity. The College adheres to laws for privacy at the state and federal level. Online systems are used to ensure secure backup of files. Also, the College posts its privacy policy on its website, on signage, and in the Catalog. (II.C.8)

Conclusion:

The College meets the Standard.

Standard III

III.A. Human Resources

General Observations:

Los Medanos College (LMC) adheres to the District's detailed hiring protocol, board policies, and human resources procedures to assure the hiring of qualified people includes advertising and recruitment of diverse populations. Job applicants undergo extensive screening and interview processes. The District has a well-defined employee evaluation process. Employees receive professional development and participatory governance opportunities. LMC assesses staffing levels, diversity, and organizational structure, and prioritizes position vacancies. The District expects employees to follow its written code of ethics. Confidential personnel files are properly stored per District policy.

Findings and Evidence:

LMC assures the integrity and quality of its programs and services by hiring qualified employees in accordance with its District's Uniform Employment Selection Guide, Human Resource Procedure 1010 ("Recruitment and Selection"), Board Policies 2004 and 2057, and Education Code sections 53003, 87100, 87400, and 88003. Human Resource Procedure 1010 is one of numerous procedures that comprise the District's Human Resources Procedures Manual. The Uniform Employment Selection Guide and other evidence are identified as procedures in the manual. Collective bargaining agreements also contain hiring procedures that correlate with the procedures in the manual. Job openings are advertised with the intent of targeting diverse populations. (III.A.1, III.A.3)

Job applicants undergo extensive screening and interview processes per the Human Resource Procedures Manual. For faculty applicants, this includes confirmation of possessing the California Community College Chancellor's Office minimum qualifications as well as other required skills and knowledge to perform the responsibilities of the job. Responsibilities are further clarified in job descriptions and collective bargaining agreements. District faculty play a primary role in the screening, interviewing, and selection of their peers. Conducting reference checks is a final step in the screening and interview processes before a candidate is recommended for hire by the Governing Board. (III.A.2)

Prior to their hire, candidates for faculty, administrator, and other positions are required to submit official transcripts to ensure the degrees they possess are from institutions accredited by the regional accrediting agencies recognized by the Council on Post-Secondary Accreditation and the U.S. Secretary of Education. Degrees not accredited by such agencies are subject to verification for equivalency by an agency approved by the National Association of Credential Evaluation Services. (III.A.4)

LMC employees are evaluated for effectiveness and improvement per District policies, procedures, and criteria set forth in collective bargaining agreements. Evaluations are conducted in defined cycles by employee type: faculty; classified professionals; managers and

supervisors; and confidential employees. Per the current United Faculty Contract, faculty evaluations follow additional guidelines for specific faculty groups: part-time, probationary, full-time, counselors, and librarians. While Appendix X is not attached to the United Faculty Contract that was submitted as evidence, a separate listing of evaluation guidebooks that comprise Appendix X was included as evidence. The College evaluates Classified staff according to the Local 1 Collective Bargaining Agreement. Elements include job performance and areas for improvement and recognition of praise-worthy service. Upon internal review of processes, it was discovered that there is not consistent determination for the regular review of Classified staff with more than 5 years of service. As a result of the inconsistent evaluation process across the District, there is not systematic and effective evaluation of Classified staff. (III.A.5)

Note: The Commission, effective January 2018, deleted Standard III.A.6.

Annually, the College reviews the formula that specifies the number of qualified faculty maintained by LMC to stay in compliance with the California 50% law and the District's Faculty Obligation Number (FON). The College allocates sufficient funds for the hiring of full-time and part-time/adjunct faculty to ensure compliance with the law and regulation. (III.A.7)

As District employees, part-time/adjunct faculty employed by LMC are subject to a comprehensive evaluation process and are afforded professional development opportunities and have access to funding as specified in Board Policy 2020 and Human Resources Procedure 1030.02 ("Staff Development Funds"). Other part-time/adjunct faculty opportunities for integration into the life of the institution include orientations, all-college meetings and events, membership on shared governance committees and task forces, and participation in college initiatives. (III.A.8)

District-managed guidelines for classified staffing have been eliminated, so LMC is now responsible for maintaining such staffing. LMC's determination of staffing needs begins with the program review process and ends with the Resource Allocation Process (RAP). These integrated processes ensure that RAP proposals for staff hires are based on validated program needs and are in harmony with institutional goals. Also, the President's Cabinet assesses and prioritizes staff vacancies and takes into consideration all college staffing needs. The District's human resources procedures ensure that staff hires have the appropriate qualifications to effectively support college operations. (III.A.9)

The President's Cabinet assesses and prioritizes vacant administrative positions in the same manner as staff positions. The College adheres to the District's human resources procedures to ensure that administrative hires have the necessary qualifications to provide effective leadership. Administrators receive orientations and are evaluated for effectiveness in their job performance. In accordance with Human Resources Procedure 4000.16 ("Organizational Structure"), the President reviews the College's organizational structure to determine the number of administrators needed for effective institutional support. (III.A.10)

The District's website publishes its human resources policies and procedures for the public to review, and new employees receive this information during orientation. The District's shared

governance structure regularly vets, reviews, and revises, when necessary, policies and procedures in accordance with Board Policy 2059 to ensure that they are fair and equitably and consistently administered. (III.A.11)

In addition to Board Policy 2059, the institution adheres to a number of other board policies and human resources procedures that support equal employment and diversity. Such policies and procedures can be found in District plans and manuals and are enforced by several college committees. In addition, the District Equal Employment Opportunity Advisory Council advises administration on effective diversity programs and produces an annual diversity report. Also, employees participating on selection committees must attend diversity training. The College also has an Office of Equity & Inclusion charged with supporting staff and student diversity and equity. (III.A.12)

District policies and procedures also address professional ethics. The Human Resources Procedure 1040.08 (“Employee Code of Ethical Behavior”) defines the ethical behavior expected of all Contra Costa Community College District employees. Those who violate this procedure could face disciplinary action. Training on this procedure and other procedures and policies begins when new employees are onboarded. (III.A.13)

