

## Standard I: Institutional Mission and Effectiveness

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

### **A. MISSION**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

**I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### **Descriptive Summary**

Los Medanos College has a clearly defined mission statement that states its educational purpose, its intended student population and its commitment to achieving student learning.

The mission of Los Medanos College is:

“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.”

Los Medanos College recently went through a process to review its mission statement, which was led by the Shared Governance Council. A task force of college constituents comprised of faculty, classified staff, managers, and students worked together to solicit college-wide input regarding the mission statement. The process began with a survey to all college constituents for input based representation from broad areas and diverse perspectives (Spring 2013 Mission Statement Survey). The process reaffirmed that this mission continues to be relevant and continues to meet the needs of the surrounding communities. The Board of Trustees approved the mission statement at its meeting in June 2013 (BOTMinutesJune2013).

LMC’s Vision Statement briefly states that “Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most.”

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

Los Medanos College serves East Contra Costa County. The service area includes Clayton, East Concord, Bay Point, Pittsburg, Antioch, Oakley, Brentwood, Knightsen, Byron and Discovery Bay. Since 2000 East Contra Costa County has grown in total population by 19%. The largest growth during this time period has been in Hispanic residents (57% increase from 2000 to 2011), which represents 34.5% of the service area population. The student population at Los Medanos College is representative of the surrounding service area (2013 District Environmental Scan, LMC Quick FactsFA2012).

LMC's institutional goals, outlined in the Educational Master Plan (EMP), are aligned with the Mission Statement and guide college wide activities supporting implementation of strategies enabling the college to meet our objectives. (*evidence: College Catalog*)

In keeping with the mission, LMC offers academic programs and services to meet the needs of its diverse student population. The fall 2013 unduplicated student head count was 8,471. The college currently offers 42 Associate Degree Programs, 34 Certificates of Achievement, and 53 locally approved College Skills Certificates.

Included in the above mentioned associate degree programs are 18 associate degrees that were developed and approved in support of SB 1440, the transfer model curriculum program:

1. Administration of Justice
2. Anthropology\*\*
3. Art History\*\*
4. Business
5. Communication Studies
6. Computer Science\*\*
7. Early Childhood Education
8. English\*
9. History
10. Journalism\*
11. Kinesiology
12. Mathematics\*\*
13. Music\*\*
14. Physics
15. Psychology
16. Sociology
17. Studio Arts\*
18. Theater Arts

\*will be approved by LMC curriculum committee in November, not yet counted in the total count of 42

\*\*still in development, not yet counted in the total count of 42

Online education programs and services offer an additional mode of delivery for students as they attempt to balance employment, family commitments, transportation challenges, and/or physical disabilities that may limit their mobility. The College currently offers two Associate degrees and eight certificates in a Distance Education format.

LMC offers robust student and instructional support services at the Pittsburg campus which are also offered/accessible at the Brentwood Center and on-line. Additionally, LMC facilitates the Basic Fire Academy and The Sheriff's Academy at two off site locations (evidence: Brentwood Sub Change, Fire and Sheriff Sub Change)

The college offers a wide range of student services, all of which are designed to help students achieve their educational goals. Services include admissions/records, academic counseling, transfer services, financial aid advising/workshops, veterans assistance, scholarship program, welcome center, disabled student programs and services (DSPS) counseling/testing, library resources, high school outreach, assessment testing, new student orientation, summer bridge, associated student activities, CARE, EOPS, CalWorks, career center, employment center, bookstore, child care center, Q spot (gay, lesbian,

bisexual, transgender), associated students/student leadership program, police services, crisis intervention, confidential student assistance program through Managed Health Network (MHN), campus tours, athletics, and academic probation/dismissal interventions.

Many instructional services are also provided, such as Cooperative Work Experience Education (CWEE)/Workshops, Center for Academic Support (Reading/Writing consultations and tutoring services), math labs, computers labs, and the study abroad program.

Los Medanos College has developed numerous different programs, referred to as Learning Communities, that are courses “linked” or arranged together with a common theme, common materials and/or common content. The same group of students enrolls in two or more classes and share learning and social experiences.

Current Learning Communities:

- ACE (Academy for College Excellence)
- Career Advancement Academy
- Puente Program
- Transfer Academy
- Umoja Scholars Program

Special Programs include:

- Honors: LMC’s prestigious Honors Program offers its high achieving members an enhanced academic experience and benefits such as transfer partnerships with top universities.  
[www.losmedanos.edu/honors/](http://www.losmedanos.edu/honors/)
- MESA: LMC’s Mathematics, Engineering, Science, Achievement Program, for students looking to excel in math and science, provides individualized academic planning, study skills training, peer group learning techniques, career exploration, parent involvement, professional development, transfer assistance, and special orientation classes and services for students.  
[www.losmedanos.edu/mesa/](http://www.losmedanos.edu/mesa/)

Also of interest to LMC students and the community at large are the full-service Library, Student Newspaper, Art Gallery, Debate, Drama and Music events, Nature Preserve, Planetarium shows, College Foundation Events/Community Partnerships and Athletic programs.

### **Self Evaluation**

LMC has a well-established institutional shared governance planning process that integrates planning, assessment, evaluation and resource allocation (Evidence: SGC Position Paper) Instructional, administrative and student services programs engage in a comprehensive program review every five years, with a significant annual update every year (Evidence: [Program Review Process - Email from Pres. Kratochvil 11-2-12](#)) Task forces are also formed to address new initiatives that surface during these planning processes, aligning with the mission and institutional goals.

The recently developed Interim Strategic Priorities 2012-2014 (evidence: Interim Strategic Priorities), is an example of a college wide process that aligned LMC's strategic planning cycle with the District's planning cycle, and links the college strategic priorities with goals in the District wide Strategic Plan and LMC's Educational Master Plan. The Planning Committee, established and charged by the Shared Governance Council (SGC), developed the Strategic Priorities based on evidence, input, and data from multiple research and planning efforts. The collaboration resulted in the recommendation of four Interim Strategic Planning Priorities:

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

Supporting objectives were developed based on measurable data for each of the interim strategic priorities, along with a list of suggested activities that would assist in making progress towards the stated goal outcomes.

The spring 2011 Los Medanos College Institutional Effectiveness Report measured effectiveness indicators for each institutional goal. The publication was a collaborative effort by LMC's Research and Planning Committee and the District Research and Planning Office was designed to assist units and programs in developing goals and plans to better serve students. Data from many sources -- including a fall 2010 personnel survey, fall 2010 student survey, data from Program Review, ARCC, CCCS Data Mart, California Postsecondary Education, Office of Career Technical Education, Foundation Office, etc., -- provided detailed information and observations measuring achievements and areas in need of improvement. This report was used in the development of the Strategic Priorities. (*evidence: Institutional Effectiveness report*)

"Student Learning Outcomes: A New Model of Assessment" passed by the Academic Senate and SGC in fall 2012, revised and streamlined the assessment model to improve the alignment of assessment cycles. The new model of assessment enabled a way to structure dialogue and reflection about teaching and learning with the aim of improving student learning; a way of encouraging wide participation across the entire educational community; and a way to consider not only outcomes, but the experiences that lead to those outcomes. (Evidence: Student Learning Outcomes: A new model of assessment).

