

# **Substantive Change Proposal**

## **Additional Locations and Contracting for the Delivery of Programs**

### **Public Safety Programs - Fire Academy and Police Academy**

**Los Medanos College  
2700 East Leland Road  
Pittsburg, CA 94565**

**Contra Costa Community College District  
500 Court Street  
Martinez, CA 94553**

**Submitted by:**

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**Date: October 10, 2013**

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## **Certification of the Substantive Change Proposal**

DATE: October 7, 2013

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

FROM: Los Medanos College

Los Medanos College requests approval for substantive changes in its two public safety academies:

- Fire Academy – Establishing an off-campus location where at least half the courses required for a career technical education certificate are offered.
- Police Academy – Establishing an off-campus location where at least half the courses required for a career technical education certificate are offered; and contracting for the delivery of the program with a non-regionally accredited organization.

This request documents that the College meets all of the Commission’s requirements for the proposed changes.

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Mr. Bob Kratochvil  
President, Los Medanos College

## **Fire Academy**

### **Proposed Change and Rationale**

#### **Brief Description of Change**

This Substantive Change Proposal is to report that the Los Medanos College Fire Academy is now delivered and facilitated off-site at 2945 Treat Blvd., Concord, CA 94518. One locally approved College “Skills Certificate” in “Basic Fire Academy” can be completed 50 percent or more at this site.

#### **Relationship to Institutional Mission**

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

<http://www.losmedanos.edu/aboutcollege/mission.asp>

Since learning and success are its first priorities, the college identified several goals to support its mission and strategic directions. The goals are:

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

The Fire Academy program and services offered by LMC improve the learning of all fire students by offering state-of-the-art modes of delivery to meet their educational goals (goal 1). The College, in collaboration with Contra Costa County Fire Protection District, requests this change in order to improve and promote innovation and to incorporate new technology in fire training (goal 5). The College has revised training formats, developed new delivery methods and selected an excellent off-site facility to conduct this training, based on student need (goals 2 and 3). All training and methods utilized are in accordance with local and state fire agency guidelines and standards. The Fire Academy collaborates closely with LMC Fire Technology and EMS Advisory Board in order to research and

plan for improvements (goal 6). With the off-site location, LMC is able to offer this fire training program efficiently and effectively, in comparison to the costs incurred by many other community colleges (goal 4).

LMC is one of 26 community colleges in California that has been authorized and approved by the California State Fire Marshal (CSFM) to deliver Certificates of Completion to students who complete the Fire Academy training program.

The College does not have the training facilities, space capacity or equipment to host a fire academy on its main Pittsburg campus. For years, fire faculty looked for an off-site facility to host what has become a complex training program. Previously, local fire stations hosted training drills at various locations, which required students to constantly change training locations. This issue, along with equipment accessibility and parking problems, resulted in negative feedback from some academy students. It became apparent to College faculty and management that a more permanent solution to provide for an on-going, quality training facility was needed.

It was also becoming more evident that local and state fire training standards were difficult for students to achieve using the limited training experience at local fire stations. Therefore, after doing research and considering alternatives, Los Medanos College entered into an agreement with Contra Costa County Fire for use of its training facility in Concord (13 miles southwest of the main campus in Pittsburg). Offering the academy at the Concord location has resulted in improved student success. (*Appendix A*)

### **Rationale for the Change**

The Fire Academy is an integral part of LMC's curriculum, providing a hands-on approach to student learning. The 15-unit academy produces learner success through innovative, interactive teaching, learning and technology. To this end, curriculum and student services are regularly reviewed and improved. Both previous instructors and fire students had requested use of the more permanent site in Concord in central Contra Costa County. At this location, training can now be conducted in a more effective and consistent manner, at no additional cost to the college.

LMC is the only community college in Contra Costa County to offer a program in fire – Fire Technology which serves as a foundation for the Basic Fire Academy. The College strives to meet the needs of the diverse community, including those who find it difficult or impossible to travel to east Contra Costa County to the LMC campus in Pittsburg. Many Fire Academy students live outside East County, so a more central location is helpful.

To improve or expand the facilities and provide equipment at the LMC campus in order to host the Fire Academy would be very expensive, especially at a time the state has been facing severe fiscal constraints. Space would have needed to be set aside and dedicated for the sole purpose of delivering a standard fire academy. LMC would have needed to develop large areas for the safe movement and placement of large fire apparatus; several mock up buildings would have been needed in order to accommodate interior training; and multiple training props would need to have been purchased and installed. A

flammable liquid space would be needed to be provided for safe delivery of flammable and combustible liquids training, as well as a multi-story drill tower for simulation and training. College and program leaders concluded that these many factors made creation of an on-campus facility impractical.

In 2007, the Fire/EMS Department, working with its advisory board (*Appendix D*), reviewed the California State Fire Marshal's Firefighter I Training Program Standards, which is the state approved curriculum of LMC's Basic Fire Academy. As part of the program development, it was determined by the faculty and advisory group that a central facility capable of handling all the activities was required. The Fire Academy is completed as one 15-unit course; approximately 90 percent of which is completed in the off-site facility.

In order to provide these students with seamless support, the College provides services face-to-face at the Pittsburg campus and on-line. Counseling, Financial Aid and other student services are maintained through personal contact, email, telephone, face-to-face meetings (groups or individuals) and other methods.

## **Planning Process**

In 2007, LMC formed an advisory committee through the Contra Costa County Fire Training Officers Association. The committee was charged with aiding LMC in finding and evaluating alternate locations for hosting future fire academies. The committee prepared a list of facility requirements, based on state Fire Marshal's standards that would provide for suitable training site. The group concluded that student learning outcomes would be improved with use of a more modern, permanent facility.

Local fire agencies were then visited looking for a facility that would meet all the needs that had been identified by the advisory committee. During summer 2007, LMC representatives met to discuss the options proposed by the Fire Advisory Committee. Most of the potential facilities considered were either too far from the main campus or had limited access and parking issues. All group members concluded that the Contra Costa County Fire Training Center in Concord provided the most suitable site to conduct future fire academies.

## **Institutional Approvals**

The Basic Fire Academy program is a 15 unit course (FIRE 120). It is approved by the College's Curriculum Committee as a "Skills Certificate". The curriculum is based on the California State Fire Marshal's Firefighter I Training Program.

The agreement to use the training facility has been approved by the Contra Costa County Fire Protection District and the Governing Board of the Contra Costa Community College District. The current agreement – covering the period from July 2013 through June 2015 – was approved by the CCCC Board at its March 2013 meeting (*Appendix E*).