Training and other types of professional development occur in accordance with Board Policy 2020. Human Resources Procedure 1030.02 requires set-aside funds for employee training to address changes in pedagogy and institutional needs in support of the College’s mission and strategic plans. The District-wide Professional Development Workgroup (PDW) is charged with identifying training that supports the District’s mission, goals, and initiatives. LMC also has a Professional Development Advisory Committee and a planning group that plan professional development activities, ranging from cultural humility and equity to technology. Faculty, staff, and administrators submit professional development proposals for consideration. The College administers the surveys to evaluate professional development activities and analyze the resulting data to determine needs and future offerings. (III.A.14)

The Team was impressed by the way the College creates professional development opportunities by utilizing program review theme reports and institutional effectiveness data to guide professional development offerings from different perspectives to improve student achievement. The Professional Development Advisory Committee (PDAC) takes recommendations from the Teaching and Learning Committee (TLC), the Office of Equity and Inclusion for professional development offerings that target gaps in student outcomes that are grounded in institutional effectiveness data. Examples of the type of professional development opportunities that have come from this work include the Pedagogy Innovation Project (PIP) in instruction, the equity focused professional development from the Office of Equity and Inclusion, and the Caring Campus Initiative that will be rolling out soon (Classified Senate). The Institution utilizes their focused FLEX days, Monday Meetings (College Assemblies), and other events to offer professional development opportunities. Professional development opportunities are not just offered to personnel at the College but also to students based on gaps and needs garnered from the process described above. The College has fostered an organic process that utilizes its shared governance committees to use professional development as a tool to provide faculty and staff at all levels with opportunities for growth that strategically target

improving institutional effectiveness in achieving their mission and strategic planning goals that are threaded throughout the planning process at LMC. (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, I.B.9, II.A.2, II.B.1, II.B.2, II.C.5, III.A.7, III.A.8, III.A.12, III.A.14, III.C.4, III.C.5, IV.A.5, IV.C.9, QFE Project #3)

The administration of college surveys includes protecting personal employee information. The District has several human resources procedures in place to ensure the security and confidentiality of both employee and former employee information and records. Human Resource Procedure 1040.02 (“Personnel File Contents”), in particular, describes the types of personnel files kept by the District and the type of information that can be placed in them. This procedure, as well as the District’s collective bargaining agreements, state an employee’s right to examine his/her personnel file. (III.A.15)

Conclusion:

The College/District meets the Standard except for III.A.5.

College Commendation:

Commendation 1:

The Team commends the College for its robust offering of professional development opportunities in support of its mission, vision, values, and strategic initiatives based on the use of data throughout college processes, including equity-centered practices. (III.A.14)

District Recommendation to Meet Standards:

District Recommendation 1 (Compliance)

In order to meet the Standard, the Team recommends that the District develop a process by which all Classified employees are regularly and systematically evaluated (III.A.5).

III.B. Physical Resources

General Observations:

The District, on behalf of LMC, provides sufficient physical resources per state policy. Capital projects are a centralized District function. LMC is responsible for the maintenance and operations of its physical resources. Facilities construction complies with laws, regulations, policies, and procedures, and is in alignment with College and District planning documents. LMC Safety and Sustainability Committees focus efforts on a safe and healthful environment. The District and LMC evaluate facilities to inform decision-making and planning processes. Long-term capital plans and projects are subject to total cost of ownership analysis to evaluate and support achievement of district-wide physical resources goals.

Findings and Evidence:

The planning, programming, and construction management of physical resources are centralized District functions. District Facilities Planning is responsible for all capital projects. LMC is responsible for the maintenance and operations of its main campus and center through its Building & Grounds Department. Faculty and staff submit maintenance requests through an electronic work order system. District Facilities Planning and LMC work in collaboration to provide a clean, safe, and accessible learning and working environment. Sufficient physical resources are provided in accordance with the state's Policy on Utilization and Space Standards. The state's FUSION system is also used by the District to analyze space utilization and compile the District's Five-Year Capital Outlay Plan. All facilities are constructed in compliance with state and federal laws and regulations and are in alignment with the College's Facilities Master Plan, which is in the process of being updated to reflect the College's 2020-2025 Educational Master Plan. The District developed an ADA Transition Plan to ensure accessibility of facilities in accordance with scheduled improvements. District Police Services assure campus safety. All classrooms are equipped with Police notification systems that also act as an emergency broadcast system and are part of a comprehensive district-wide, card-access security system. LMC has Safety and Sustainability Committees that plan and contribute to a safe and healthful environment. (III.B.1)

Construction and most renovations of LMC physical resources are subject to oversight by the California Division of the State Architect. The College references board policies that also govern construction, renovation, and other activities, including acquisition and maintenance. In addition to state oversight and Board Policy, the College draws upon the state's FUSION system and its Educational and Facilities Master Plans as well as other facilities plans to assure effective utilization and continuous quality of physical resources in support of its mission, programs, and services. General obligation bond funding has played a significant role in the implementation of these plans. Moreover, LMC and the District work in collaboration on various state-driven physical resources projects such as the Scheduled Maintenance Project List and Space Inventory updates; both of which are submitted annually to the CCCCO. (III.B.2)

Space inventory updates assist the District with tracking space utilization to assess its impact on capital outlay planning. The District's Five-Year Capital Outlay Plan reflects the planning and evaluation of LMC facilities and equipment per Business Procedure 5.01 ("Scheduled Maintenance and Special Repair Program"). The plan contains a prioritized list of projects to assure the feasibility and effectiveness of physical resources in support of LMC's improvement goals and in accordance with the College's Facilities Master Plan. In addition, the College's Building & Grounds Department evaluates facilities with the assistance of FUSION data and identifies physical resources needs as part of LMC's program review and resource allocation processes. These, and other evaluation and planning processes, inform shared governance and administrative decisions. (III.B.3)

Long-term capital plans, such as those that comprise LMC's Facilities Master Plan, are subject to total cost of ownership (TCO) analysis at planning conception and through the design phase to evaluate and support achievement of district-wide physical resources goals, such as energy efficiency. Three recently constructed LMC buildings are Leadership and Environmental Design

(LEED) Silver-level certified buildings. These facilities support the College's commitment to creating an environmentally sustainable campus. Furthermore, the three LEED facilities reduce TCO by lowering utility costs. (III.B.4)

Conclusion:

The College meets the Standard.

