

# **MIDTERM REPORT**

**Submitted to**

**Accrediting Commission for Community and Junior Colleges**

**Western Association of Schools and Colleges**

**Submitted by**

**Los Medanos College**

**Pittsburg, California**

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## **Statement on Report Preparation**

During the 2003-04 academic year, the college management team was assigned to write initial drafts and compile documentation for this Midterm Report. Following a review of the preliminary information during May '04, the senior dean of liberal arts and sciences, who also serves as accreditation liaison officer, wrote the first draft of the report.

Following multiple revisions of the initial draft, during the fall 2004 semester the report was reviewed by key constituency groups – Academic Senate, ASLMC, Classified Senate and the management team. Following several revisions, during December 2004 the report was approved by the college's Shared Governance Council and subsequently by the Governing Board of the Contra Costa Community College District.

Note: many of the “self-identified issues” directly overlapped with the team recommendations. In those cases, the Response to Self Identified Issues section references the previous Response to Team Recommendations section.

This Midterm Report accurately reflects the institution's progress in responding to the previous team's recommendations and our self study planning agenda items.

**Peter Garcia,  
College President**

## **Response to Team Recommendations and Commission Action Letter**

**Recommendation #1: Evaluate all of the newly adopted planning policies, procedures, and roles of various campus committees in order to meet the accreditation standards.**

- **Clarify lines of responsibility, timelines, and mode of participation in the process (3A, B, C).**
- **Establish College goals with evaluation criteria as part of the program review and planning process to ensure equal levels of success for all students (3A.3, 3C.1, 4A.4).**
- **Establish better integration of enrollment projections, program mix, and analysis of facilities utilization in College long-range plans (3A, 4A.2).**

Los Medanos College has continued to evaluate and improve its various planning processes. The current college governance structure makes it clearer who is responsible for planning policies and procedures.

The previous Institutional Planning Committee evaluated the Program Review/Unit Planning process prior to implementation of the most recent cycle in fall 2003. Based on the evaluations, the processes were modified in order to improve them. During the 2003-04 academic year, the new Shared Governance Council (SGC) “reauthorized” the college Planning Committee. The committee’s “charges” center on evaluation of the various planning processes and the monitoring of progress on achievement of college goals.

During May 2004, two evaluative survey instruments were distributed to those who had been involved in the Program Review/Unit Planning and Financial Planning Model processes. The previous College Council and the current SGC, in collaboration with the Director of Business Services, also evaluated their roles in the Financial Planning Model process. The evaluations indicated general satisfaction with the process but included suggestions for improvement. The Planning Committee and Shared Governance Council are using the survey feedback to further evaluate the processes and consider modifications during the current academic year.

The college’s Educational Master Plan was updated during the 2002-03 academic year and adopted by the Shared Governance Council during the fall ’03 semester. The plan focuses on nine broad institutional goals:

- Design of a plan to assess student learning outcomes;
- Increase the number of students who have, and achieve, an educational goal;
- Strengthen the various planning processes;
- Implement a new shared governance model and assess its effectiveness;
- Implement the Enrollment Management Plan;
- Establish clear decision-making processes;

- Improve college-wide communication pathways;
- Increase college employees' involvement in the community;
- Increase the number of community-oriented events on campus.

The goals were written to make them as “measurable” as possible. During a retreat, the SGC brainstormed benchmarks to measure attainment of the goals. The Planning Committee then developed draft “performance indicators” for each goal. The indicators are currently being fine tuned before they are used to measure progress toward achieving the goals. The draft college goals were the basis for the Unit Planning process during fall '03. The adopted goals were then used by the SGC as one criterion in evaluating Financial Planning Model proposals during spring '04.

The SGC is now the primary “umbrella” for all shared governance groups on campus and makes policy recommendations to the college president. Based on the new shared governance paper, the SGC has begun to conduct an annual evaluation and reauthorization of governance committees.