## **Police Academy**

### **Proposed Change and Rationale**

#### **Brief Description of Change**

This Substantive Change Proposal is to report the establishment of an additional location geographically apart from the main campus at which Los Medanos College offers law enforcement academy certificates to students. Three Certificates of Achievement – Basic Law Enforcement Academy, Intensive; Basic Law Enforcement Academy, Intermediate; and Basic Law Enforcement Academy, Advanced – and one locally-approved Skills Certificate are offered at the off-site location in downtown Pittsburg at 340 Marina Boulevard, at the Law Enforcement Training Center.

Additionally, the proposal is to report the contracting for the delivery of these programs in the name of the institution with a non-regionally accredited organization - namely, Contra Costa County on behalf of the Contra Costa County Office of the Sheriff.

#### **Relationship to Institutional Mission**

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

(<http://www.losmedanos.edu/aboutcollege/mission.asp>)

Keeping learning and success as its first priorities, the college identified several goals to support its mission and strategic directions. The Los Medanos College Ten Year Educational Master Plan goals include:

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

Moving the Regular Basic Academy programs from the LMC campus to the Law Enforcement Training Center, supported by an Instructional Services Agreement with the Contra Costa County Office of the Sheriff, is consistent with the mission and goals of the College. The change reflects the College's commitment to continuous assessment and program improvement that is necessary to maintain and/or improve the quality of education provided to the communities LMC serves.

### **Rationale for the Change**

Any person seeking a career as a sworn peace officer in the State of California must successfully complete a Commission on Peace Officer Standards and Training (POST) Regular Basic Course program. There are approximately 40 POST-certified Regular Basic Course presenters (police academies) in California. The state certifies the academies based on regional needs. The Bay Area is one of the largest metropolitan areas in the state and, as such, has a strong need for Regular Basic Course presenters to meet the demands of its law enforcement agencies. To this end, the rationale for the change is to utilize existing local resources that have the space and capacity to accommodate the demand for law enforcement training. Los Medanos College recognizes the value of shared resources as a prudent use of public space, but also to provide relevance and rigor to the program by aligning closely with the industry and ultimately end user: the employer.

The demand for LMC's Regular Basic Course is not limited to law enforcement agencies within the region. The program serves law enforcement agencies throughout Northern California. Those agencies may choose to recruit new hires from any certified Regular Basic Course in the state, and many choose to recruit from the LMC program over those in their immediate region. This speaks to the quality of education that LMC students are receiving in the program, which exceeds the minimum training standards established by POST.

The Regular Basic Academy, intensive format program, is a 26-week course and is typically offered twice each year. Projected enrollment each year is 120 students; approximately 90-100 completers are anticipated each year. The extended format program which leads to the intermediate and advanced certificates as shown below are offered once per year with projected enrollments of 20 – 30 students per course.

Similar to many law enforcement basic academies in California, the Los Medanos College academy is now represented in partnership with the local Office of the Sheriff. The Contra Costa County Law Enforcement Training Center (LETC) is located in downtown Pittsburg, approximately four miles north of the LMC main campus (*Appendix F*). Instructional services are provided by an agreement between Contra Costa County on behalf of the Office of the Sheriff and the Contra Costa Community College District on behalf of Los Medanos College (*Appendix I*). The agreement is authorized by Education Code section 78015, and Title 5, California Code of Regulations, sections 51006, 53410, 55002, 55005, 55230-55232, 55805.5, 58051.5, 58055, 58056, 58058 and 58102-58106 and permits employees of the County Sheriff's Office who meet the California Chancellor's Office Minimum Qualification guidelines to be hired by the College to provide training and instruction in the area of Administration of Justice to students



enrolled in the college. The agreement adheres to all the “Guidelines for Good Practice in Contracting with Non-Regionally Accredited Organizations” listed in the ACCJC “Policy on Contractual Relationships with Non-Regionally Accredited Organizations”.

The Contra Costa County Office of the Sheriff has hired 218 sworn peace officers during the past two years. Most of these individuals are hired before they have completed a Regular Basic Course; they are subsequently sent through LMC’s Regular Basic Course Program. The employment projections for the next two to five years are about the same, meaning roughly 100 new peace officers will be hired each year. The Office of the Sheriff’s personnel unit estimates about 80 percent of those new hires will need to attend the regular Basic Course. The remaining 20 percent will have already completed their training through the LMC program or elsewhere.

Other law enforcement agencies also send students to the LMC program, or hire the “non-affiliated” students who successfully complete the program. Non-affiliated students are those who attend the Basic Law Enforcement Academy on their own prior to be hired by any law enforcement agency. During the last two years, approximately 50 percent of the program’s non-affiliated graduates have gained employment as peace officers.

As previously noted, the Contra Costa County Office of the Sheriff is the primary source of students for the program - however, these are open enrollment courses and attract general students, including returning veterans, seeking employment in the field of law enforcement. The Office of the Sheriff provides all of the staffing, equipment and facilities utilized in the program. The Office of the Sheriff maintains certification through POST, which supports the inclusion of non-affiliated students.

### **Description of the Program to be Offered**

LMC’s Basic Law Enforcement Academy is certified through the State Commission on Peace Officer Standards and Training (POST) as part of the Regular Basic Course program. The academy program is the requisite first educational step for persons who wish to become peace officers (as defined by sections 830.1 through 830.33 in the California Penal Code) in the state of California. Students, who have been hired provisionally by a law enforcement agency, as well as those who have not, enroll in the class.

POST describes the mission of the program as follows:

*The primary goal of basic training is to prepare students mentally, morally, emotionally and physically to enter and successfully complete the Field Training Officer (FTO) program.*

To accomplish this, the program teaches curriculum designed to develop the following competencies in the student:

- Police Vehicle Operation
- Conflict Resolution
- Use of Force
- Local Procedures

- Leadership
- Problem Solving/Decision Making
- Legal Authority/Individual Rights
- Officer Safety
- Communication
- Ethics
- Stress Tolerance and Emotional Maturity

In order to accommodate different student needs, the basic law enforcement academy is offered in an intensive format (full-time, 40 hours per week) and in an extended format (evenings and weekends).

**Law Enforcement Academy Certificate of Achievement Requirements:**

**Basic Law Enforcement Academy Intensive (25 units)**

Required course:

ADJUS-005                      Basic Law Enforcement Academy (25 units)

**Basic Law Enforcement Academy Intermediate (15 units)**

Required courses:

ADJUS-001                      Basic Law Enforcement Academy – Beginning (6 units)

ADJUS-002                      Basic Law Enforcement Academy – Intermediate (9 units)

**Basic Law Enforcement Academy – Advanced (29 units)**

Required courses:

ADJUS-001                      Basic Law Enforcement Academy – Beginning (6 units)

ADJUS-002                      Basic Law Enforcement Academy – Intermediate (9 units)

ADJUS-003                      Basic Law Enforcement Academy – Advanced (14 units)

**Certificate of Achievement in Basic Law Enforcement Academy – Intensive** is a 25-unit program designed for persons seeking full-time employment in law enforcement and for those who have been recently hired by a local law enforcement agency. It is certified by the California Commission on Peace Officer Standards and Training (POST) and is presented in the intensive full-time format consisting of 1,020 hours of instruction delivered over 26 weeks (*Appendix H-4*).