LMC continues to work on strategies to better prepare all students for the workforce. While the college has steadily provided quality programs in CTE, until 2012, there was no formal plan, structure or system in place for workforce development as an institution. An initiative called "Vision 20/20: Preparing Tomorrow's Workforce Today", began in 2011 to establish a workforce system and structure at the college. Workshops, community events and retreats followed with participation by a broad range of college constituents, community members and workforce partners. Using employment and program data, planning and collaboration, the mission statement, guiding principles, values and strategic priorities were established with a plan that by 2015 LMC will have an integrated, highly

functioning workforce development system and structure in place. (evidence: LMC Workforce Development System Strategic Plan 2012 – 2015; CTE brochure). This year long planning effort and the ensuing strategic plan was critical in writing the proposal for the Trade Adjustment Assistance for California Community Colleges Training grant (TAACCCT). The East Bay region received a \$14.9 million Department of Labor federal grant of which LMC's share is \$1.2 million to establish a college wide and regional workforce development system. This is just one example of good planning that prepared the college for a grant

As a Hispanic Serving Institution (HSI), LMC has received two multi-million dollar five-year U.S. Department of Education HSI grants which are aligned with LMC's goals and strategic priorities. The EXITO Grant and the STEM Transfer Velocidad grants both work to increase the number of Hispanic, and other under-served and first-generation college students who transfer to four-year colleges and universities. EXITO works toward the transfer success in all areas of study, while STEM Transfer Velocidad focuses on students with majors in science, math, engineering and technology. (evidence – [www.losmedanos.edu/news/stem.asp](http://www.losmedanos.edu/news/stem.asp) [www.losmedanos.edu/news/hsi.asp](http://www.losmedanos.edu/news/hsi.asp) )

LMC periodically conducts student surveys to gauge student perspectives to be used in research and planning. SENSE (Survey of Entering Student Engagement) was conducted in fall 2012 and collected data from incoming first-year college students. The SENSE survey focuses on student experiences from deciding to attend college to the end of the third week of the term. This survey provided data on practices that are most likely to strengthen early student engagement. (evidence SENSE2012Results)

Two additional surveys were conducted in spring 2013. CCSSE (Community College Survey of Student Engagement) collects data from all students and gathers information about students' overall experience and student behaviors related with higher levels of learning, persistence, and completion. Additionally, a student satisfaction survey that addressed specific LMC services was also administered in Spring 2013. (evidence: CCSSE2013results, studentsatisfactionsurvey2013results)

Assessment testing as part of the Matriculation process is offered in English and Math to all incoming students to ensure proper course placement. Assessment testing data assists the developmental education faculty and department chairs in curriculum development.

Student access and equity are at the forefront of discussion and planning at LMC. The Institutional Development for Equity and Access (IDEA) Committee was charged by SGC to address these issues. The purpose of IDEA is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion, and social justice for all members of the Los Medanos College community.

### **Actionable Improvement Plan**

None.

**Standard 1A 2: The mission statement is approved by the governing board and published.**

**Descriptive Summary**

The Los Medanos College existing mission statement was reaffirmed and approved by the Contra Costa Community College Governing Board at its June 2013 meeting (evidence: BOTJuneMinutes). The mission statement is published in both print and electronic formats. The College ensures that all revisions to the mission statement occur through the shared governance process and are approved by the Governing Board with widespread input from all College constituent groups.

**Self-Evaluation**

The mission statement is broadly published: in the college catalog (evidence: 2013-2014 catalog) in the class schedules (evidence: Fall 2013 class schedule, spring 2014 class schedule) and electronic format on the college website (evidence: college web page).

**Actionable Improvement Plan**

None.

**Standard 1A3: Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

### **Descriptive Summary**

Los Medanos College provides opportunities for broad input in the mission statement review process, which occurs on a regular basis, and incorporates feedback from all constituent groups in making revisions.

### **Self Evaluation**

During fall 2012, the Shared Governance Council developed the process to review the mission statement (Oct 24, Nov 14, Nov 28, 2012 SGC Minutes). The process for reviewing the mission statement was presented at the College Assembly held on February 4, 2013 (evidence: powerpoint college assembly 2-4-13). A college wide online survey was sent to all members of the College community (students, staff, faculty, managers, and community members). The process ensured broad representation and diverse perspectives as part of the process. (evidence: email from College President 2-8-13).

The survey was conducted online and was shared via email, the college website, the college’s Facebook page and Twitter page (evidence: powerpoint college assembly 3-4-13). The survey was sent to all LMC personnel, District Office colleagues, students and 200+ community members). The college received 366 responses and the results of the survey were shared at the March 4<sup>th</sup> College Assembly. A Task Force, consisting of classified staff, faculty, students and managers, was established to work directly on the mission statement review and revision. The Task Force reviewed the survey results, incorporated themes from the college-wide survey, examined samples from other colleges and determined whether revisions were needed (SGC Minutes 2-27-13). The Task Force reported back to SGC its findings and recommendations on the mission statement.

At the April 29, 2013 College Assembly, the college president announced that after review of the survey results, the Task Force had decided not to change the current college mission statement (evidence: PowerPoint college assembly 4-29-13) SGC endorsed the task force’s recommendation at its May 7, 2013 meeting (EVIDENCE – Minutes).

The SGC then forwarded it for Governing Board approval at the June 2013 meeting (evidence: BOTJuneMinutes).

### **Actionable Improvement Plan:**

None



## **Standard 1A4: The institution's mission is central to institutional planning and decision making.**

### **Descriptive Summary**

The LMC mission statement is the basis for all of the planning documents of the College.

#### Mission Statement

*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.*

The LMC Educational Master Plan 2006-2014 (evidence: Educational Master Plan) states, "Through the contributions of many, this document articulates the shared vision, mission, values, and goals that will continue moving the college toward excellence in classroom teaching and learning, work force preparation, economic development, and services to students."

The LMC Interim Strategic Priorities 2012-2014 (evidence: Interim Strategic Priorities) were developed based on the identified four values of Learning, Collaboration, Communication, and Engagement. Each of these values supports activities that support the LMC Mission.

The Assessment (SLO & PSLO), Program Review, and Resource Allocation Processes all require that programs, services, goals, and resource requests be directly connected to supporting the outlined strategic priorities, which in turn directly support the mission of LMC.

### **Self Evaluation**

Since 2008, LMC has made evolutionary progress in tying together all forms of planning and resource allocation to the LMC mission statement, vision, and values document. LMC continues to incrementally improve the SLO and PSLO assessment process, the resource allocation process, and the program review process. These improved processes enable LMC to focus on activities and initiatives that embody the mission of the institution.