For the past three years, the Enrollment Management Steering Committee, the Office of Instruction and the department chairs have used all of the following factors in order to integrate enrollment projections, program mix decisions and facilities utilization:

- Enrollment and productivity trends at the program level.
- Enrollment and retention trends at both the course and section level.
- Periodic enrollment projections developed by the Director of Business Services during the schedule development process and the enrollment period.
- Curriculum balance/program mix reports that provide trend data regarding resources to allocated to general education/transfer, occupational, developmental and lifelong learning offerings.
- Facilities use data that compares section enrollments to classroom capacities. (During summer '04, the deans in the Office of Instruction moved the class locations of some sections in order to better match enrollments and classroom capacities.)

One of the primary principles of the Enrollment Management Plan is that the Educational Master Plan, the primary long-range planning document for the college, will also be used to guide resource allocations designed to promote enrollment growth and decision-making when conditions require class reductions. Specific implementation efforts are outlined under Recommendation #6, below.

Enrollment management efforts are paying off. For the first time, LMC achieved its productivity goal (16.4 and then 16.5 FTES/FTEF) during the 2002-03 and 2003-04 academic years. Meeting the district's productivity goal for the college is crucial in order to receive adequate operating funds and the funding to meet hourly instructional expenses.

**Recommendation #2: Implement plans to enhance effectiveness of Student Services through improved coordination among the units and expanded outreach efforts (5).**

During the 2002-03 academic year, the student services managers worked together to improve integration of programs and services. Weekly meetings were begun to plan events, coordinate projects and better integrate planning efforts with those of the college as a whole. The senior dean reported that the meetings facilitated communication, led to resource sharing and improved problem solving. For example, student services managers worked together to develop a cooperative Financial Planning Model proposal that was fully funded.

A Student Services Advisory Committee (SSAC), including managers and constituency group representatives, was established in January 2003. The committee provides critical input in the areas of planning, facilities, budgets and the development of student learning outcomes.

Student services employees held a retreat during April 2003, focusing on the future of student services at LMC. Participant evaluations indicated that the retreat was a success and should be repeated because long-standing areas of confusion, questions and concerns were resolved.

During summer and fall of 2003, student services managers planned and conducted Program Review. The process resulted in a preliminary discussion of student learning outcomes for programs and services. Program Review/Unit Planning also offered the opportunity for collaboration on development of unit goals, ensuring improved integration across service units, as well as linkage with the Educational Master Plan.

The SSAC has had preliminary conversations regarding the design of student learning outcomes for all student support services, including identifying implementation steps for a pilot that will begin in fall 2005. The plan is to develop student learning outcomes that span traditional organizational boundaries, rather than to establish discrete outcomes for each service unit.

While coordination among the managers has improved, work still needs to be done to improve collaboration among programs and faculty/staff in the various student services units. Projects that are just getting underway – developing a common set of student learning outcomes and designing new student services facilities – should lead to further integration.

Beginning with the 2001-02 academic year, college outreach efforts were expanded. The Student Outreach Office has improved services provided to the local high schools and begun outreach to middle school students. Additional efforts have been implemented to reach the general service area.

Examples of recent outreach efforts include: workshops for prospective students, including dissemination of updated materials; financial aid workshops; the part-time employment of counselors from three local high schools in order to promote LMC at their schools; administration of assessment testing at local high schools; development and implementation of a transfer “fast track” program that allows prepared in-coming freshmen to transfer in two years; expansion of the college’s Honors Transfer Program; outreach workshops at middle schools; expansion of services to continuation and alternative schools; the six-week Summer Math Institute on campus, which involves 150-180 Pittsburg middle school youngsters each summer; outreach visits to county and local fairs, summer festivals, career fairs, educational centers, social services agencies and after-school programs; increased on campus events related to art, drama, music and athletics; sponsorship of an annual Open House on campus; and expanded LMC Foundation activities for the community.