**Certificate of Achievement in Basic Law Enforcement Academy – Intermediate** is a 15-unit program for persons wishing to apply as a **Level II Reserve** with a participating law enforcement agency or upon completion apply as a full-time regular law enforcement officer with a participating law enforcement agency. The courses in the program are certified by the California Commission on Peace Officer Standards and Training (POST) and are presented in the extended (evenings and weekends) format (*Appendices H-1 and H-2*).

**Certificate of Achievement in Basic Law Enforcement Academy – Advanced** is a 29-unit program for persons wishing to apply as a **Level I Reserve** police officer or apply as a full-time regular law enforcement officer with a participating law enforcement agency. The courses that make up this program are certified by the California Commission on Peace Officer Standards and Training (POST) and are presented in the extended (evenings and weekends) format (*Appendices H-1, H-2 and H-3*).

Upon successful completion of the program, the student is prepared to pursue further professional development as a peace officer.

In addition to the college-issued Certificate of Achievement, completion of these programs qualifies the student to receive a POST certificate of completion. The Regular Basic Course minimum training and testing specifications are prescribed by the Commission on Peace Officer Standards and Training. The certificate is issued by the Contra Costa County Office of the Sheriff Law Enforcement Training Center, and is assigned a unique course control number issued by POST. The certificate remains valid during the student's time of employment, or for up to three years of non-employment as a peace officer in California.

Students are provided all learning resources needed for successful completion of each course. Materials provided are:

POST Learning Domain Workbooks - California POST

California Penal Code - published by Lexus-Nexus

California Vehicle Code - published by Lexus-Nexus

California Hazardous Materials Guidebook – published by the US Department of Transportation.

## **Planning Process**

After many years of running the Police Academy on campus, LMC and the Sheriff's Office worked together to plan and implement the contract/off-campus model. The change is consistent with the College mission in that continuous assessment and program improvement are necessary to maintain quality educational programs for the diverse students and communities that LMC serves. Law enforcement in Contra Costa County strives to deliver high quality services in every aspect, including training. The on-going evaluation of basic law enforcement training and the need for program improvement led the Office of the Sheriff to propose the off-site contract model to the College.

The proposed change related directly to LMC's Ten Year Educational Master Plan, particularly three goals:

- Goal 4: Ensure the fiscal well-being of the college.
- Goal 5: Enhance a culture of innovation, inclusiveness and collaboration.
- Goal 6: Establish a culture of research and planning, implementing, assessing and improving.

The infrastructure required to conduct and support a POST-certified Regular Basic Course is one of the most extensive and expensive of all programs listed in the College Catalog. Collaboration with local law enforcement agencies is crucial to successful training, and the more local agencies that are included, the stronger a program is. The change described in this application is the result of quality research and planning by the College and county law enforcement agencies including consultant input in order to provide improved educational services.

The College's continuous assessment of needs and resources takes place based on its relationship with the college's Administration of Justice Advisory Committee and with the Office of the Sheriff. The Sheriff is affiliated with the Contra Costa County Police Chiefs Association and its members in an advisory capacity (*Appendices J and K*). The police chiefs meet monthly to discuss proposed changes in state curriculum, testing, and POST regulations that have an impact on their current and future employees. Feedback is solicited related to the training program and work is done to coordinate and share resources.

The Chiefs Association represents the single largest group of employers in the region. LMC's relationship with the group is vital for the success of the program and students. The Chiefs Association membership who supported the change to the off-site, contract model is included in appendix J. In addition to the Contra Costa County Police Chiefs Association, the Sheriff is part of the statewide Commission on Peace Officer Standards and Training Academy Directors and Coordinators Consortium. The Consortium consists of Directors and Coordinators from all 40 POST-certified Regular Basic Course presenters in the State, as well as members of POST assigned to the Basic Training Bureau. Academy managers meet three times each year to receive updates on curriculum, regulations and legislation affecting the Regular Basic Course.

The College uses its relationship with the Sheriff to conduct constant assessment of needs and resources related to conducting successful and effective law enforcement academy courses. These communications informed the discussions that led to the decision to move the academy off-site and have it delivered via an Instructional Service Agreement with the Office of the Sheriff.

The primary effect of the change has been the migration of instructional activities from the LMC campus to the Law Enforcement Training Center in downtown Pittsburg, approximately four miles from the campus. The classrooms, lockers, gym, automobiles, training props, et cetera have been purchased and maintained by the Sheriff. Additionally, academy instructors will no longer be full-time or adjunct college faculty, but instead will be "gratuitous" employees of the college, and hired by the Sheriff with the approval of the college and provided wages and benefits by the Sheriff. The faculty will continue to meet the Chancellor's Office Minimum Qualifications. There is no change in the College's relationship with the students. All on-campus services and facilities continue to be available to academy students.

Law Enforcement Academy students meet for one full day for Orientation approximately one week prior to the start of each academy. LMC's Academy Manager and a representative from college Admissions and Records conduct a comprehensive orientation to college programs and services such as counseling, tutoring, library services, career services and transfer. Students are provided a Student Handbook outlining all aspects of available programs and services available online and at the college campus, and are encouraged to take advantage of the vast resources available to them.

All parties including college faculty, managers and law enforcement representatives agreed that moving the academy from the college campus to the newly constructed law enforcement training center would benefit student success due to the closer alignment of industry experts, POST learning domains and the aspiring law enforcement student body. The many months of planning and preparation by key college and law enforcement personnel led to a successful transition that, coupled with regular course assessment and annual review of the Instructional Services Agreement, continues to serve students and the community. The change is also financially beneficial for LMC.

### **Institutional Approvals**

LMC's Administration of Justice degree and certificates have been approved by the Chancellor's Office of the California Community Colleges. In addition, the Police Academy programs and courses have been approved by the college's Curriculum Committee. The Instructional Services Agreement (*Appendix I*) between the Contra Costa Community College District and Contra Costa County (Office of the Sheriff) has been approved by the appropriate authority in both entities.

## **Institutional Resources for Law Enforcement & Fire Academy:**

### **Evidence of Adequate and Accessible Student Support Services**

Students enrolled in the Fire Academy are provided with a pre-instruction orientation by the academy administrator. During the orientation, a representative from student services is on hand to answer specific questions related to the services of the college and guide students through the sections of the college catalog related to services of the college. This orientation is conducted at the main campus location, where students can easily be referred to campus services.