The District Office has initiated a new strategic planning initiative that will require each of the three colleges within the District to develop new strategic plans that will support and align with the new District Strategic Plan. The new District Strategic Plan will be completed by the end of Fall 2013 and LMC will be engaged in the development of a new strategic plan in Spring 2014. The new LMC Strategic Plan will serve as the basis for the development of a new Educational Master Plan, which will in turn serve as the basis for all other planning processes (student equity plan, technology plan, facilities master plan, etc).

### **Actionable Improvement Plan**

LMC will initiate a review of the mission statement, vision, and values document upon the completion of the new Strategic and Educational Master Plans to ensure that the document continues to be the driving force for all planning and decision making. The following is a proposed timeline for the completion of this process:

2013-2014

- Fall 2013                      District Strategic Plan Completed
- Spring 2014                    LMC Strategic Plan Completed

2014-2015

LMC Educational Plan Completed

2015-2016

Review of Mission, Vision, and Values Completed

## **B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

**I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

### **Descriptive Summary**

Guiding the work of the College are the Educational Master Plan (evidence), Strategic Planning Priorities (evidence), and Program Review (evidence), each with a planned cycle of review. A central shared-governance process ensures that all constituency groups are included in the dialog. ***(evidence: chart showing the various planning cycles – do we have this?? Or does this need to be created?)***

LMC engages in self-reflective dialog about the continuous improvement of student learning and institutional processes in multiple forums, such as the Shared Governance Council, the Academic Senate, the Classified Senate, the Planning Committee, the Teaching Learning Committee, the Curriculum Committee, the General Education Committee, the Developmental Education Committee, the Career Technical Education Committee and the Student Services Committee. Additionally, LMC create opportunities for self-reflective dialogue through General Education Retreats, FLEX activities and programs, and monthly College Assemblies.

These deliberative bodies report their activities and findings to the college as a whole through periodic college assemblies, committee minutes and agendas placed on the website and/or the InSite Portal.

The Shared Governance Council (SGC) serves as the reporting body for numerous sub-committees (evidence 11-12 subcommittee charges), such as the Planning Committee, Sustainability Committee, Safety Committee, Institutional Development for Equity and Access (IDEA) Committee, Professional Development Advisory Committee (PDAC), Technology Advisory Committee, and the Teaching Learning Committee (TLC).

### **Self Evaluation**

LMC created a ten year Educational Master Plan in 2006 (evidence). A similar, however separate, Educational Master Plan was also created for the Brentwood Center (evidence). The process for participation in the development of the plan was broad based and relied on extensive participation from all constituencies. In January 2009, a College Assembly was dedicated to the review the progress towards the Educational Master Plan Goals (evidence 2009 Update). The entire college community is invited to participate in the College Assemblies.

In anticipation of developing a facilities bond campaign to be placed on the ballot in November 2002, LMC created a new five-year Facilities Master Plan in Spring 2002 (need to find this evidence). Later, in November 2006, the voters of Contra Costa County approved Facilities Bond Measure A. In September 2007, LMC approved a new ten-year Facilities Master Plan (evidence). The 2007 Facilities Master Plan was updated again in 2010 (evidence 2010 FMP update), to address specific needs in greater detail on the east side of the campus. Work on the athletics-related projects on the east side of the campus has been delayed due to a lack of available State matching funds. In March 2013, a decision was made to combine funding from several approved projects funded by the 2006 Measure A Bond to fully fund a revised version of the previously approved new PE Building, now called the new PE Complex. The District will be placing a new Facilities Bond Measure on the June 2014 ballot.

The Shared Governance Council (SGC) provides annual re-authorization updates to approved sub-committees as a means to provide affirmation and/or clarification to the committee's charge and focus (evidence SGC charges). In January 2010, the SGC de-authorized the previously approved sub-Distance Education Committee (DEC) (evidence). The de-authorization specified that the DEC would no longer report to the SGC; however, did not specify to which entity the DEC would report to in the future. In April 2010, the SGC accepted the DEC's recommended 2009 Strategic Plan (evidence SGC minutes). The DEC currently reports to the Academic Senate for the purpose of reviewing the required Course Outline of Record Online Supplement.

The Planning Committee assumes responsibility for the Program Review process. Since the last accreditation cycle a tremendous amount of work and progress has been made in the improvement and effectiveness of the Program Review function at LMC. In 2009, the college implemented the use of a SharePoint Submission Tool for the Annual Updates. The new submission tool enabled a more efficient review process of the annual updates. In 2010-11, the Planning Committee determined that a validation process needed to be developed to provide feedback to units and programs to increase the value of the program review process. The Shared Governance Council charged the Planning Committee in 2011-12 to develop a validation process. The Planning Committee created a process that enabled annual updates to be validated in spring 2012. The review of the initial validation process led to the recognition that the community needed increased training and enhanced tools to develop more relevant and effective objectives that would lead to continuous improvement and student learning. A focused flex session was developed (evidence – Program Review Survivor Island) in fall 2012. The limitations of the SharePoint based submission tool led to the revamping of the submission tool to operate on a new SQL database platform and to enable the submission of the cyclical comprehensive program review as well as the requisite annual update. (evidence: program review form).

The Student Learning Outcomes (SLO) assessment initiative has been ongoing at Los Medanos College since 2002 when it was mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC). Following a year and a half (August 2010-December 2011) of institutional reflection and assessment of the assessment structure, including participation in the Bridging Research, Information and Cultures Initiative, the Teaching and Learning Project (TLP) proposed to revise and streamline the assessment model into a well-defined, synchronized five-year cycle. The new model, which was formally adopted by the Academic Senate and the Shared Governance Council in Spring 2012 and implemented in Fall 2012, integrates SLO assessment more fully with the course outline revision, professional development and resource allocation processes by connecting it to the Comprehensive Unit/Program Review and Planning Report and Annual Update. Additionally, part-time faculty are now compensated to participate in the assessment process. The ability to pay part-time faculty to participate in assessing CSLOs has provided increased data input and a higher quality level of engagement throughout the College (evidence: Student Learning Outcomes: New Model of Assessment).

The model underwent minor revision in 2006 to situate assessment authority in the five Institutional Student Learning Outcomes (ISLO) committees affiliated with the TLP. During the 2009-10 academic year, the TLP faced a challenge in dealing with the assessment model's leadership structure when no one applied to fill the vacancy after the original TLP faculty co-coordinators completed their terms and stepped down.

As a result of this faculty leadership void, the college appointed a manager to temporarily chair the TLP, and the Shared Governance Council charged the Teaching and Learning Project to:

- Create and implement a college-wide work plan and timeline for ongoing assessment of Institutional-, Program- and Course-level SLOs and related professional development to meet the accreditation timelines.
- Produce an expanded TLP "position paper," including structures, responsibilities and succession plans.
- Report assessment progress through quantitative and qualitative outcome findings related to ISLOs, PSLOs and CSLOs to the campus community each semester.
- Evaluate the effectiveness of the TLP.

A member of the faculty finally stepped forward to serve for two years as chair of the TLP in a limited capacity, and in that role facilitated an evaluation of the assessment initiative on campus that included a Faculty Survey on Assessment. The 37-question survey was completed by 168 faculty members representing 87.4 percent of full-time faculty and 24.6% of adjunct faculty. Respondents took time to write 821 related comments making the survey data especially rich. Analysis of the data, as well as interviews with instructional units on campus and advice from the BRIC technical assistance team, led the TLP to revise the assessment calendar, process and leadership structure. (evidence: Student Learning Outcomes: New Model of Assessment).