III.C. Technology Resources

General Observations:

At Los Medanos College (LMC), technology services, professional support, facilities, hardware, and software are appropriate and adequate. The College continuously plans for, updates, and replaces technology. LMC assures that technology resources at all locations are implemented and maintained, and it provides appropriate instruction and support for faculty, staff, students, and administrators. The College has adequate technology policies and procedures in place.

Findings and Evidence:

The technology needs of LMC, including services, support, equipment, software, and facilities, are met through a collaborative effort between District Information Technology (IT) and the College's Information Technology & Services (IT&S) Department, and this collaborative effort includes input from other college departments through LMC's Technology Advisory Group (TAG). Also, the IT&S homepage includes links to a variety of services, ranging from the SysAid Helpdesk to student tech support, that includes assistance for students facing hardware and software challenges related to COVID-19. A notable platform offered by IT&S is the InSite portal for employees and students. This portal provides access to high-demand/high-need services and support in one convenient location. IT&S is also instrumental in the planning, evaluation, and upgrading of computers and software in accordance with the college's program review and resource allocation processes. District IT provides district-wide systems and services, such as network infrastructure, Wi-Fi, phones, and information management systems, such as email, Ellucian Colleague, InSite, and Canvas. (III.C.1)

The LMC community informs IT&S of its technology needs through the program review and resource allocation processes where staff submit requests for funding on the Budget Request Form. In turn, it obtains resources for improvement of its operations through the established integrated planning and budgeting processes. The review process requires IT&S to evaluate progress against the prior four years of annual reviews and allows the department to make requests for staffing, operating, and professional development resources. The Budget Request Database houses requests, which the Shared Governance Council reviews biannually and then makes resource allocation recommendations to the LMC President based on the College's mission, goals, and funding priorities. In 2019, IT&S assessed the core technology infrastructure of the College's Pittsburg Campus and developed a plan to upgrade and improve the infrastructure to meet current and future demands. IT&S also works with District IT on district-wide infrastructure upgrades. (III.C.2)

The District's telephone system was recently upgraded, and a three-year Wi-Fi upgrade project is currently underway. The planning of new facilities includes the incorporation of District Technology Standards to ensure adequate infrastructure capacity and quality. The College documents refresh cycles and equipment upgrades. Also, the Technology Standards document was provided as evidence for the planning of new facilities. (III.C.2)

The District uses Amazon Cloud to perform scheduled backups of servers that house critical systems, such as Colleague, and a mirror image of the database for this system is kept at another District location. The Colleague database is encrypted for privacy and security, and users are given different access levels based on their job function. The standards for granting access to technology reside in Business Procedure 10.54 ("Access to Technology Assets"). Username/password credentials are required to access the InSite portal and Wi-Fi to ensure the safekeeping of LMC's technology resources. (III.C.3)

The Professional Development Advisory Committee (PDAC) and the Technology Training and Development Coordinator provide faculty, staff, and student training and support, including support training for technology, such as Zoom workshops and webpage maintenance. The PDAC's ultimate goal in providing such training is student success. The Office of Planning & Institutional Effectiveness and IT&S provide training on the use of software programs and systems. IT&S also provides troubleshooting support for technology systems. Some training and support happen informally depending on the user's job function. Also, the Process Expert Teams (PET) provides formal training for certain key college departments. Formal classroom instruction and program-specific labs provide students with training, such as the Math and Music Technology training for students. Additionally, students can access additional support in the College's Drop-in Computer Lab. (III.C.4)

LMC adheres to Board Policy 5030 and Business Procedure 10.06 ("Acceptable Technology Use") that define the acceptable and unacceptable use of technology. Furthermore, it abides by Board Policy 3013 regarding the privacy of student information. This policy defines all student files retained in the District's technology systems as educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) and prohibits employees from disclosing student information. Additional policies and procedures define the appropriate use of technology resources in accordance with state and federal laws and regulations. Business Procedures 10.54 and 10.56 ("Asset and Access Control Checklist") evidence that the College meets this standard. (III.C.5)

Conclusion

The College meets the Standard.

III.D. Financial Resources

General Observations:

The District has a well-established process for the allocation of financial resources to the colleges as outlined in Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget"). The College uses its Resource Allocation Process to distribute funds in support of its mission. Los Medanos College (LMC) integrates planning and budget

processes through its policies and procedures, and all College constituencies have opportunities to participate in these processes. The District has clean audits. Funds are set aside for long-term liabilities and unforeseen financial crises. District and College policies, procedures, and processes ensure proper management of financial resources.

Findings and Evidence:

LMC credits the District's revenue allocation model for providing sufficient financial resources to support its programs and services. The District allocates funding to the colleges based on full-time equivalent students (FTES) enrollment targets. If LMC does not meet its target, the allocation it receives will be reduced to reflect revenues earned from its FTES production. The model has resulted in the College amassing adequate reserves for fiscal stability. LMC has its own internal allocation process that is joined with program review to improve institutional effectiveness. Known as the Resource Allocation Process (RAP), the College utilizes it to distribute funds in a responsible manner in support of its mission. RAP proposals are entered into the Budget Request Database. LMC's Shared Governance Council uses the Database to review the proposals and make funding recommendations to the President. Both general and categorical/grant funding decisions are based on program needs, institutional priorities, and the College's mission. The District provides fiscal support for LMC to ensure compliance with state, federal, and local laws, regulations, policies and procedures. The District and College consider the clean results of two external audits in recent years a testament to their integrity in managing fiscal affairs. (III.D.1)

The District's Strategic Master Plan and the College's Educational and Facilities Master Plans are the basis for financial planning. Several policies and procedures speak to the District's efforts to ensure fiscal prudence, stability, and transparency. The College invites various constituent groups to review and comment on the budget development process. The District's Governing Board is presented with financial information at every meeting. (III.D.2)