In addition to a formal orientation to the program, the first two weeks of instruction of the Fire Academy is conducted at the main campus. This provides an opportunity for students to become familiar with the larger college environment and campus services. Furthermore, the Basic Fire Academy (FIRE 120) is a capstone program, with most students having completed the introductory Fire Technology courses at Los Medanos College before beginning the Fire Academy, so students would be familiar with services offered.

Similar to the Fire Academy, the Police Academy provides a comprehensive program orientation prior to instruction. Although held off site from the main campus, a senior student services representative and the College's academy administrator are present at the orientation to assist students with information about the comprehensive student services offered online and at the Los Medanos College campus.

In both the law enforcement and fire academies, students are provided with information regarding registration, financial aid, assessment and counseling services, disabled students services, parking information, college life and similar services aimed at student success. In addition, student services are available online for offsite students include admissions, registration, FAFSA, parking permit purchases, and assessment appointments. Students may also prepare for the assessment tests (English and math) using the online study guides. The orientation for new students may also be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information.

The Counseling Department offers an *e-advising link*, with remote access to the following services:

- Information regarding LMC classes, programs and services
- Transferability and articulation agreements for LMC courses
- General academic advisement
- Prerequisites, co-requisites, and course content
- General education options
- Referrals to campus and community resources
- College procedures and academic policies

- Admission and registration information

Students who use the e-advising link are promised a response within three business days. The link: <http://www.losmedanos.edu/studentervices/counseling/online.asp>

Phone advising is also available, by appointment only, for the following counseling services:

- Transcript evaluation
- Verification of graduation, certificate, or transfer eligibility
- Grade review
- Education plans
- Review of placement test scores or grades
- Personal and/or career counseling

### *Accessibility*

The Disabled Students Programs & Services (DSP&S) web page (<http://www.losmedanos.edu/dsps/default.asp>) includes helpful links to information about: applying for DSP&S services, assessment (diagnostic testing), student accommodations, alternate media (including the request form), specialized instruction for disabled students (taught by DSP&S specialists), and the testing center location. The DSPS Application for Services as well as the Disability Verification/Authorization to Release Information are available online at <http://www.losmedanos.edu/dsps/forms.asp>. In addition, the DSP&S Student and Faculty Handbooks have recently been made available in electronic format, accessible on the DSP&S web page or on the faculty shared drive.

Services and accommodations provided by DSP&S include priority registration, alternative testing, adaptive computer technology and training, sign language interpreters, hearing amplification, audio and Braille textbooks, lecture note takers and readers. Students with disabilities may contact DSP&S staff via email and arrange for online testing accommodations. Assistive software is located in computer labs throughout the LMC main campus and at the Brentwood Center. Training on assistive software is done in the library on the second floor; students have access to these computers any time the library is open.

In addition, Learning Skills 70 course is an introduction to adaptive computer technology for students with disabilities, which is offered by DSP&S. The syllabus and description for this course are listed on the DSP&S web page:

<http://www.losmedanos.edu/dsps/courseessyllabi.asp>

Online instructors are provided with helpful tools, information, and professional development that address accessibility in online courses. The DSP&S specialists conduct training for faculty. DSP&S specialists do one-on-one training with faculty, as well as attend department meetings and assist faculty with creating accessible documents and multi-media resources. Accessibility information is also included in flex activities (in-service training) for web design and online instruction.

A web accessibility checklist is available on the LMC website under “Web Support” (<http://www.losmedanos.edu/marketing/docs/checklist.asp>). Recognizing that usability is a contributing factor in a truly accessible website, the LMC website was redesigned in 2010, incorporating feedback from various target audiences. For more information, see: <http://www.losmedanos.edu/marketing/usability.asp>.

### *Admissions and Records*

From their first inquiry about enrolling in LMC classes through graduation and beyond, Admissions provides the ability for online and off-campus students to gather information, complete the registration process, monitor their progress, and order transcripts electronically. The college catalog is available online, as well as a searchable schedule of courses. Forms are available online and may be accessed through the Admissions and Records web page: <http://www.losmedanos.edu/admissions/forms.asp>. Information regarding policies (registration, late additions, dropping a course(s) and withdrawals) is also available online.

Students may apply for graduation and order official transcripts online. The ability to request and pay for official transcripts online, via WebAdvisor, is a collaborative effort district wide. Upon ordering the transcript, students are able to view the status of their order and receive immediate feedback about any holds. This service offers convenience and flexibility to students looking for a quick and reliable method to order transcripts.

### *Delivery of Course Material*

Books and other required materials are available for online purchase through the LMC Bookstore website. In addition, for library reserves, faculty can work with library staff to set up links to articles available through college periodical databases and they can link to e-books owned by the library.

### *Financial Aid*

The Financial Aid Office (FAO) has made the Board of Governors Fee Waiver application available for students online via CCCApply.org. Students can submit the application at their convenience – processing takes approximately 48 hours.

Other online services developed by FAO include maintaining a presence on social networking sites such as Facebook and Twitter. FAO employees are able to communicate on a regular basis to over 2,000 “friends” through these various social media sites about important dates, financial aid opportunities, and campus and office news. Students also receive information through their InSite Portal email regarding updates and deadlines concerning financial aid status.

Additionally, the FAO offers YouTube video tutorials to help students navigate the financial aid process and complete various forms, such as the FAFSA.

### *Career Center Services*

The Career Center web page offers a wealth of online resources for students seeking information about particular careers and/or applying for jobs. Online assessment tools, such as *Eureka*, are available to students to help them assess career choices and learn about training opportunities. Links to online resources provide access to information



about career and major exploration, resume writing, interviewing, specific industries and job openings. Students may schedule an appointment online with a Career Center staff member and ask questions via the telephone or online contact form.

#### *Employment Services*

LMC Students may access the College Central Network Services website to search campus and off-site job openings using the following link:

<http://www.collegecentral.com/losmedanos/>. In addition, the system hosts a portfolio feature for various majors where students can upload and save important documents, photos, videos, and transcripts for employers to view. The site also contains career advice videos that focus on appropriate interview attire, responses to key interview questions, and tips on resume writing. Students, alumni, employers, and the community can access these services.

#### *Reading and Writing Consultants*

The Center for Academic Support (<http://www.losmedanos.edu/core/>) offers students one-on-one assistance with reading and writing assignments in person in Brentwood and Pittsburg, as well as online. Students may submit drafts to writing consultants using the online form or send the draft as an email attachment. Generally, consultants will provide feedback within two business days.

#### *Cooperative Work Experience Education (CWEE)*

CWEE provides an automated software system that allows students to complete their application online. As part of the application process, students can choose which orientation date and time they prefer. The CWEE Student Handbook is available in electronic format; it includes information about developing objectives as well as due dates for work to be completed. Instructor resources are also available online through the CWEE web page. <http://www.losmedanos.edu/cwee/resources.asp>

#### *Assessment*

The Assessment Center provides students with the opportunity to schedule appointments online for placement testing. Study guides are available online, as well as a link to download the Accuplacer Study App for the iPhone.