The *EXITO* Grant, now in the fourth year of a five-year grant cycle, focuses on creating a robust transfer culture at LMC and increasing transfer rates for the college. As evidence of the grant and college-wide efforts to improve transfer, this year LMC set a record for the most transfers to UC and CSU in a single year (evidence: CSU & UC Transfer Rates). Such progress is a result of college-wide commitment to implement programs for new students, conduct research that informs our practice, and offer professional development for all staff. The Transfer Academy, now in its third academic year, is a cohort-based programmatic approach that has significantly improved success and retention rates for first-time students. The program provides strong support in and outside the classroom – counseling support, tutoring, workshops, social and cultural experiences, leadership development, and university tours. Summer Bridge ran its second cohort in 2013. The four-week program targets incoming high school students to provide them a boost for their first year at LMC. In the last year, the college also participated in the Survey of Entering Student Engagement (*SENSE*) and the Community College Survey of Student Engagement (*CCSSE*) to better understand the experience of our entering students. In partnership with other college committees, *EXITO* has supported professional development opportunities on culturally relevant practices and strategies for serving a diverse student body. A consortium of educational leaders in East Contra Costa County was formed in 2012 to strengthen the pipeline from high school to post-secondary in our region, supporting a vision to improve college-going rates for all of our students (evidence: School Leader Invitation, EPB Agenda.2.22.12, Notes from ED Breakfast.2.22.12, EPB Agenda.12.7.12, Notes from ED Breakfast.12.7.12, EPB Agenda.11.4.13, EPB Notes.11.7.13)

LMC has committed to improving the inclusion of CTE students throughout the College. The 2011-2013 Y&H Soda Foundation, CTE Student Success Initiative, has positively impacted the student services provided to CTE students in many ways. The initiative has bolstered the focus on career tech pathways across most, if not all, elements of student services including outreach, orientation, advising, counseling and student retention. Increased professional development opportunities for counselors, career center staff and CTE faculty have been a result of the initiative as well. Going forward the college will continue and refine the many successful elements of the initiative including new student orientations focused on CTE majors, contextualized counseling courses and the utilization of specialized student retention software focused on CTE cohorts. Details of the specific impacts of the CTE Student Success Initiative can be found in two reports covering work accomplished from [January 1, 2012 – June 30, 2012](#) and from July 1, 2012 – June 30, 2013 (evidence CSSI Report 090112, Analytics)

LMC continues to improve its effectiveness in reporting out to the community the activities of the various college committees and activities being pursued in support of the strategic priorities and overall continuous improvement at the College. In 2008, LMC began to make available to an increased number of staff and faculty the ability to update committee web pages as a means to making committee agendas, minutes, and reports on the college website. In fall 2009, a new SharePoint based portal product from Ellucian was introduced and installed which provides faculty, students, and employees the ability to store documents, develop department, committee, and class sites, engage in online discussion, and more. The major advantage to the new product was that it could be accessed

easily from off-campus. Individuals were no longer required to be on-campus and logged onto the network to access the documents.

The InSite Portal provides the capability to customize content based on a variety of defined audiences. Audiences are derived from data variables available through the Colleague Enterprise Resource Management system. This includes information about an individual's affiliation (student, faculty, staff, etc.), demographic variables, programs and services utilized, and a range of other variables. For example, a Los Medanos College student authenticating to the system, is presented with content that is relative to the student audience and associated with LMC. More granular audience levels can also be established whereby targeted content is delivered to sub-populations (e.g. EOPS students at LMC). For this reason, the Portal can be a powerful, configurable tool to deliver content in a manner that is more relevant to a variety of audiences.

Currently, all students utilize the InSite Portal as it is their vehicle to the majority of online student services. A high proportion of staff as well as faculty to a lesser extent, also utilize the Portal as a central content repository for department and committees sites.

In order to authenticate to the InSite Portal, the individual must be a current faculty or staff member, or a student. Prospective students or members of the community do not have login capability to the Portal thus the college website plays an even more critical role for making information available to this population.

During the month of September 2013, the InSite Portal was upgrade from Microsoft SharePoint 2007 to SharePoint 2010.

### **Actionable Improvement Plan**

The Shared Governance Council, via its Planning Committee, will initiate a comprehensive review of both the LMC Educational Master Plan and Brentwood Center Educational Master Plan. The review and evaluation of both plans will take place in 2014-15, which will be used to inform the development of a new Educational Master Plan during the 2015-16 academic year. The new Educational Master Plan will begin in the 2016-17 academic year.

The Planning Committee will undertake an additional Facilities Master Plan update after the successful passage of the planned local facilities bond that will be placed on the June 2014 ballot. The new facilities plan update will further prioritize the projects being funded by the 2014 Bond Program.

**I.B.2 The Institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### **Descriptive Summary**

In response to the need to continually assess the Educational Master Plan (EMP) goals, an all college activity was conducted on opening day in the spring 2009 semester during which measures for the EMP were developed (cite evidence “EducationalMasterPlanNotesfromOpeningDay”). Subsequently, in the spring of 2011, the Planning Committee, in collaboration with the Office Of Institutional Research, researched these measurements and put forth an Institutional Effectiveness report updating the college on progress towards the EMP goals (cite “Institutional Effectiveness Report Spring 2011”). In response to this report, the Shared Governance Council (SGC) and Planning Committee jointly developed a draft list of potential strategic priorities (cite “APPENDIX III – spring 2011 SGC Planning Priorities”)

In spring 2012, this effort was carried forward in order to both align Los Medanos College’s strategic planning cycle with the District’s cycle, as well as to develop more specific quantified goals for the college. A process to develop interim (fall 2012- fall 2014) strategic priorities was conducted (cite “Steps to Complete Interim Plan 030112”). A subcommittee of the Planning Committee was charged with organizing this work. In order to develop an initial draft of potential priorities, the subcommittee collectively reviewed the following:

- 1) The draft priorities developed in spring 2011 by the SGC and the Planning Committee (cite “APPENDIX III – Spring 2011 SGC\_Planning Priorities”)
- 2) Feedback from the fall 2011 all college opening day session whose discussion centered on being outcomes focused (cite “APPENDIX IV - Combined Notes from Opening Day Fall 2011”)
- 3) Recommendations from a Certificate/Degree Task Force from spring 2008 (cite “Appendix II - RECOMMENDATIONS FROM THE CERTIFICATE DEGREE TASK FORCE\_SP2008”)
- 4) The spring 2012 study conducted by the SGC on outcomes (cite “APPENDIX V - SGC Study of Big O spring 2012)
- 5) The spring 2012 Workforce Development Strategic Plan (cite “APPENDIX VI - Workforce Development System Strategic Plan March 2012”)
- 6) The Contra Costa Community College District Strategic Plan (cite “Appendix VII - District wide Strategic Plan”) and
- 7) Additional achievement data (cite “APPENDIX I - Additional Data” and “fall 2012 - spring 2014 Interim Strategic Priorities”)

Upon completion of this review, a draft list of priorities, quantitative measures and corresponding activities was developed by the Planning Committee. This list was then distributed to the campus and



feedback sessions inviting all constituent groups were held to gather feedback from each group (cite “Strategic Plan Sessions Input Spring 2012”). Additionally, an online survey was distributed to the entire campus community soliciting feedback on the proposed priorities (cite “Survey Feedback on Proposed Strategic Priorities”). Upon integrating the feedback obtained, the Interim Strategic Priorities and the corresponding quantified objectives (cite “Fall 2012 - Spring 2014 Interim Strategic Priorities”) were officially approved by the SGC and adopted by the President (cite “042512SGCMinutes”).