District Business Procedures 18.02 ("Parameters for Budget Development and Preparation") and 18.06 ("Budget Preparation") define financial planning and budget development. The District Governance Council acts as the budget committee. All constituencies are represented on the committee and have a voice in the planning and budget development processes that include annual Budget Forums. Several budget presentations are conducted before the District Governing Board, beginning in April, with budget assumptions, and ending in September, with the Adopted Budget. During this period, LMC is presented with a draft budget by the District and makes adjustments in accordance with its resource allocation process and input from constituency groups. (III.D.3)

The District and College adhere to Business Procedures 18.06 and 18.01 when planning for and preparing the budget for the next fiscal year. These procedures include a budget development calendar and a detailed budget development process that not only accounts for all sources of revenue and expenditures but also ensures district-wide collaboration results in an adopted budget. The process begins with the District determining budget assumptions and district-wide expenditures, such as insurance, regulatory fees, and other obligations. These expenditures are taken off the top of district revenues before LMC receives its revenue allocation. The District prepopulates a budget template for LMC to reduce the opportunity for error. Thus, LMC only needs to make budget adjustments in accordance with its resource allocation process. (III.D.4)

To assure financial integrity and responsible use of financial resources, District and College administrators and classified professionals use Ellucian Colleague Enterprise Resource Planning System for internal control, access, and distribution of financial data and documents. The system requires that multiple people of varying levels of responsibility review and/or approve certain financial activities. LMC referenced a revised business procedure as an example of how staff discussion on improving internal controls resulted in changes to purchasing procedures. (III.D.5)

The financial planning process, as outlined in Business Procedure 18.01 as well as other business procedures and Ellucian Colleague, ensure the accuracy and credibility of District and College financial documents. The planning process results in resource allocations based on District and College missions and goals, the estimated type and number of courses students will take, and the services students need to achieve their educational aspirations. A 2019 financial audit by external auditor, Crowe LLP, substantiates LMC's claim of providing credible and accurate financial documents. (III.D.6)

The last external audit finding for the District was in 2012 and the most recent compliance finding was in fiscal year 2014/15. The compliance finding, an unsigned document by a DSPS student, was addressed and has not reoccurred in subsequent years. The results of external audits are presented annually to the District Governing Board. (III.D.7)

Monthly meetings between College Chief Business Officers and District leadership address internal control issues, such as the aforementioned audit finding. The meeting agendas include review and discussion of financial policies, procedures, audits, and other relevant information. Modifications to financial and internal controls occur when necessary. (III.D.8)

In order to maintain financial stability and manage unforeseen circumstances, the District and colleges maintain budget reserves of 5% and 7%, respectively. District property and liability insurance coverage is provided through its participation in a regional Joint Powers Authority. The District has a per claim deductible of \$10,000.00. The fund to cover deductibles had a fiscal year 2018/19 ending balance of \$870,000.00. The District is covered by a similar Joint Powers Authority (CCCSIB) for Worker's Compensation claims. (III.D.9)

Oversight and reporting of District and College finances involve various administrators and staff, depending on the source of funds and assigned responsibilities. Federal financial aid programs are audited annually, and the District is responsible for effective oversight of the associated funds in collaboration with College staff. Grant approval, administration, and closeout follow Business Procedure 3.30 ("Grants") to assure effective oversight of these fiscal resources. Board Policy 5027 defines the prudent procurement and management of investments and assets in accordance with state law. However, the College Foundation functions as a separate legal entity for which the District has minimal oversight. (III.D.10)

The District prescribes the allocation of fiscal resources in Business Procedures 18.01 and 18.02 that require setting aside adequate funding for long-term liabilities, future obligations, and district-wide expenses prior to allocating financial resources for other purposes. The District has fully funded its compensated absence liability. In addition, an account is funded annually to accumulate the necessary fiscal resources to cover the District's OPEB liability. The funds in this account are designated for transfer to an irrevocable trust. The actuarial study for the

District's unfunded pension liabilities was prepared by Total Compensation Systems, Inc. in accordance with appropriate accounting standards. The District and bargaining units adhere to a financial formula for determining salary increases by offsetting all associated costs against any new revenues. These fiscal management practices have resulted in the District receiving high credit ratings from Moody's and Standard & Poors. (III.D.11, III.D.12)

Debt associated with the District incurred locally consists of general obligation bond measures passed by voters in the District's service area. The debt is paid by Contra Costa County taxpayers and does not affect the financial condition of LMC and the District. Evidence confirms the District's assessment and stewardship of this debt. (III.D.13)

Debt instruments, such as the District's general obligation bonds and all other financial resources, including grants and auxiliary activities, undergo audits to ensure these financial resources are used for their intended purpose. In addition, bond-funded projects are subject to review by a Citizens Bond Oversight Committee, and grant funds are used in a manner consistent with Business Procedure 3.30. (III.D.14)

LMC manages student debt by monitoring its student financial aid cohort default rate (CDR) with projections provided by the District based on data extracted from the National Student Loan Data System. The District is projecting that LMC's CDR will exceed the 30% compliance threshold in coming years. Consequently, the College has contracted with Student Connections (a division of Loan Science), a firm that provides default management prevention services. LMC Financial Aid staff conduct targeted outreach to students using delinquent student account data provided by Student Connections. Students are informed of loan repayment options and loan counseling services. LMC also has a partnership with the CCCCCO to advise how the College can remain below the 30% threshold. (III.D.15)

Contractual agreements with external entities are governed by Board Policies 9.40, 9.42, and 9.45 that outline requirements for certain types of agreements and specify information needed for agreements requiring Board approval. Agreements are first evaluated by college administration and then forwarded to the District Director of Purchasing and Contracts for review. The District requires that agreements contain language to protect the interests of the institution. (III.D.16)

Conclusion:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Los Medanos College (LMC) recognizes and uses the contributions of students, faculty, staff, and administrators throughout the organization for promoting student success, sustaining academic quality, integrity and fiscal stability. The College maintains a culture of innovation and excellence by adhering to the principles of continuous process improvement. LMC has a well-established shared governance structure through the Shared Governance Council (SGC), which has representation from all constituency groups, and thus encourages broad based participation in the collaborative governance process.