In addition, LMC has a program to help students whose primary language is Spanish with an online placement test in Spanish. Participants receive e-mail notification informing them of which course at LMC best fits their proficiency level.

#### *International Students*

International students may complete an online orientation that allows them to acquire critical information about LMC prior to entering the United States. Completing the orientation also allows students to enroll in classes at LMC prior to entering the United States. The International Students web page <http://www.losmedanos.edu/inted/> includes descriptive information about the LMC campus environment as well as updates on important deadlines, information about transferring, announcements, etc.

### *Other services – Communication with Students*

Online and off-site students at LMC receive timely information about deadlines, campus events, and student services in a variety of ways. Website banners highlight important information, and critical information may be entered as a pop-up on the InSite portal. A monthly e-newsletter is sent to all students with relevant information as well as feature articles. The student newspaper is available online at: <http://lmcexperience.com>. By providing the newspaper electronically, multi-media content such as videos are also included.

Tutorials on various topics, from general interest to technical tutorials, are posted to the LMC YouTube site as web videos <http://www.youtube.com/losmedanoscollege>. Developing useful videos is an ongoing process.

### *Library Services*

The LMC Library supports student learning and success by providing materials, services and instruction to all students, staff and faculty, regardless of location. Fire and Police Academy students have access to on-campus library resources and services and/or remote access to 72,500 electronic books and 53 electronic databases, which include access to thousands of full-text journals and newspapers. The electronic resources can be accessed 24 hours a day, seven days a week, by all students, faculty and staff from anywhere with Internet access. All electronic search tools and collections can be accessed through the library's "electronic resources" webpage. The page is designed to help users choose the appropriate search tool for their need, whether by type of information or topic of information. LMC librarians are also available to assist with research needs, either in person or electronically.

## **Evidence of Sufficient and Qualified Faculty, Management and Support Staffing**

### *Faculty*

Faculty in the Fire and Police academies are hired based on the Chancellor's Office Minimum Qualifications. Faculty must have either an Associate Degree with 6 years of related experience or a Bachelor's Degree with two years of related experience. The Fire Academy also uses professional experts to assist the instructor of record during drills and to bring in special field expertise.

The Sheriff's Office provides at least one instructor who meets minimum qualifications for each course. Instructors are selected in collaboration with College personnel. All instructional training is conducted by instructors who meet the criteria established by the California Community College Board of Governors for occupational/vocational instructors. Calif. Code of Regulations, Title 5, Section 53410. Instructor qualifications are included as attachments to each agreement.

Faculty participate in professional development activities offered by the college as well as by the local, state and federal agencies. Faculty are evaluated using the same standards and forms as are used for courses on campus.

### *Management*

The Dean of Career Technical Education and Social Science is the academic manager who oversees the Fire Academy and the Police Academy as well as the on-campus Fire Technology, Emergency Medical Services, and Administration of Justice programs. The Department Chair for Fire and EMS closely monitors the operations of the Fire Academy and is onsite every week, in addition to teaching in the Fire Academy. The Manager of Special Programs has been overseeing the daily operations of the Police Academy and reports to the Dean mentioned above.

LMC's Fire Academy programs was last accredited by the California State Fire Marshall (CSFM) and is currently in good standing with CSFM. Accreditation from the CSFM required a comprehensive self-study of the Fire Academy Program, along with a site visit of industry professionals and fire service educators. The findings of the report were favorable and the Los Medanos Fire Academy was accredited as a CSFM accredited Firefighter 1 academy.

### **Equipment and Facilities**

The Fire Academy is conducted at the Contra Costa County Fire Training Center (*Appendix A*) which occupies 12 acres in Concord. The site is centrally located in the College District, with good freeway and main arterial road access. At the site, training occurs for fire-rescue service standards, emergency response demands, and career development needs. The Center is divided into four sections - probationary development, academy training, in-service training, and safety. The center contains six offices; four audio visual equipped classrooms, each capable of handling 40 adult learners; a video development/editing and media room; a reinforced concrete 50-foot open balcony Drill Tower; and an open space area utilized for trench rescue and wild land training.

The Fire Training Center was designed to improve fire-rescue training programs for firefighters within the county. It also allows Contra Costa County Fire Protection District to provide superior fire-rescue training programs and accessibility to outside agencies, such as Los Medanos College Fire Academy and private entities within the county. The Center is also designed to accommodate a wide range of training programs to benefit law enforcement emergency medical services (EMS), public/private corporations, and community and civic groups.

The Fire Training Center provides a wide variety of props and materials required to successfully execute the Fire Academy Program. In addition to these resources, the facility provides room to expand the Fire Academy Program to more advanced training in the future, as well as consider additional programmatic and curricular development to meet the needs of the firefighting industry and community. All in all, combining efforts at one facility allows for successful execution of the Fire Academy Program, while leveraging public resources for maximum efficiency.

In the case of the Police Academy, classroom instruction is delivered off-campus at the Law Enforcement Training Center (*Appendix F*) located approximately 4 miles north of the LMC main campus in downtown Pittsburg. Students are encouraged to use the resources – electronic and physical - of the state-of-the-art LMC library. The training center, located at 340 Marina Boulevard, Pittsburg, CA, consists of classrooms, a state-of-the-art fitness center, firing range, Emergency Vehicle Operations Course and off-site

“simulated ammunitions” enclosed dwellings. All facilities and equipment are funded and maintained by the Contra Costa County Office of the Sheriff.

Instructional services are provided by an agreement (*Appendix I*) between Contra Costa County on behalf of the Office of the Sheriff and the Contra Costa County Community College District on behalf of Los Medanos College. For the services provided within the agreement, the District pays the County for each student for each instructional hour. The dollar amount per student instructional hour, as well as the maximum dollar amount and FTES, is negotiated annually. Instructional hours are defined as those hours that are reported on the District’s CCFS-320, California Community Colleges Apportionment Attendance Reports. The Sheriff’s Office budget for the basic academy is approximately \$920,000 per year, primarily in personnel costs.

### **Sustainable fiscal resources**

LMC is one of three colleges in the Contra Costa Community College District. The District implemented a new financial allocation model (referred to as the SB-361 model) in 2010-11. This model gives each college greater autonomy and responsibility for managing its fiscal resources. LMC is assessed for services provided by the District and is expected to maintain a fiscal reserve of 1 per cent to address unforeseen events. Now in the third year of implementation, and despite several years of declining financial support from the State of California, LMC has and continues to support the Fire and Police Academy instruction and students support services adequately. The operating funds of the Fire Academy (*Appendix B*) is budgeted by the college in the department’s annual budget. The operating funds of the contracted Police Academy is provided by the self-sustaining Instructional Skills Agreement (*Appendix G*). The College and the District are committed to continuing to support this training and serve the needs of the region.