The priorities are:

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

In order to link the activities of individual units and programs to the objectives in the District Strategic Plan and the college strategic priorities, each unit or program must link its programmatic objectives in an annual program review update process to the priorities in these plans (cite “Program Review Screenshot Objective Link to Strategic Plans”). Additionally, as units and programs request new funding, they must link the activities that require additional funds to objectives in their unit/program reviews and the college and District goals (cite “Program Improvement and Development Form 12-13”).

The activities and objectives contained in the Interim Strategic priorities also directly link to the objectives contained in some of the major grants which the college is currently implementing (cite “EXITO Activity Objectives 092911” and “STEM\_GRANT\_OBJECTIVES”). Also, the strategic plans of many committees and groups link directly to the College Strategic Priorities, including the strategic plan for the Professional Development Advisory Committee (cite “PDAC Strategic Plan 10-24-12”) and the Workforce Development Strategic Plan (cite “APPENDIX VI - Workforce Development System Strategic Plan March 2012”).

In order to demonstrate the alignment between the activities and objectives of individual units, programs, and projects with the objectives of the college strategic priorities, the Planning Committee proposed to use the updates in the program review process, along with the annual reporting of grants and other programs, directly to update the activities and progress in the college strategic priorities document.

### **Self Evaluation**

The institution has spent a large amount of time and energy formulating goals and ensuring that a mechanism for these goals to be addressed is in place. The objectives contained in the Strategic

Priorities (cite “fall 2012 - spring 2014 Interim Strategic Priorities”) are clear and measurable. Therefore the extent to which they are attained is easily monitored. While individual units, programs, and projects tie their own objectives to those of the college and District in an annual program review process, a procedure for updating these individual units and programs on the status of the progress toward meeting the college wide goals needs to be established.

**Actionable Improvement Plan**

None.

## STANDARD I.B.3

***I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.***

### **Descriptive Summary**

Los Medanos College has instituted an effective, integrated planning process that aligns campus goals and efforts with the District Strategic Plan. LMC has a local Planning Committee, charged by the SGC, with faculty, staff, student, and management constituents who represent the diverse programs and units at the college. These Planning Committee members were appointed by the President's Cabinet and the respective senates. This committee meets monthly throughout the academic year and provides leadership and support for LMC as it evaluates institutional effectiveness and uses institutional data when facilitating strategic planning efforts (*evidence: link to planning sites; and list SGC charges, again*).

The Planning Committee has developed a planning cycle calendar (*evidence: Planning Calendar, planningcyclesandaccreditation*) to outline expectations and establish institutional timelines. Some of the major efforts led by the Planning Committee include development of a local Strategic Plan (*evidence: Interim Strategic Plan*), and the Annual and Comprehensive Program Review processes which are linked to the Resource Allocation Process (*evidence: link to submission tool, 3 Comprehensive review template documents, RAP timeline*). These efforts provide mechanisms for integrated planning across the college and provide a systematic approach for evaluation and improvement.

A subgroup of the Planning Committee began drafting the local strategic plan after assessing and evaluating institutional data (*evidence: Institutional Effectiveness Report, AARC data report, IDEA Inquiry Phases I & II, student achievement data in Appendix 1 of Strategic Plan, Appendix 2 – task force recommendations*). This Plan was then approved by the college community through a systematic process during which the draft was presented to various constituents by open forum, feedback was gathered and the final Strategic Plan incorporated the constructive comments from the LMC community. (*evidence: SGC notes, College Assembly/All College Day notes, Vision 20/20 notes, Strategic Plan Session Notes, Survey Feedback on Proposed Strategic Priorities*). The priorities of the local Strategic Plan align with the District Strategic Plan (*evidence: District Strategic Plan*) and are revised as part of the same cycle. The current Strategic Plan is effective until fall 2014.

The Planning Committee also leads the campus through the annual Program Review process and the comprehensive program review every five years. The goal of Program Review is to provide a mechanism for each program/unit to evaluate its success, needs, and priorities in support of student learning outcomes that align with the college strategic plan.

The Planning Committee has worked to establish a culture of data-driven decision making at LMC. Prior to the start of the annual program review process, the District Research Office makes useful data, such as retention and completion rates, available to each program/unit. This data is currently available through the Program Review Submission tool (*evidence: Accessing Program Review Data Fall 2012*). The data provided is clearly presented, highly relevant and helpful throughout the strategic planning process of each program/unit. The local Planning Committee determined the quantity and type of data that would be most useful to provide each department/unit by surveying the current needs and uses of data in program review by constituents across campus (*evidence: Planning Committee meeting notes – link to insite page or webpage, Unit Program Review General Feedback*).

To support the campus community during the Program Review process, the Planning Committee has collaborated with other campus groups, including the Professional Development Advisory Committee (PDAC) and Information Technology, to develop useful tools and provide professional development (*evidence: Unit Program Review – Definitions and Instructions , Program Review Outline and Instructions, Survivor Program Review Island Focused FLEX Flyer*) . The Planning Committee provided input to help design an enhanced Program Review Submission tool (introduced during the 2012-13 academic year) to enable programs/units to access data more easily and streamline the entire Program Review process. This new tool has made it easier for units/programs to access past data, link current efforts with past work, and connect new objectives with the college strategic priorities (*evidence: Program Review Screenshot Objective Link to Strategic Plans*).

In order to facilitate the completion of more meaningful program reviews, the Planning Committee established a process to provide additional guidelines and more thorough feedback for programs/units during the 2011-12 academic year. A rubric with additional helpful information (definitions, instructions) was established by the Planning Committee and provided all programs/units prior to the beginning of the program review process (*evidence: Program Review Rubric*). Once the Program Reviews were submitted, three-person teams (comprised of one staff member, faculty member and manager) reviewed and provided written feedback for all program reviews submitted (*evidence: Program Review feedback form*). To prepare the campus for the Comprehensive Program Review and to address some of the challenges identified during the feedback process (*evidence: Unit Program Review General Feedback*), a day-long professional development workshop was provided during fall 2012 as a collaborative effort between the PDAC and the Planning Committee (*evidence: Survivor Program Review Island Focused FLEX Flyer*). This workshop provided information and training on using the new submission tool, writing clear objectives and making connections between strategic planning and student learning outcomes (*evidence: Unit Program Review – Definitions and Instructions, ObjRationaleActivity, Gil Game*).