The College has broad participation on the District governance structure, and both the College and District structures and practices act to support the governing board, administrators, faculty, staff, and students in their work to monitor and improve the institution. The governance roles are clearly defined in policy.

Findings and Evidence:

Through Board Policy 1009 and Administrative Procedure 1009.01 (Institutional Leadership, Governance and Decision Making), the institution supports administrators, faculty, and staff in taking initiative for improvement of practices, programs, and services. The District and College have aligned and integrated their planning processes, resulting in efficient support of District and College goals.

LMC has academic, classified senate, and student organizations that participate in the governance structure, and the structure is designed to move information and decisions in a timely manner. Decisions are documented in minutes and are widely distributed through website and member transmission. The College provided several examples as evidence, including the highly collaborative process of combining the Strategic Plan and the Educational Master Plan. Additionally, the College has a well-established curriculum and program approval process guided by the faculty senate. (IV.A.1)

Board Policy 1009 and Administrative Procedure 1009.01 establish and describe the participatory roles for students, faculty, staff and administration. Likewise, the procedure delineates the manner in which constituency groups participate—including provisions stipulating consultation with the Academic Senate, the Classified Senate, and the Associated Students. All constituency groups have representation on the Shared Governance Council, which provides all groups with the opportunity to influence areas of policy and planning at the institution. Additional efforts are used to hear student voices through surveys, evaluation tools, events, and open forums, such as “A Place to Talk,” which provides a safe environment for sharing opinions and viewpoints. (IV.A.2) (IV.A.3)

Board Policy 1012 and Administrative Procedure 1012.01 (Institutional Effectiveness: Planning, Assessment and Continuous Improvement) require involvement of administrators and faculty in formulating, reviewing, and implementing plans. The College Planning Committee with representation from all constituency groups recently changed its planning process by combining the Educational Master Plan and the Strategic Plan, thus demonstrating how they have worked together to shape the planning process. Additionally, administrators and faculty have a substantial role in the budget process as codified in Board Policy 5033 (Budget Development) and Business Procedure 18.01 (The Contra Costa Community College District General Fund Budget) and as documented in minutes of the District Governance Council. (IV.A.3)

The College primarily relies on the Academic Senate for decision-making about recommendations related to curriculum and student learning programs and services. Board Policy 1009 (Institutional Leadership, Governance and Decision-Making) outlines the academic and professional purview of faculty over these areas. The College follows Curriculum and Instruction Procedure 4008 (Review, Establishment, Modification and Discontinuance of Courses and Programs), which codifies that faculty, in consultation with the appropriate academic administrators, have responsibility for developing and proposing new courses and programs. (IV.A.4)

The College's Shared Governance Council and committee structure ensure that appropriate and relevant consideration is given to institutional governance by those who have expertise and responsibility. The governance structure is designed to provide timely action on planning and policy considerations. A review of SGC minutes supports this contention. (IVA.5)

LMC posts the minutes for Shared Governance Council and committees on its website. Information is further communicated through the College Assembly, committee meetings, and campus-wide emails. (IV.A.6)

In an effort to ensure the integrity and effectiveness of its leadership roles, governance procedures and decision-making policies, the College regularly and systematically evaluates these institutional processes. Organizational processes and structures are evaluated, assessed and modified with broad input from all the constituency groups. Additionally, the College routinely surveys faculty and staff to gather input on areas of the College and governance. Results of these surveys are communicated widely with the college community and used to implement institutional improvements. (IV.A.7)

Conclusion:

The College meets the Standard.

IV. B. Chief Executive Officer

General Observations:

The District has the appropriate policies that delegate authority to the President. The President has the primary responsibility for the College, which includes providing effective leadership for maintaining quality of the institution. The President establishes a culture of institutional inquiry, dialogue, planning, decision-making, and inclusivity with input from the various constituents across the institution. The President uses a variety of avenues to communicate with the College, so constituents stay informed. Additionally, the President has experience serving on several accreditation peer review teams and has a clear understanding of the regulations and policies.

Findings and Evidence:

Board Policy 1009 establishes the President's delegated authority and responsibility for leading and directing the College. Interviews with staff and meeting minutes indicate that the President has effectively led planning and organizing efforts to advance quality. For instance, the President facilitated planning efforts that led to the College's integration of the Strategic Plan with the Educational Master Plan to improve the efficiency of the planning process.

The President serves on the Planning Committee and chairs the Shared Governance Council, thus demonstrating leadership and providing direction for the institution. He meets with the senior leadership regularly to stay informed and provide guidance on budget, facilities, human resources, and other institutional matters. He participates in final interviews of full-time faculty and management positions to direct the selection of personnel. The President has regular communication with the campus community via regular meetings and email with the campus community and as Chair of the Shared Governance Council. (IV.B.1)

The President has responsibility for overseeing and evaluating the organizational structure of LMC, which is sufficiently sized to effectively operate the College. Administrative Procedure 4000.16 (Organizational Structure) provides a mechanism for evaluation of the structure that is followed by the President. The President delegates authority to members of the President's Cabinet, as appropriate. (IV.B.2)

As evidenced in the College's planning documents, the President guides institutional improvement of the teaching and learning environment. The President led institution-wide dialogue to develop the integration of the Strategic Plan with the Educational Master Plan to improve efficiency. The College uses program review as a primary source for all area planning, evaluation, improvement and resource allocation. The College's budget process is directly tied to program review, the strategic plan, and the College mission. Board Policy 1012 and Administrative Procedure 1012.01 (Institutional Effectiveness: Planning, Assessment and Continuous Improvement) establishes the process by which the College evaluates its departments, programs, and services. Evidence indicates that the College uses these processes. (IV.B.3)