### **Plan for Monitoring Outcomes**

#### *Assessment process*

Student Learning Outcomes for the Fire and Police academies are assessed by the same standards as other courses and programs on campus. The assessment of program student learning outcomes, as well as the course-level student learning outcomes, requires a detailed description as to how each course level student learning outcome will be achieved. Individual course level outcomes, regardless of modality or location, are assessed according to the regular college cycle of assessment, reflection and redevelopment.

LMC recently completed an extensive, college-wide dialogue to evaluate and improve its assessment cycle. Each course is now on a continuous cycle of assessment and improvement and is tied to program level assessment. Program level outcomes are also assessed using this model.

#### *Program Review*

All instructional programs complete the same program review process regardless of mode or location of delivery. Every five years, a comprehensive program and unit review process takes place. LMC completed that review during the 2012-2013 academic year. It included the following required sections:

- Advisory Board update
- Analysis of data, including success and retention with plans to improve where needed
- Curriculum update
- Course offering analysis
- Instructional methodologies
- Assessment summary (program level and course level assessment reports/plans)
- Certificate and degree requirements
- Strategic priorities
- Long term goals
- Professional development

## **Eligibility Requirements**

According to the Accreditation Standards, with the move of Fire and Police Academies off site and the contract with the Sheriff's Office for the Police Academy, Los Medanos College continues to meet or exceed all Eligibility Requirements. Eligibility Requirements, and LMC's adherence to them, are listed below:

**1. Authority**

LMC is authorized by the State of California to operate as a public community college. As such, the college is authorized under Title 5 of the Administrative Code to offer Associate in Arts and Associate in Science degrees, and appropriate approved certificates.

**2. Mission**

The college has an approved mission appropriate for a public California community college that clearly defines the college's primary purposes and describes the institutional commitment to achieving student learning. The College mission, vision, and values statement adopted by the Contra Costa Community College District (CCCCD) Governing Board are posted online, as well as published in the catalog and other public documents. The off-campus location of the Fire Academy and the contracted off-campus location of the Police Academy support the mission statement.

**3. Governing Board**

An elected Governing Board has oversight responsibility for the CCCCCD and its three colleges. The Board is responsible for the quality and integrity of the institution, for ensuring that the institution's mission is carried out, and for ensuring that the institution's financial resources are directed toward a sound educational program. The Board, composed of five members elected to represent specific areas of Contra Costa County, is sufficient in size and composition to fulfill its responsibilities. As a body charged with independent policy-making, it reflects the interests of the public and constituents in its decisions. Board members do not have employment, family, ownership, or personal financial interests in the institution. The Board adheres to a conflict of interest policy and code of ethics that are designed to ensure impartiality in all its deliberations and decisions.

**4. Chief Executive Officer**

LMC's chief executive officer is President Bob Kratochvil. The Board appoints the chief executive officer to his role as president, and his primary responsibility is to the institution. The Board delegates to the president the authority to administer board policies for the College. Neither the college president nor the District's chancellor serves as chair of the board.

**5. Administrative Capacity**

LMC is staffed by administrators to provide the services necessary to support the college's mission and purposes. Administrators are selected competitively and all possess the appropriate qualifications, preparation and experience to fulfill their

assigned roles. A qualified academic administrator – Dean of Career and Technical Education and Social Sciences - oversees both the Fire Academy and the Police Academy.

**6. Operational Status**

The college is in full and continuous operation. Students are actively pursuing degree and certificate programs offered by the institution.

**7. Degrees**

The majority of LMC's course offerings lead to associate degrees and/or certificates. The college routinely scrutinizes course offerings to assure that they meet degree and program objectives. All degrees have been approved by the California Community Colleges Chancellor's Office.

**8. Educational Programs**

LMC's certificate/degree programs including the Basic Fire Academy and the Police Academy, are congruent with its mission, based on recognized fields of study, are of sufficient content and length, are conducted at appropriate levels of quality and rigor and culminate in identified student learning outcomes.

**9. Academic Credit**

Academic credit for coursework is awarded in accordance with Section 55002.5, Credit Hour, of Title 5 of the California Code of Regulations. LMC offers courses on a semester system. As such, all credit courses require a minimum of 18 hours of lecture or 54 hours of lab for one unit of credit. These credit standards are applied to both the Fire and the Police academies.

**10. Student Learning and Achievement**

Student learning outcomes have been developed for all programs and individual courses including in the Fire Academy and the Polices Academy, and they are assessed on a regular and systematic schedule. The assessment process is the same, regardless of modality or location. Student Learning Outcomes for students are published in the college catalog. The online catalog can be accessed at <http://www.losmedanos.edu/catalog/> Course level student learning objectives are included in the course syllabi.

The college recently completed an evaluation of its assessment processes, through extensive input by faculty and the Teaching and Learning Committee. The assessment processes are now completely integrated with college planning and resource allocation processes. The result is an ongoing cycle of assessment and continuous improvement that is tied to funding requests.

**11. General Education**

All associate degrees offered by LMC require a general education component. General education requirements are defined by CCCCD Board Policy 4011, which is consistent with Title 5 general education policy (Section 55063) for California community colleges and is consistent with levels of quality and rigor appropriate to higher education. The college's general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry and include demonstrated

proficiency in writing and mathematics. The Fire Academy does not have a general education component since it does not lead to an Associate Degree; however, the Associate of Science Degree in Fire Technology does. Similarly, the Police Academy does not have a general education component since it does not lead to an Associate Degree; however, the Associate of Science in Administration of Justice does.

**12. Academic Freedom**

Board Policy 2018, adopted by the board in 1984 and revised in 1999, defines academic freedom for faculty, staff and students. Specifically, faculty, staff and students are free to teach, study, conduct research, write and challenge viewpoints without undue restriction. LMC supports and sustains a culture that protects intellectual freedom and independence.

**13. Faculty**

LMC has a core of well-qualified and experienced full-time faculty to support the college's educational programs. The United Faculty contract clearly specifies the responsibilities of a faculty member. Both the contract and the evaluation procedures describe the faculty's responsibilities for program and curriculum development, as well as for assessment of student learning. All faculty (full and part-time) meet state-mandated minimum qualifications, regardless of teaching location.

**14. Student Services**

Services available online, which are particularly convenient for off-site students, include admissions applications, FAFSA application, registration, parking permit purchases, and assessment appointments. Students may also prepare for assessment tests using the online study guides. The orientation for new students may be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information.