The connections between Program Review, strategic planning, and the Resource Allocation Process (RAP) have been streamlined as well. RAP proposals are directly linked to objectives in the program review (*evidence: Program Improvement Development form*), and all program review objectives are linked to Strategic Priorities at the college. The timeline and process for completing the Resource Allocation Process have been clearly communicated with the college (*evidence: RAP timeline*).

In addition, the college has developed Educational, Technology and Facilities Master Plans with input from the college community (*evidence: 3 Master plans, Educational Master Plan Notes From Opening Day Activities, AppendixIV – Combined Notes From Opening Day Fall 2011*). The college has made significant efforts to include the entire community when developing these plans, and has utilized various mechanisms to collect ideas and feedback, such as breakout sessions during opening day and focused College Assemblies (*evidence: EducationalMasterPlanNotesFrom OpeningDayActivities, AppendixIV – Combined Notes From Opening Day Fall 2011*).

### **Self Evaluation**

LMC has been utilizing data throughout various planning processes and continues to assess the effectiveness of its approaches. All of the efforts described above provide mechanisms for integrated planning across the college and provide a systematic approach for evaluation leading to improvement. The campus community is involved in all aspects of planning, from developing objectives within programs to providing feedback on Master Plans. Additional opportunities for professional development related to the Program Review process continue to be explored and implemented based on feedback from the LMC community. The Planning Committee continues to discuss and refine mechanisms to evaluate the program review process. In addition, the District continues to evaluate the effectiveness of the research and planning processes across the three colleges within the District. The current structure includes centralized researchers at the District Office and local a Planning Committee at each campus (*evidence: Research Dept Pre and Post Survey*).

The Planning Committee continues to improve the efficiency and effectiveness of the Program Review process at Los Medanos College. During the 2012-13 Program Review cycle, a new submission tool (web application) was used. This tool continues to be evaluated and improved according to user feedback, and with the help of the IT Department, the Planning Committee has already begun this process (*evidence: Program Review Submission Tool Feedback*).

To provide continuous leadership in planning activities on campus, LMC has also reorganized its management structure at the end of the 2012-13 academic year to add a Senior Dean of Planning and Institutional Effectiveness, beginning in 2013-14. This Dean will enable the College to unify and support all planning efforts on campus as well as maintain steady alignment with District Research and Planning (*evidence: LMC Administrative org chart*).

### **Actionable Improvement Plan**

None.

***I.B.4 The Institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.***

### **Descriptive Summary**

LMC's shared governance model is structured around broad based involvement of all constituencies in planning and decision making at the college, following criteria set forth in the Shared Governance Position Paper adopted in 2003. (evidence: SGPositionPaper03).

The model states that issues affecting the college as a whole be addressed by the Shared Governance Council (SGC), comprised of representatives from the College senates and Associated Students, the President and management team. (evidence: SGPositionPaper03Pg2FlowChart). Equal representation of three members each from the Faculty and Classified senates and Associated Students is required. The President selects the management representatives who are non-voting members. SGC is ultimately the keeper of the college's plan and vision for itself, with decision making tied to the Educational Master Plan (EMP), the District's Strategic Plan, and LMC's Strategic Priorities. (evidence: EMP, Dist. Strategic Plan; LMC Strategic Priorities)

SGC authorizes shared governance committees and task forces and assigns them annual charges that align with institutional goals and priorities. (evidence: SGC Sub-committee charges 11-12 (may need to update for 12-13)). Shared governance committees rely on research and input by all members, who take ideas and policy issues back to their representative groups for further review and discussion. This practice allows for a wide array of input and helps to identify potential conflicts in the planning, decision making and formal approval processes.

All constituency members have the opportunity to participate on SGC, committees and task forces when openings occur and/or the need arises. Committees and task force teams work on special projects like Accreditation and development and revision of the Educational Master Plan, and the college Mission Statement. Committee and task force openings are announced and recruited through College senates and Associated Students at meetings, College Assemblies, emails to the College community, phone calls and word of mouth.

LMC's annual Program Review and Planning Process requires collaboration by all unit/program members, giving a voice in the planning process to employees at the department level. (evidence: Nov. 2, 2012 email from Pres. Bob Kratochvil re: program review).

Other opportunities for involvement in college planning and decision making include attendance at College Assemblies (cite evidence: **calendar of Monday meetings**), and Flex Activities. (cite evidence website: <http://www.losmedanos.edu/intra-out/staff/flex.asp>.) Periodic surveys on a variety of collegiate issues are sent out electronically to the LMC Community providing another avenue for faculty, staff and students to have a voice. A recent survey to the LMC Community was initiated by the President's office to gauge student and employee perception and satisfaction of the

college Mission Statement recently under review. (cite evidence: Mission Statement survey –email from Bob)

SGC, along with most shared governance committees, senates and the Associated Students upload their agendas, minutes and other information on LMC’s website or the In-Site Portal, allowing all constituents the opportunity to read, reflect upon, and give feedback to their representatives concerning college wide issues, processes and decision making.

LMC’s approach to resource allocation is designed to lead to improved institutional effectiveness and student success. The way to request additional funds is typically through the Resource Allocation Process (RAP) which occurs after the annual Program Review and Planning Process. RAP addresses departmental/unit requests for increases to base budgets, funding for program maintenance, additional staffing and new initiatives. Funds requested through RAP must be specifically addressed in the department’s annual program review objectives, which must be tied to college goals and/or college or District strategic priorities. Improvements in simplifying the process over the last few years have resulted in increased numbers of requests (evidence: [RAP memo to LMC Community - 2011-2012 R. Livingston, Pres](#))

SGC annually reviews and ranks RAP requests in order to ensure an open dialogue of ideas, concerns and assessment of projects. This approach has consistently resulted in SGC recommendations that the President has endorsed. At the completion of the annual RAP process, the President issues a memo to the entire LMC community stating the funding decisions for all proposals submitted. The college makes every effort to fund proposals through a painstaking search of all available funding sources -- funding comes from a variety of sources, including College, grant or private donations. Of course, during some budget years not all requests can be funded; some are placed on hold until funding becomes available, some need further review and some are rejected if they do not meet college goals.

Here are examples of recently approved RAP proposals/maintenance requests:

- Perkins funds were used to support Career and Technical Education (CTE) requests for new equipment and instructional technology in Automotive, Electronics, Graphic Arts and Welding.
- Program Maintenance requests resulted in new and/or updated equipment and software in student labs at both the Pittsburg and Brentwood campuses; a host of other proposals were funded, both instructional and operational, most of which directly benefit student learning. (evidence: memo’s from President for status of all 2011-12 & 12-13 proposals)

The LMC Foundation sometimes funds some RAP proposals as well, in addition to offering a “mini-grant” process. Approved mini-grant proposals during the last few years have resulted in a variety of opportunities for students to participate in activities outside the classroom, such as a NASA national competition, debate tournaments, university transfer tours and conferences, as well as classroom equipment and supplies. (cite evidence: list from Lindy)

LMC also received two multi-million dollar five-year U.S. Department of Education HSI grants which support LMC’s goals and strategic priorities. The EXITO Grant and the STEM Transfer Velocidad grants both work to increase the number of Hispanic and other under-served and first-generation

college students who transfer to four-year colleges and universities. EXITO works toward the transfer success in all areas of study, while STEM Transfer Velocidad focuses on students majoring in science, technology, engineering and math. The Vision 20/20 strategic planning process led to the TAA regional grant and supports workforce development programs at the College.