The President has the oversight and authority for ensuring that the College meets all Eligibility Requirements, Accreditation Standards, and Commission policies. The President encourages faculty, staff, and administrators to participate on peer review teams and ensures participation and shared responsibility for accreditation through the College's Accreditation Steering Committee. (IV.B.4)

As evidenced in the ISER, meeting minutes, and interviews with staff, the President assures the implementation of statutes, regulations, and governing board policies that are consistent with the College mission through participation on various governance committees and by actively participating in the development and revision of board policies and administrative procedures. The team noted that the President serves as a member of the California Community Colleges Chief Executive Officers Board, which regularly reviews and interprets legislation and regulations at the state and national level and assesses the impact on community colleges. The President shares this information with LMC and the District that further informs the constituency to provide data for decision making. (IV.B.5)

The President represents the College as a member of a variety of community organizations where he disseminates information about the institution. Additionally, he provides opportunities for the community to visit and participate in College activities and events. The President engages in partnerships with appropriate entities, such as collaborations with K-12 districts and other external groups, and he has served on two state-wide community college boards. (IV.B.6)

Conclusion:

The College meets the Standard.

IV.C. Governing Board

General Observations:

Contra Costa Community College District (4CD) is led by the Governing Board, which has full legislative authority in accordance with State of California Education Code, rules of the Board of Governors of the California Community Colleges, and Statutes of the State of California for the policies related to academic quality, integrity, legal matters, and the financial stability of the District and all colleges within the District. The College provided key pieces of evidence, such as policies, procedures, agendas, handbooks, and minutes that provide a good overview of Governing Board leadership & governance.

The District offers the Governing Board a variety of opportunities to engage in ongoing professional development. The Governing Board conducts regular self-evaluations and periodic evaluations of the chancellor. To ensure the District/Colleges accomplish its goals, the Governing Board receives regular reports on key indicators of student learning and achievement and institutional plans for improving academic quality.

Findings and Evidence:

The Contra Costa Community College District (4CD) is governed by a five-member board elected by geographic regions, and a student trustee, who has an advisory vote on actions other than personnel and collective bargaining. The student trustee is selected by rotation among the

three colleges. The Governing Board has appropriate policies that govern the board's size, duties, responsibilities, structure, and operating procedures. The Governing Board is responsible for assuring academic quality, integrity, and effectiveness of student learning programs as well as the College's financial stability. The board's duties and leadership direction are outlined in Board Policy 1009 (Institutional Leadership, Governance, and Decision-Making) and 1010 (Code of Ethics of the Governing Board). The Governing Board delegates operational authority to the Chancellor in this same policy. The 1000 series of Board Policies address the overall policies and procedures of the Governing Board; the 2000 series outline policies related to employment and employees; the 3000 series contain policies applying to student services; the 4000 series are related to curriculum and instructions, and the 5000 series contains policies related to business services and the 6000 series pertain to physical facilities. (IV.C.1, IV.C.5, ER 7)

The Governing Board meeting minutes demonstrated that the trustees are unanimous with many of their votes. In reviewing a dozen or more Governing Board minutes, the Trustees appear to speak with one voice, and once they reach a decision, despite occasional split votes, all members support that decision. Board Policy 1022 outlines the Governing Board Communication Protocols and Board Policy 1010 delineate the policy for a Code of Ethics of the Governing Board. (IV.C.2)

The Governing Board follows clearly defined policies for selecting and evaluating administrators. Board Policy 2057 and Human Resources Procedure 1010.06, both titled "Hiring of Contract Administrators," include the steps involved in this process, including the chancellor. These steps were followed in the current selection of the Chancellor as outlined on Contra Costa Community College District webpages. Human Resources Procedure 2030.13 clearly identifies the evaluation process of manager/supervisor positions. Previous Chancellor Dr. Benjamin (2005-2016) was evaluated annually except for her final year per an agreement with the Board. Following her departure, Dr. Fred Wood was hired effective January 2017 and rather than completing an evaluation in the normal timeline in June, 6-months after being hired, Dr. Wood was evaluated for the first time in Nov. 2019, almost 2.5 years after being hired as Chancellor. The 2019 evaluation of Chancellor Wood was completed by a subcommittee, and a report was made at a regularly scheduled Board meeting. The evaluation timeline process was not followed in this case, nor was the process followed for HR 2030.13, due to the use of a subcommittee for the evaluation and an undocumented agreement between then Governing Board President and Chancellor Wood to use a narrative report versus the identified HR forms. (IV.C.3)

The Governing Board is an independent, policy-making body that reflects the public interest in the quality of the institution's educational programs and services. Trustees are elected by geographic regions representing the interests of the county residents. The Governing Board advocates for and defends the District and protects it from undue influence or political pressure. Board Policy 1008 establishes the parameters for trustee area representation. The District's Board Policy 1020 and administrative procedures outline conflict of interest for board members. All board members are required to annually file a Statement of Economic Interests report. (IV.C.4, ER 7)

The Governing Board develops and employs policies that are comprehensive, publicly available, and consistent with the District and College missions. The Board exercises its responsibility in ensuring educational quality by adhering to all policies relating to educational planning (BP 4008), standards of scholarship (BP 4001), and student completion of degrees and certificates

(BP 4011). Board policies also address the board's role in strategic planning, goal setting and assurance of sound fiscal management (BP and AP 1012). The board receives regular reports throughout the year on progress made towards strategic goals and improvement of instructional and student support programs. (IV.C.5)

The Governing Board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in the Governing Board Policy Manual and Board Policy 1010. These policies describe the composition of the Governing Board, how members are elected, how meetings are conducted, the duties and responsibilities of Governing Board members, and the code of ethics members are expected to follow. (IV.C.6)