**Recommendation #3: Develop a unified approach to computer training, including software use and instructional and web design for both online and traditional courses (6.4, 7A.2).**

Technology training continues to pose challenges for the college. The half-time person in charge of technology training moved to another position at the college; at the same time, IT has had its full-time staff cut by two positions. So, the department has taken on additional training responsibility with a reduced staff. Although the situation is not ideal, the college does recognize the importance of technology training and continues to try to meet the needs of employees and, to a lesser extent, students.

Regarding training in the administrative use of technology, communication between staff development and IT has improved, resulting in better training outcomes. IT, as the service provider on campus, communicates the need for training to staff development, which also solicits input from the college community. As a result of the collaboration, the technology training that has been offered is now more targeted and more useful to the end users. Under this arrangement, LMC has offered training in basic and advanced Outlook usage, the GUI interface to Datatel, using Query Builder in Datatel, training in use of anti-spam techniques, as well as an introductory workshop on the new computing environment at the college. As IT continues to upgrade its computing infrastructure, it will work with staff development to offer additional training so that users can take full advantage of the improved computing environment.

On the administrative side, the college is working to offer a responsive, quality technology training program by continuing to improve the current approach. That is, staff development is in charge of the planning and coordination of the training and IT is responsible for communicating the need for training to staff development and for delivering most of the training. Under this scenario, IT is proposing that staff development conduct regular Friday training workshops, covering a variety of topics based on needs assessment. Previously, faculty participation in training has been low.

Staff development should conduct an additional evaluation to explore the causes of the limited participation.

On a related note, the District has recently put together a new employee training manual that covers some of the basic IT information, such as using Datatel and Outlook. The college's IT department is working with staff development and human resources to augment the manual by adding a hands-on component specific to the LMC computing environment.

Regarding instructional uses of technology, there is a core group of faculty that is committed to using technology to enhance teaching and learning. Currently, the college lacks a dedicated instructional technology staff person to facilitate and manage instructional technology for faculty; however, some support is provided by an instructor with reassigned time. The faculty have worked with staff development to offer both basic and advanced training using Blackboard, as well as training in incorporating multimedia into online courses. The training sessions have been well received by faculty participants. LMC's online offerings have continued to increase.

In terms of instructional software utilization, many instructional faculty appear to believe that IT has little, if any relevance, in their software purchases. Whether it is in the evaluation of, or training on the use of, software, IT has little involvement. Although IT has limited staff, it could do more to assist faculty in researching the best options for instructional software and help them in implementation once the software has been purchased.

Technology training for students occurs at multiple levels at the college. LMC instituted a computer literacy requirement for its students some 20 years ago. The number of students who obtain training through the course options to meet the requirement is sizable. With the increase in the college's online offerings, computer skills become even more crucial for the success of online students. On the student support side of the institution, IT and student services have moved aggressively to training students to use more online self-service in applying to the college and enrolling in classes. The Incubator Project has enabled the college to tap into existing computing resources in the Career Center to demonstrate to students the multiple benefits of using online self-service. The project also resulted in the purchase of two kiosk-type stations, which were installed near the Information Center, so that students can access online services. Financial Aid and EOP&S also added two stations in their area. The Counseling Department is also developing a pilot project for online counseling.

The library has also moved aggressively into the electronic age by putting together a virtual library that contains a variety of online resources, as well as services. The library trains students in the use of the new technology by assisting them at the reference desk, conducting library orientations and by offering instructional courses each semester.

**Recommendation #4: Collaborate with District Office Human Resources to increase quantity and quality of application pools in response to projected growth (7A.2).**

The college's previous self study indicated difficulty in attracting enough applicants in certain academic disciplines and for some classified and management positions as well. It also noted increasing difficulty in finding well-qualified part-time faculty in certain disciplines.