New building and classroom expansion projects and major upgrades and improvements are funded through two district-wide capital improvement bonds approved by voters in 2002 and 2006. The 2012 Bond Report to the community includes a complete list of projects. Recent LMC examples are the Nursing and Emergency Medical Technology classrooms and labs in the College Complex and the purchase of 17.5 acre site for the new Brentwood Center location. (evidence: 2012 Bond Report to the Community.)

### **Self Evaluation**

Attendance at Faculty and Classified senate meetings remains consistent, but is sparse; however all employees receive emailed agendas and minutes. Many faculty members are highly involved and engaged, particularly in SGC and the committees under its purview. In general, attendance/participation at college assemblies and flex activities is good, but could always be better. The College has a devoted group of classified employees who are very involved and engaged in shared governance matters, but as can be expected, many classified employees opt out of participating in on-going commitments to committees and task forces, due to concerns about their regular workloads. Annual department program review and planning is another avenue for all employees to be involved and have a voice at the department level. Student participation is consistently strong on several of shared governance committees, but during some academic years it has been difficult to recruit enough students for all shared governance and task force needs.

LMC's successful program review and resource allocation process has resulted in improved institutional effectiveness, enhancing the educational environment and learning for the students the college serves. Program Review processes will continue to be analyzed and modified if necessary to ensure its on-going reliability in allocating resources aligned with LMC's institutional goals and priorities.

To assist in on-going planning processes, upcoming surveys are planned to gauge the sentiment of all constituents on shared governance processes; level of participation in college governance; understanding of the Program Review and Planning process, etc. *(if this occurs in 13'14, need to insert summary of results here and in Std. 4)*

### **Actionable Improvement Plans**

None.



## **I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

### **Descriptive Summary**

The College collects a variety of data and assessment results such as Course Level Assessments (CSLOs), Program Level Assessments (PSLOs), Career Technical Education (CTE) trends and success rates and self studies, as well as District-provided data which includes enrollment retention, student success rates and productivity.

The college utilizes a variety of resources to communicate data both internally and externally to its constituencies -- District, management, faculty, staff, students, advisory boards, K-12, potential students, community partners and the general public. Internally, data is shared through intranet sources such as the "P: Drive" (the local server for Los Medanos employees, also accessible outside of campus), InSite (the portal service supplied through district), email, college meetings and committees. Externally, the college provides access to its data to the public via internet resources like the College website, <http://losmedanos.edu/>, publications, and on/off site meetings with advisory boards and local high schools. The District provides each college with basic yearly research data that illustrates enrollment retention, student success rates and productivity. The college has taken its own initiative to collect District and local college data and respond to the local community's needs through the Educational Master Plan.

The college collects data, produces qualitative assessment results, and communicates its institutional excellence to the public through various media: The *CCCCD Fingertip Facts* (Ev. <http://www.4cd.net/about/docs/Fingertip%20Facts.pdf>) communicates the college's dedication to access, equity, innovation, opportunity, support services and student success. *Chapter 3: Environmental Assessment and Analysis* (Ev. b. *LMCEMP-2007.doc pp.9-12*) of the *2006 - 2016 Educational Master Plan* illustrates the college's demographics and projections of Student/Fiscal/Transportation/Work Force Trends for a 10 year period. The data collected from this document is shared with campus employees via email, college-wide meetings and is respectively presented to the district at the District Governance Council (DGC) meetings. (EV. <http://www.4cd.edu/about/committees/dgc/minutes/Forms/AllItems.aspx>)

As a result of reviewing the initial assessment structure in practice, the Shared Governance Council (SGC) assigned the Teaching and Learning Project (TLP) to create and implement a college-wide plan and timeline for assessment of Institutional Learning Outcomes (ISLOs), Program Learning Outcomes (PSLOs) and Course Learning Outcomes (CSLOs) to be in synchronization with the course outline updates. (EV. *AccFA11.docx*) The *TLP position paper* (Ev. *Final amended TLP position paper w-graphic SP12.pdf*) was finalized in May 2012 and has been adopted.

Career Technical Education (CTE) collects Core Indicator data ([https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Default.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Default.aspx)) and reports quarterly to ensure that programs are addressing student performance scores. The LMC Tech Prep Consortium (Ev. <http://www.losmedanos.edu/cte/prepC.asp>) serves as a steering committee to facilitate articulation

and pathway agreements for high school students. CTE shares student success data with education, industry and community partners through this steering committee. “Collaborating with the Community” is an example of the many events hosted by the Career Technical Education Program where community partners/industry collaborate with college faculty, staff and students. (Ev. [SummaryNovember18.pdf](#)) The HSI transfer grant has been an integral component to data collection in regards to improving student success in underserved students. In 2009, LMC partnered with the University of Southern California’s Center for Urban Education (CUE), (Ev. [CUEEquityModelFAQs.pdf](#)). The LMC Evidence Team (Ev. [Newsletter - feb2010.pdf](#)) has adopted the CUE Equity Model and is currently in Phase 2. In 2010, the Institutional Effectiveness Report (Ev. <http://www.losmedanos.edu/groups/research/documents/InstitutionalEffectiveness2010.pdf> ) revisited institutional goals from previous years to assess the current status of students success, achievement data.

### **Self Evaluation**

The college ensures communication through email, college meetings, publications, intranet, and through its website. The institution demonstrates quality through its programs and services and is responsible in relaying its information to the proper constituencies via state reports, grant reports, newsletters, statistics, websites and community/industry outreach.

In Spring 2013 the College developed a public website that made available a summary of the results of each Program Student Learning Outcomes (PSLOs) assessment. (evidence: <http://www.losmedanos.edu/programassessment/>). Every program and course has “Student Learning Outcomes” or SLOs which indicate to students what they should know or be able to do by the end of the course. By comparing and measuring the results of student progress against these SLOs, faculty gather information on how the program or course is doing and make adjustments to the course or the teaching environment if necessary. Each summary report addresses what was assessed, what was learned via the assessment results, and what we plan to work on to achieve continuous improvement and learning in our programs and courses.

The College makes massive amounts of information available on both the College website and Insite Portal. The information, however, is not centralized in a single location, which can easily be accessed by the public. As a result, the college is in the process of developing a new Office Institutional Effectiveness & Planning website that will serve as a central location for accreditation, assessment, planning and research. The new website will mirror the recent reorganization of management responsibilities and positions.

### **Actionable Improvement Plan**

None.