The Governing Board has established policies and bylaws for effectively fulfilling the college/district/system mission. Governing Board Policies and procedures are reviewed and only modified when there is a state, federal, or CCLC notifications are received on a two, three, or four-year cycles. Upon review of multiple Governing Board policies, the peer review team found policies outside of the four-year cycle. It was noted in a discussion at LMC and from other District employees that historical board policies are not part of a routine review cycle. For example, BP 1010 Code of Ethics of the Governing Board was last revised in 04/22/15; BP 1022 related to communication was last revised in 2/25/15, and Academic Freedom BP 2018 was last revised in 7/21/99. Inconsistencies have been identified related to the Board acting in accordance with a few of their policies and bylaws. Individual interviews with Board of Trustee members identified noncompliance with BP 1010, Code of Ethics of The Governing Board (see Standard IV.C.11), Chancellor evaluation process (see Standard IV.C. 3), and BP 1022, Governing Board Communication Protocols. Multiple board members indicated being pressured to vote in a particular direction occurring within and outside of Board meetings. BP 1022 related to communication states "A majority of the members of the Governing Board shall not, outside a regularly scheduled meeting, use a series of communication of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business..." It was also reported by Trustee members that one board member has and continues to apply pressure to hire someone out of classification. (IV.C.7)

The Governing Board reviews indicators of student learning and achievement and institutional plans for improving academic quality. Throughout the year, the Governing Board receives regular scheduled reports on key indicators at their meetings and study sessions from District and College staff members detailing achievements. The Governing Board receives an annual report from the Educational Planning Committee on new programs of study being developed and those up for discontinuance. Regular board meetings include business action items, such as the review and approval of any new courses, degrees, and/or certificates prior to being offered at the colleges. At the June 26, 2019 meeting, the Board reviewed, revised, and approved the District's purpose, mission statement, vision statement, and values statement as part of its development and subsequent approval of the District Strategic Plan 2020-2025. Governing Board meeting minutes from December 11, 2019 included Education Planning Reports related to the continuous review, evaluation, and improvement of educational programs. (IV.C.8)

The Governing Board has a comprehensive training program for its own education and development that includes study sessions at least three times a year to cover budget (April),

strategic planning (November), and board self-assessment and other various topics (June). Governing board members are provided training in other important areas including the Brown Act, ethics, conflict of interest, and accreditation. New board members are provided an orientation in which they receive copies of essential documents regarding policies and procedures, organizational structure, strategic planning, and more. In interviews, governing board members reported having an orientation to their new role and taking advantage of additional training opportunities, mostly through CCLC and other conferences. (IV.C.9).

The Governing Board evaluates itself consistent with the process identified in Governing Board Policy 1015 on an annual basis in June-July, including 360-evaluations every two years. The evaluation includes a self-assessment, feedback from college and community stakeholders, and analysis of board goal achievement. The results are shared with the District community and made available to the public through board meeting minutes on the website. As part of a Special Meeting on August 8, 2020, the results of the Board self-evaluation and external surveys were discussed and presented. Areas evaluated include Board Operations, Fiscal Management, Implementation of the Mission, Achievement of Board Goals, Relationship with the Colleges, Relationship with the Community, and free responses to Board strengths and improvement areas. The external and self-evaluations were consistent in their assessment, with notably, two exceptions with a weighted average of below 3 on a five-point Likert scale. The Board self-evaluation identified two areas below average (> 3 on scale): (1) Board members uphold the confidentiality of discussion and actions taken in closed session (2.8 weighted average), and (2) Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole (2.8 weighted average). (IV.C.10)

Governing Board Policy 1010, Code of Ethics of the Governing Board, outlines the commitment of the board to operating with ethical standards following the principles of service, respect, accountability, integrity, confidentiality, and openness. Governing Board Policy 1020, Conflict of Interest, and administrative procedures outline the District's commitment to avoiding conflicts of interest. Governing Board members sign the Conflict of Interest Declaration to signify that they understand the policy. Recently in July 2020 the Board had to investigate claims of code of ethics violations by board members. Confirming the concerns in this area is the resolution agreement between a Trustee and the Governing Board stating "...an investigation into a complaint against a Board member revealed that a Board member violated Board Policy 1010 (Code of Ethics for Board Members) and Board Policy 1022 (Governing Board Communication Protocols)." Additionally, individual interviews with Board of Trustee members identified examples of noncompliance with BP 1010, Code of Ethics of the Governing Board. Multiple Board members indicated being pressured and "bullied" during and outside of meetings which may indicate a lack of respect and integrity. Also, pressure to vote in a particular direction was reported as occurring within and outside of Board meetings. Another resolution signed on July 2 supports this concern stating, "Trustee...agrees to refrain from advocating on behalf of any candidate for employment with the Contra Costa Community College District...he will not take any action to influence any District employee regarding the hiring of any candidate for employment with the District." (IV.C.11, ER 7)

The Rules and Regulations of the District Governing Board, Administrative Officers, No. 18, stipulate that the Governing Board shall employ a full-time Chancellor to serve as the chief

administrative and executive officer and delegates authority to the chancellor the responsibility for administering the policies and executing the decisions for the Board that require action. Recent Governing Board votes to deny contract renewals of two District employees (1) the associate vice chancellor for human resources and (2) the chief financial officer would suggest the Chancellor's authority for terminating employees may have been circumvented in this case. BP 2004 Selection, Retention, and Termination of district employees has language that supports the Chancellor's recommendation as it relates to the termination of district employees. The Governing Board in its self-evaluation indicated a less than average rating (2.8) for the survey question. Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole. Through interviews with members of the Board, the team was able to verify that the Governing Board did not support the Interim Chancellor's recommendation related to contract extensions in a 3-2 Board of Trustee vote. Also, multiple Trustee members mentioned speaking directly with staff, outside of the chain of command with the Chancellor, which was confirmed in the resolution agreement between a Trustee and the Governing Board signed July 2, 2020 stating "Trustee ... agrees to refrain from communication in any manner after 6:00 p.m. with Board members and employees of the Contra Costa Community College District." (IV.C.12)

The Governing Board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, commission policies, accreditation processes, and the College's accredited status through regular and special Board meetings and study sessions. For example, the Governing Board reviewed an accreditation functional map delineating primary, secondary, and shared responsibility areas between each college and the District in minutes of Nov. 13, 2019 Regular Meeting of the Governing Board. (IV.C.13)