**15. Admissions**

LMC has adopted and strictly follows admissions policies that are consistent with the community college mission and Title 5 requirements. The policies, printed in the catalog and class schedules, specify the qualifications necessary for admission to the institution. Admissions personnel are qualified for and understand their role relative to established policies. The Fire Academy and the Police Academy follow standard admissions policies required of public institutions, while adhering to the entry requirements mandated by CSFM and POST accrediting agencies.

**16. Information and Learning Resources**

A wide range of information and learning resources are provided to support the college's mission and educational programs. The library owns or licenses a large inventory of print, non-print, and web-accessible materials. Students may access library database resources through the web, whether on or off campus. All instructional programs, including those delivered online or off-site, may access these resources. Resources are also available through dedicated campus computer labs as well as online.



**17. Financial Resources**

The College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the College and the District levels and is evaluated and updated regularly. Financial resources support the mission and provide financial stability – the District has significant financial reserves. The College has adequate financial resources to offer the Fire Academy and the contracted Police Academy on a regular basis.

**18. Financial Accountability**

As required by law, LMC undergoes regular financial audits in concert with the rest of CCCC. External auditors, who are certified public accountants and have no other relationship to the District or college, conduct the audits. These annual audit reports, along with an annual financial report, are submitted to the ACCJC as part of the college's annual report.

**19. Institutional Planning and Evaluation**

LMC has a well-established institutional shared governance planning process that integrates planning, assessment, evaluation and resource allocation. It has served the college well and continues to be successful. Instructional, administrative, and student service programs engage in an annual program review update process that includes examining information on student achievement, demographic data and assessment of student learning outcomes results. Every five years, the programs and services conduct a comprehensive program review. Individual programs' resource requests are tied directly to the stated objectives in their program reviews, requiring programs to demonstrate a link between student learning and achievement, and the resources needed for improvement. Additionally, each objective in the program review must directly support the strategic priorities of the college and the District. As part of this process, all programs, regardless of modality or location, engage in program review in which they assess their student learning outcomes and achievement data. The programs make recommendations based on these findings and request funds, if needed, for improvements.

The District Research and Planning office collects data, conducts surveys and generates reports to assess institutional effectiveness and to assist in District and College planning efforts. Research information is available via the Research and Planning website and through SQL Reporting Services, an online database.

**20. Public Information**

LMC updates and publishes its college catalog annually. In order to ensure accuracy and currency, appropriate employees review the entire catalog. The catalog is published in printed form and is also available in electronic format on the college web site: <http://www.losmedanos.edu/catalog/> The catalog contains general college information, including its mission, vision, values and goals; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid and learning resources; names and degrees of administrators and faculty; names of governing board members; admission requirements and procedures; policies, rules and regulations directly affecting students, including fees and other financial obligations; degree, certificate, graduation and transfer requirements; and

academic regulations including academic honesty, acceptance of transfer credits, statement of nondiscrimination, sexual harassment policy and complaint and grievance procedures. Accurate, up-to-date information about the Fire Academy and the Police Academy is available in electronic and print forms.

**21. Relations with the Accrediting Commission**

The Governing Board affirms that LMC adheres strictly to the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all of its accrediting agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the college complies with Commission requests, directives, decisions and policies, and makes complete, accurate and honest disclosures in all communications.

## Accreditation Standards

LMC continues to meet or exceed all of the standards of accreditation. The College's last comprehensive accreditation visit was in 2008; subsequently, the Accrediting Commission for Community and Junior Colleges (ACCJC) took action to reaffirm accreditation, with the requirement of a follow up report in 2009 and a Focused Midterm report in 2011. The College completed these reports, which were then accepted by ACCJC. The College also completed and submitted the Status Report of Student Learning Outcomes Assessment Report, required by all colleges, during the first round of submission in October, 2012. The College has completed the annual report in March 2013. Approval of the off-site Fire Academy and the contracted off-site Police Academy enhances LMC's compliance with the Standards.

### Standard I – Institutional Mission and Effectiveness

LMC's mission statement clearly articulates the focus on student learning for all students in a diverse community. The vision and values statements that guide the college's activities and processes support this focus on student learning. Each of these statements is posted online and in the College catalog. In addition, and aligned to these, the College has six strategic goals that guide departments and services. The Fire Academy and the Police Academy are congruent with the college mission, vision and goals.

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

*Vision:* "LMC provides the premier educational opportunity for East County residents, where learning matters most."

*Values:* "Values remind us of what matters most. LMC is an educational community that cares deeply about learning, collaboration, effective communication, and engagement with our surrounding community."

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

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

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

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

*College Goals:*

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

Each of these guiding statements is aligned, ensuring the college follows its mission to serve students. The vision and values directly support the mission. In addition, the goals are aligned to these statements, and are used in various planning processes. As part of the annual program review update process, programs and services must confirm that their own mission supports the college mission. Next, programs select objectives for the year that are directly tied to the goals and strategic directions of the college. Program review also includes both quantitative and qualitative results of analyses of student learning outcomes. The information contained in program reviews is used in the Resource Allocation Process to ensure integration of planning, evaluation, implementation and re-evaluation. Measurable improvement in student learning, success, persistence and completion is the primary goal of this evaluation cycle.

*B. Improving Institutional Effectiveness*

LMC has implemented several structures, processes, documents, and procedures to improve institutional effectiveness within its shared governance structure. Improving institutional effectiveness is ongoing and based on college wide dialogue.

LMC was selected as one of 15 colleges in the state to receive a Bridging Research, Inquiry and Cultures (BRIC) initiative grant from the RP Group of California in 2011-2012. As part of this grant, the college received technical assistance in three areas: Student Learning Outcomes Assessment, Institutional Effectiveness Assessment, and Turning Data Into Meaningful Action. Each of these areas is closely tied to student learning outcomes assessment. The College used the outcomes from the technical assistance to revise its assessment model.

LMC has conducted extensive college-wide dialogue on its Student Learning Outcomes Assessment model. The College's recently revised model of assessment (passed by both the Academic Senate and the Shared Governance Council in spring 2012) was created after a year and a half of college wide dialogue, including an extensive faculty survey on assessment. The survey was completed by 168 faculty (87 percent of full time faculty and 25 percent of adjunct faculty) and included 821 comments.

The revised model, which began in fall 2012, established a five-year cycle of assessment and coincides with the state-mandated course outline revision timeline, and integrates course and program-level assessments with course outline revision, program review, planning and requests for resources. Dialogue begins at the department level with analysis of course level and program level student learning outcome assessment results. The assessment results are included in the annual program review and a summary is posted online for the public. An expanded Planning Committee reviewed the program review and provided feedback to close the loop in spring 2012.