**I.B.6 – The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Descriptive Summary**

The Shared Governance Council has charged the Planning Committee to review, assess and, if necessary, make changes to the college's strategic plan, existing planning processes and the program review process [SGCSub-committeeCharges11-12]. The Planning Committee did assess and modify the Strategic Plan [042512SGCMinutes] in April 2012 in order to clarify and improve effectiveness regarding cultural competency and contextualized learning. The Strategic Plan and Educational Master Plan (including interim versions) have been reviewed, discussed [PlanningCommitteeMinutes3-32011], and updated review and planning cycles modified so that the College's Strategic Plan timeline now aligns with District's. This cycle was created in a joint effort by the Planning Community and the Teaching and Learning Project, and includes new assessment cycles to align with Program Review and course updating cycle [Final amended TLP position paper w-graphic SP12 (in Eric's evidence file)]. These changes are designed to ensure that all programs and units within the institution conduct assessments with the current Master Plan in mind and allow time for gathering and analyzing data, identifying needs, planning and implementing appropriate improvements and assessing the effectiveness of any changes in each planning cycle. SGC will perform an evaluation of the resource allocation process via a survey planned for distribution in fall 2013 ***(will need to insert a summary of most significant survey results here – no completed yet)***

The Planning Committee has initiated a process of peer review of annual program/unit review documents in order to improve the quality of planning in individual programs and units [Program review rubric]. This assessment activity has led to collaborations with the professional development committee. There have been professional development activities focused on improving the quality of program reviews [Survivor - Program Review Island Agenda for Day 8-15-12, Evaluation Summary meo 9-10-12, and Survivor Program Review Island Focused FLEX), as well as training sessions for the new Program Review Submission Tool [ResearchandPlanningCommitteeMinutes12.6.12 and Program Review Submission Tool Now Available].

A new program review submission tool was developed to more thoroughly integrate the results of SLO assessment, program review, research & planning, and new objectives [link to PRST]. RAP applications must be related to objectives stated in program review to be considered for funding [<http://lmcsharepoint/RAP/default.aspx>]. Each year after the resource allocation process is completed, it is assessed by SGC ***(evidence: survey above planned to be completed in Fall 2013)***. Improvements are made to the process based on the assessment results, such as changes to the application forms, the instructions, the review process and the timelines.

The research function at the college level has been consolidated at the District level. Each college in the district has a Research and Planning Coordinator who is a member of the District Research

Council. The council also has a representative from each college. All research requests can be made through LMC's representatives [District Research Council Charge]. In addition to this, SQL reporting services are now available to college personnel through the Insite Portal. The SQL reporting services publishes research results to the portal where the results can easily be viewed by members of the college community within the Insite Portal infrastructure.

### **Self Evaluation**

Los Medanos College meets Standard 1B6. The college has taken measures to assure that both planning processes and resource allocation are effective and well aligned. LMC assesses these processes and modifies them as necessary. The cycle timelines have been changed in order to improve effectiveness of campus and District wide planning and assessments, making it easier to "close the loop." The college Planning Committee is currently developing a streamlined validation process for Program Review.

### **Actionable Improvement Plan**

The Planning Committee will design and implement a sustainable and scalable version of Program Review validation. The peer review process (aka Validation Process) is valuable, but the model used in 2012 was found to be unsustainable. The college Planning Committee is currently developing a streamlined validation process for Program Review

Evidence of the assessment of the Resource Allocation Process will be made accessible on the SGC website.

**I.B.7 – The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**Descriptive Summary**

The Planning Committee evaluates the LMC's evaluation mechanisms, based on charges from the SGC. Here are some examples of how the college evaluates processes in order to improve effectiveness:

- The College administered the Survey of Entering Student Engagement (SENSE) survey which surveys for student engagement in Fall 2012 (evidence: SENSE results)
- The 2011 Institution Effectiveness Report, linked to the Educational Master Plan, measured the recommended indicators of institutional effectiveness (evidence: institutional effectiveness report 2011)
- Each program/unit submits an annual Program Review report through an online submission tool. During spring 2012 an evaluation a rubric was developed. The rubric was then used by sub committees to provide feedback regarding the Program Review reports.
- The research and planning team provided feedback to each program and unit that submitted a Program Review report and held a Flex workshop in fall 2012 in order to improve the quality of each individual report (evidence: Program Review Survivor Island).
- A SQL reporting tool has been created and is a link in Program Review that provides achievement data.
- A variety of student services reports provide achievement data in areas such as Athletics, DSPS and EOPS.
- Core Indicator data for Career Technology Programs and are required and provided to each CTE program. This provides data on five leading industries that are benchmarked against other colleges in the State.
- The College developed a new cohort data tool for special learning communities, such as Puente, MESA, Transfer Academy and, Honors. The tool enables the college to more effectively track the progress of these student cohorts.  
(<http://reports.4cd.edu:82/Reports/Pages/Report.aspx?ItemPath=%2fResearch+Department%2fLMC+REPORTS%2fPROGRAM+REVIEW%2fLMC+STUDENT+TRACKING+SYSTEM>)
- LMC's programs analyze CSLO and PSLO assessment results and respond to it.
- The Planning Committee evaluated the Program Review online submission tool through a survey (evidence: program review submission tool survey 4-26-13)
- The Planning Committee created a new online program submission tool for instruction, student services and administration
- The college administered the Community College Survey of Student Engagement (CCSSE) which surveys for student engagement in spring 2013 (evidence: CCSSE results)
- The college will also administered a surveys on Student (2013) and Employee Satisfaction (2010) (evidence Student Satisfaction Survey Spring 2013, Employ Satisfaction survey 2010).

SQL reporting caused LMC to address a lack of data. The Title V Exito grant had an institutional effectiveness component, one aspect of which was to assess research and planning needs for special programs (Honors, Umoja, Puente, etc) on campus. A special program project summary report was developed (special program project report). Several recommendations are in the document and the first phase is currently being implemented. The new data tool for special learning communities and the new template for special programs came out of the recommendation of the report. This new reporting tool provides achievement data for programs and courses. The new data tool for special learning communities creates and tracks cohort of students by semester and ethnicity. The tool provides information based on headcount (number of students), seat count (number of enrollments), success rates (number of enrollments that result in an A, B, C, or P), completion rates (number of enrollments that do not result in a W), number of students who attain transfer prepared status, term-to-term persistence rates, and certificates and degrees obtained by the cohort.

Each department and program analyzes its course and program student learning outcomes and uses that information to revise course outlines of record (COORs). The departments also use the information to integrate any new student learning outcome objectives into the Comprehensive Unit/Program Review and Planning Report or yearly update. Resource requests are then made that are identified by the assessment process.

### **Self-Evaluation**

LMC meets standard 1B7. The College uses a variety of mechanisms to gather evidence about the effectiveness of programs and services: i.e. program review, surveys, and various data collection tools. The new data gathering tools developed for learning communities and special programs will improve the effectiveness of the evaluation process and should result in the improvement for each individual program.

### **Planning Agenda**

None

*2<sup>nd</sup> Draft Completed November 14, 2013*