Conclusions:

District Recommendations 2 (Compliance)

In order to meet the Standard, the Team recommends the Governing Board should follow its board policy related to the Chancellor's evaluation process. (IV.C.3)

District Recommendations 3 (Compliance)In order to meet the Standard, the Team recommends the Governing Board act consistently with its adopted policies and bylaws and regularly assesses these policies and bylaws. (IV.C.7)

District Recommendations 4 (Compliance)In order to meet the Standard, the Team recommends the Governing Board uphold and adhere to the adopted code of ethics policy, BP 1010. (IV.C.11)

District Recommendations 5 (Compliance)In order to meet the Standard, the Team recommends the Governing Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District and colleges. (IV.C.12)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The roles and responsibilities of the District and College are well defined in the Functional Map and in comprehensive district policies, procedures, and business processes. The District has an agreed-upon resource allocation model that allows the colleges to align with their missions, visions and values, and allows for the operations and sustainability of the colleges and district. The college presidents are given full authority to implement programs, college resource plans, and district and college procedures and policies.

Constituents are engaged to participate in district planning. The colleges align their strategic plans to the District's Strategic Plan. The college presidents are tasked with setting college goals to meet both the District and college planning goals. Decisions are communicated through the organization by the Chancellor through the Chancellor's Cabinet, District Governance Committee, and through the monthly communication to all constituents.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through biweekly meetings with the Presidents and the Chancellor's Cabinet to discuss and communicate about issues facing the District. At the three college convocations, the Chancellor talks about the issues facing the District. If district-specific information needs to be conveyed to the District, districtwide emails are sent out on the topic. (IV.D.1)

The District has several central services, including human resources, purchasing, fiscal services, facilities, planning, and research. They follow the functional map for delineation of responsibilities. The resource allocation model was mutually agreed upon by all constituencies and is followed as part of the budgeting process. (IV.D.2)

Allocations and reallocations of resources are defined and followed in the District budget model. As enrollment increases and funds are available, these funds are allocated to the growing college or colleges. If the college does not meet its agreed upon target the funds are redistributed to the college(s) that have met or exceeded the stated goals. The District feels that this method incentivizes the colleges to meet or exceed their targets. It also allows for the funds to be redistributed to the location where student programs and supports are the greatest. The District has both internal and external audits to ensure proper controls of financial transactions. Liabilities have been addressed in a comprehensive and consistent manner. The District has funded 50% of its Other Post-Employment Benefits and has funded other liabilities as well including the vacation liability. (III.D.3)

As district policies are developed, the Chancellor works through the college presidents to engage the college constituents. Board Rules and Regulations #27 define that the college presidents are fully responsible for implementing the district policies on their respective colleges. The presidents are given full responsibility to run their campuses, and the Chancellor evaluates the

presidents based on the predetermined goals that tie to the strategic directions. This decentralization allows the president and faculty to develop their programs, the college to organize the campus structures, and staff to select and cultivate their own staff development. (III.D.4)

Planning is integrated between the District and the College. The Board of Trustees delegates to the Chancellor, and the Chancellor ensures that each college has plans that tie to the colleges' missions, visions, and values. Presidents are required to set annual goals that move forward the District and college Strategic Plan. College constituents, college committees, and district committees are involved in the formulation, review, and implementation of the college and district strategic plans, and annual operational plans. College strategic planning committees also align the college goals to the district goals. (III.D.5)

The District communicates with the colleges in a variety of ways. Through Chancellor's Cabinet, the Chancellor meets with the college presidents to discuss district-wide issues. The highlights of topics for these meetings are widely shared through the monthly "The News 4CD Employee" Newsletter. This publication also highlights major events of note throughout the District of which employees should be aware, including bond updates and links to the board reports. The minutes from the District Governance Council show that the constituent groups share and participate in the development of the Strategic Plan and other district governance processes. The District also sends out emergency messages or district-wide communications as needed. These communications allow the colleges and district to timely and accurately make effective decisions. (IV.D.6)

The Chancellor's Cabinet summaries, board minutes, and LMC minutes show that the District has collaborated with the college presidents and their constituents about the roles and responsibilities and the delineation of duties between the District and the colleges. As a result of the survey on decision making, LMC discussed how the District communicated where constituents could find information on governance committees. The committee agreed to implement improved communications by providing links in "The News" to increase effectiveness. (IV.D.7)

Conclusion:

The College meets the Standard.

QUALITY FOCUS ESSAY

The team reviewed the College's Quality Focus Essay (QFE), which was included in the College's ISER. The QFE identifies three projects that will positively influence student learning and achievement throughout the institution. All projects are to be implemented within two years and will reinforce the College's commitment to student learning, access and equity.

Project #1 Intentional Outreach

The first project will work to find new ways to inform prospective students about academic and career pathways at LMC. With special emphasis on the need to enroll in transfer-level English and math in the first year, efforts will include researching and implementing new tools to assist students in developing educational plans and using more streamlined technologies and support to facilitate actual registration as an integral part of orientation and counseling. The team believes that this approach will further advance the College's mission.

Project #2 Strategic Scheduling

The second project will explore innovative approaches to scheduling, which will include investigating one- and two-year schedules and priority time blocks for transfer-level English and math courses, to name two. Additionally, through this project, the College will increase its use of data to inform the investigation process. The team appreciates this student-centered effort to support learning and teaching, and the team believes that it will further advance the College's mission.

Project #3 Focused Retention Efforts

The third project will focus on disproportionately-impacted student populations identified in LMC's Student Equity Plan. The College plans to use several methods to approach the issue. The College will increase professional development opportunities that focus on equity-centered practices. Secondly, it will increase support for the efforts of the Distance Education Committee to improve equitable access and success in distance education classes. Lastly, the College will investigate the effectiveness of LMC Connect, a software tool that provides infrastructure that supports retention.

All three projects have a two-year timeline and have been assigned to specific areas of the College for accountability and have measurable outcomes. The team believes the projects are well considered with well-organized action steps to meet the College's goals.