The President's Cabinet, Shared Governance Council, and Career/Technical Education Committee review and rate resource allocation requests tied to program review. Grant funds, such as Perkins, have also supported program and course level assessment and professional development. Discussions and evaluation of the processes for planning, assessment and resource allocation are ongoing, occurring at College Assemblies, FLEX days, SGC meetings, Planning Committee meetings, and the Teaching and Learning Committee meeting. Included in all of these processes is the continual focus on the college goals, which are aligned with the vision and mission statements of the college.

## **Standard II – Student Learning Programs and Services**

### **A. *Instructional Programs***

The College has a fully integrated process for ensuring the quality, currency, rigor and accountability of LMC programs. All programs are reviewed annually through Program Review. Program reviews are integrated with assessment, planning, and resource allocation. During the 2009-10 academic year, the College engaged in a sustained effort to update all course outlines of record (COORs). As a result, currently all COORs have been updated and include course level SLOs. In order to ensure timely review, the Curriculum Committee and Office of Instruction have developed a calendar for future COOR updates and revision of

all COORs within the Title 5 mandated five-year timeline. The SLOs are the same regardless of the mode or location of instruction.

Specifically, the Fire Academy courses and programs have student learning outcomes that are assessed on a regular basis. An active Fire Advisory Board has input into curriculum/program development and evaluation processes. The academy is based on the curriculum of the California State Fire Marshal's Office. Students who complete the Fire Academy demonstrate competencies that meet employment and state standards for fire service positions.

Specifically, the Police Academy courses and programs have student learning outcomes that are assessed on a regular basis. An active Administration of Justice Advisory Board has input into curriculum/program development and evaluation processes. The academy is also accredited by the POST. Students who complete the Police Academy demonstrate competencies that meet employment and state standards for law enforcement positions.

*B. Student Support Services*

LMC is a Hispanic Serving Institution, and recruits and admits students from a diverse and multicultural population. Several services are available online to meet student demand, whether they are taking courses online or off site, but cannot always get to campus. Student services available online include admissions, FAFSA, registration, parking permit purchases, and assessment appointments. Students may also prepare for assessment tests using the online study guides. The orientation for new students may be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability of LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information. Students may keep track of their progress regarding their educational plan through an online tool in WebAdvisor. Students may also obtain online help with improving their reading and writing skills.

*C. Library and Learning Support Services*

LMC supports online and off-site learning by providing resources that include online library resources, student services (counseling, admissions and records, financial aid, etc.) that are available both online and via telephone, a robust Learning Management System for online classes, numerous student computer labs, and the physical network equipment and servers necessary for student access to online courses from both on and off-campus.

**Standard III – Resources (human, physical, technological and financial)**

*A. Human Resources*

A full-time academic manager, the Dean of Career Technical Education and Social Science, oversees the Fire Academy, in collaboration with the Fire/EMS Department Chair. The same full-time academic manager oversees the Police Academy too. All faculty, full-time and part-time, meet the minimum

qualifications to teach in the program. In addition to the required academic preparation, all instructors in the Fire Academy have years of practical experience in the fire service; and all instructors in the Police Academy have many years of practical experience in law enforcement.

*B. Physical Resources*

The Fire Academy off-site location in Concord - at the Contra Costa County Fire Protection District Training Center - has a high quality facility and all of the state-of-the-art equipment necessary to support student success in the program.

Equipment includes fire service tools, self-contained breathing apparatus, fire service ladders, power tools, hydraulic equipment, forcible entry and ventilation equipment, and medical equipment.

The Police Academy off-site location in downtown Pittsburg, the Law Enforcement Training Center, has a high quality facility, including a fitness center, and all of the state-of-the-art equipment necessary to support student success in the program. The program also has access to off-site driving and firing ranges and “simulated ammunitions” enclosed dwellings.

*C. Technology Resources*

In addition to the instructional technology available at the Fire Training Center, Fire Academy faculty and students have access to all other technological resources on the Pittsburg campus, which is a 20-25 minute drive from the Concord location of the Fire Academy.

Similarly, the Police Academy faculty and students have access to all the technological resources on the Pittsburg campus, which is a 10-15 minute drive from the downtown Pittsburg location of the Police Academy.

*D. Financial Resources*

Colleges throughout the state and the District, including LMC, have had “workload reductions” recently. The College and District have had to become more efficient in order to serve as many students as possible given the funding limitations. The CCCCDC continues to have adequate financial reserves which exceed the local Governing Board requirement of 1 per cent. With the passage of Proposition 30, the funding outlook for the next several years has improved.

LMC continues to have adequate resources to offer at least one Fire Academy each academic year, serving 33-41 students each time; and multiple Police Academies each academic year generating FTES revenues for the College.

**Standard IV – Leadership and Governance**

*A. Decision-Making Roles and Processes*

The concept of participatory governance is fundamental to LMC, and includes active faculty, staff, and student groups, who participate in decision-making. The principal participatory governance body is the Shared Governance Council, which receives input from other governance and operational committees and makes recommendations to the president. The president is the college’s chief executive

officer, reporting to the chancellor, who serves as chief executive officer of the District. The president is responsible for the leadership of the college, and the chancellor, who reports to the Governing Board, is responsible for the leadership of the District.

The Curriculum Committee, Teaching and Learning Committee, General Education Committee and Distance Education Committee are committees that have some responsibility in assuring the quality, consistency and availability of instruction. The committees work closely with the Professional Development Advisory Committee, a subcommittee of SGC, in determining professional development needs to improve instruction.

*B. Board and Administrative Organization*

LMC is part of the Contra Costa Community College District, which is overseen by a five-member Governing Board. The citizens of Contra Costa County elect the CCCCDC Governing Board. The District's Chancellor is the chief executive officer of the District with overall responsibility for District operations. Supporting the chancellor are a Vice Chancellor of Education and Planning, a Vice Chancellor of Human Resources, and a Director of Finance and Administrative services. Participatory governance at the district level occurs through the District Governance Council. This body makes recommendations to the Chancellor's Cabinet, which is made up of the chancellor, vice chancellors and the college presidents.



## **Participation**

LMC employees with the most knowledge of the development of the Fire and the Police Academies participated in the development of this substantive change proposal.

They are:

- Mike Grillo, Fire Academy Director and Department Chair for Fire/EMS
- Dave Wahl, Special Programs Manager (includes coordination of the Police Academy)
- Natalie Hannum, Dean of Career Technical Education and Social Sciences
- Richard Livingston, Senior Dean of Educational Services
- Kiran Kamath, Senior Dean of Planning and Institutional Effectiveness
- Robin Armour, Director of Admissions and Records
- Shirley Baskin, Counselor
- Sandra Schmidt, Senior Administrative Assistant to Office of Instruction

Following review by the above group, the draft proposal was revised. It was then reviewed and approved by the Academic Senate, Shared Governance Council, by the college president and the Governing Board of the Contra Costa Community College District.

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