This confirms that your 2016 Annual Report to ACCJC was submitted by Dr. Robert Kratochvil <bkratochvil@losmedanos.edu> on 03/31/2016.
Below is a copy of the information submitted. You may also re-print the report by logging on at https://www.accjc.org/annualreport.

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

2016 Annual Report
Final Submission
03/31/2016

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kevin Horan
3.	Phone number of person preparing report:	925-473-7401
4.	E-mail of person preparing report:	khoran@losmedanos.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.losmedanos.edu/catalog/Catalog2015.16RevisedPages05.26.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.losmedanos.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 9,026 Fall 2014: 8,850 Fall 2013: 8,732
7.	Total unduplicated headcount	8,749

	enrollment in degree applicable credit courses for fall 2015:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,079
9.	Number of courses offered via distance education:	Fall 2015: 56 Fall 2014: 50 Fall 2013: 48
10.	Number of programs which may be completed via distance education:	3
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 1,676 Fall 2014: 1,412 Fall 2013: 1,543
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	69%
14b.	Successful student course completion rate for the fall 2015 semester:	70%

15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	494
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	411
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	110

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,139
16b.	Number of students who received a degree in the 2014-2015 academic year:	772
16c.	Number of students who received a certificate in the 2014-2015 academic year:	670
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	300
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	464
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	American Sign Language Cultural Competence in World Languages Spanish CSU General Education IGETC
19a.	Number of career-technical education (CTE) certificates and degrees:	57
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	15
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	15

20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)

Registered Nursing	51.16	state	80 %	90.24 %
Vocational Nursing	51.16	state	90 %	82 %
EMT	51.09	state	80 %	55 %

21.

2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Electrical & Industrial Technology	47.0101	70 %	85.8 %
Fire Technology	43.0201	40 %	83.3 %
EMT	51.0904	40 %	94.4 %
Travel Marketing	52.1905	40 %	71.5 %
Computer Science	11.0101	60 %	71.5 %
Accounting	52.0301	40 %	71.5 %
Administration of Justice	43.0107	40 %	83.3 %
Appliance Technology	47.0106	40 %	85.8 %
Automotive Technology	47.0604	40 %	85.8 %
Child Development	19.0706	40 %	88.9 %
Recording Arts	10.0203	40 %	33 %
Graphic Arts	50.0409	30 %	33.3 %
Process Technology	15.0805	40 %	85.8 %
Registered Nursing	51.3801	60 %	94.4 %
Welding Technology	48.0508	40 %	85.8 %

22.

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Participation in Competitions	Drama, Journalism, and Speech attend at least one regional, State and national compeition annually	1

23.

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The most significant change that has happened in the past year in response to analyzing college and program performance is the move to transform our developmental sequences in English and math. Institutional research data as well as student learning outcomes data clearly indicated that we had reached a plateau for student success at an unacceptably low level for the majority of our students who enter below transfer level in these programs. We have instituted substantial changes, shortening our developmental sequences in both English and math to no more than a two course sequence to complete a transfer level course within one year for all entering students.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the

Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	619
	b.	Number of college courses with ongoing assessment of learning outcomes	433
		Auto-calculated field: percentage of total:	70
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	119
	b.	Number of college programs with ongoing assessment of learning outcomes	71
		Auto-calculated field: percentage of total:	59.7
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	12
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	12
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		http://www.losmedanos.edu/programassessment/
28.	Number of courses identified as part of the general education (GE) program:		82
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		90%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:		82
32.	Number of Institutional Student Learning Outcomes defined:		5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		42%

34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	80%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	Currently, our GE SLOs serves as our ILOs. In 2014-2015, we conducted an assessment of two of our five GE SLOs, assessing ethical/critical thinking, and proficiency in written expression. Our major finding was that as students take and pass more GE courses, their proficiency in all these skills increase. However, only in the 21+ unit range did the majority of students score as proficient or high proficient in ethical and critical thinking. In the18 unit range, which is the GE requirement for our non-transfer Associate's degree, less than 50% of students are proficient in ethical and critical thinking, and only 63% are proficient in writing. This data was shared at a College Assembly in Spring 2015, and much discussion ensued about its implications. Once the remaining GE SLOs have been assessed in this assessment cycle, we will re-visit this study, perhaps repeating it with some adjustments to the study design to see if we get similar or improved results for students in the 18 unit range.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
	Our clearest instance of alignment is the requirement that all General Education courses have course level outcomes that align with our GE institutional level outcomes. We have a GE committee that meets bi-monthly to review all proposed GE courses; these course outlines are scrutinized for their integration with all GE SLOs. This is a rather unique model, in that, for example, a general education science course needs to show how it addresses global perspectives and ethical thinking within the context of the discipline and traditional course content. As a result, many courses that transfer as general education courses are not considered general education at LMC because they do not meet this strict criteria. Our most recent GE assessment results indicate that an accumulation of GE courses over time does indeed result in students who are better able to think critically and ethically, and express their ideas clearly in writing. Our upcoming GE assessment, currently in the planning stages, will have students recording 5 minute speeches on how a particular discipline can "save the world", e.g. Art can save the world, or Journalism can save the world! By assessing student performance on these short speeches, we plan to assess students' ability to speak clearly and to take a global perspective on a significant world issue.

37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
	SLO assessment results are shared at the department, program and college level; these communications may take place in department meetings, college assemblies and/or flex workshops open to faculty throughout the district. One example is the sharing of assessment results that takes place each semester in the English department; these results are based on projects completed by faculty who participate in teacher research, collaborating in what we call teaching communities to investigate a focused question about student learning. In Spring 2015, five faculty members in the department designed projects to investigate the impact of incorporating new technologies and social media into the curriculum. They reported out on

	those projects in a flex workshop that included all full and part time English faculty in the department, and posted the final report on our public Developmental Education website. (These reports are posted each semester for each teaching community.) Lively discussion about their results, reflections, and planned changes allowed all faculty in the department to consider new approaches to assessing the impact of technology and social media on student learning in English courses.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
	The Teaching and Learning Committee completed a 2012- 2017 " Midway Report" this year, as mandated at the inception of this committee, which was charged with responsibility for coordinating and leading all aspects of institutional assessment. The Midway Report will be shared with our Academic Senate and Shared Governance Committee, and posted on the Teaching and Learning website. The report addressed the monitoring of Institution-Set Standards, which is accomplished through Program Review, and summarized the results of a faculty survey on the effectiveness of our Assessment Model. Survey results and committee discussion resulted in the generation of 8 " Next Steps" for the committee to work on in 2016 -2017 in alignment with our goals.
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
	Course level assessment reports are posted on our Program Review site, and offer examples of successful impact on student learning. One example is the Spring 2015 assessment of 3 sections of our Pre-Calculus course. After a thoroughly planned and well executed assessment, the department reached several significant conclusions: the use of technology was positively impacting student achievement, and weak skills in algebra and symbolic manipulation were barriers to understanding models, families of functions and their graphs. The planned response to the assessment was a suggestion to pilot a two semester pre-calculus class to help students grasp concepts in more depth. Another example is the assessment of the traditional research paper assigned in our transfer level English composition course. Holistic assessment of a random sampling of student papers in 18 sections of the course indicated that students had difficulty sustaining in depth analysis of sources, a tendency to succumb to logical fallacies in drawing conclusions based on their own research, and difficulty staying focused on the central idea of their papers. As a result, the COOR was modified in the semester following the assessment, modifying the research assignment to include a research component to the course with the assistance of our college librarians.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 3

#	Question	Answer
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Brentwood Center Fire Academy in Concord Police Academy in Pittsburg
43.	List all of the institutions instructional sites out of state and outside the United States:	None

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234