Since the goal of increasing the quantity and quality of applicant pools was identified, there have been major changes in the Contra Costa Community College District and in the California economy. The CCCCDC is no longer in a growth mode – not only are the college and district not expanding staffing, at all levels efforts are underway to reduce the number of employees. Currently, there is a partial freeze on the hiring of new permanent employees and the recruitment section of District Human Resources has been significantly reduced. In addition, with reductions in FTES goals and college budgets, LMC is employing fewer part-time faculty and other temporary employees.

A survey of college managers indicated that, in fact, hiring has been significantly reduced. For the few permanent hires that have been authorized, managers expressed satisfaction with applicant pools and the hiring decisions that resulted from these recruitments. The hiring of part-time faculty is still a problem in some disciplines because well-qualified applicants are not always available.

The district reports that a “process improvement recruitment project” is underway to analyze recruitment and selection processes. Specifically, Human Resources intends to “negotiate shorter announcement periods and reduce the time between request to hire paperwork and hire date.”

**Recommendation #5: Develop a mechanism to involve the campus community in planning for utilization of remodeled space vacated by Math, Science and Library (8).**

LMC's first concerted facilities planning effort resulted in development of a Facilities Master Plan in 2001. The plan provides a “blueprint” for the placement of new facilities, as well as site improvements that will support the growth and needs of the college. Following completion of the plan, there were individual department discussions regarding interest in expansion and/or relocation. With the reality of the availability of significant vacated space for the first time in the college's 30-year history, the process for involving the college community in planning for remodeling priorities has largely evolved during the past two years.

In May 2003, broader planning discussions were initiated, beginning with an open meeting of interested departments. The meeting was designed to provide: background and a status report on facilities plans; the opportunity for brainstorming about criteria

for facilities priorities; an open discussion regarding departmental interests and needs related to relocation or expansion. Based on this meeting and the Facilities Master Plan, shared principles were identified that would help to frame future discussions and to narrow down which departments would be considered for expansion or relocation into existing space that will be vacated by the Learning Resource Center, Math and Science. Guidelines included: maximize resources, such as sharing of flexible lab/classroom space and staffing; respond to changes in enrollment trends to encourage maximum efficiency in the utilization of space; and address health, safety and security issues of impacted departments. During the fall of 2003, additional meetings were held among interested departmental faculty and instructional deans to continue conversations about remodeling options, based on the identified principles.

As suggested in the Facilities Master Plan, the existing Science space was identified as a potential location for centralizing student services programs. However, during the 2003-04 academic year, broader input indicated that student services needs would best be met in the existing Administration Building since it provides a more accessible location for students. With the change in plans, the Nursing program, currently located on the second level of the Administration Building, will need to be relocated. The proposed move of Nursing to the Science area could be beneficial for the program because larger classrooms and labs would become available.

For the college-wide opening day ceremony in January 2004, the college's architectural firm presented an update on facilities plans. The presentation described construction plans for the three new buildings, timelines and related impacts. Participants were also given an overview of "secondary effects", including possible uses for vacated space. The presentation was followed by a question/answer session on facilities plans, facilitated by the college president. The president asked that additional feedback, questions and/or concerns be forwarded to him for follow up.

Additional facilities meetings occurred during spring '04. The president presented an overview of facilities plans and secondary effects to the SGC, which consists of leadership from the four constituency groups. A written summary was provided, identifying departments and programs that have emerged as "stakeholders" and facilities needs that must be addressed. The president asked that the information be shared with each constituency.

Another meeting occurred with departments interested in relocating to the Learning Resource Center or Math area, key campus administrators and tBP Architecture project managers. The meeting further defined ways to accommodate departmental needs while efficiently using the vacated space. Student services managers and staff held a series of meetings with the architects to plan for a centralized "one stop center." Planning meetings with Nursing program employees regarding the proposed move to the Science area have been scheduled. During November '04, another college assembly on plans for "secondary effects" of the new buildings was held.

In summary, communication channels within the Shared Governance Council, senates (classified, faculty, student), affected department chairs and faculty, management and college-wide meetings have provided numerous opportunities for input regarding the utilization of remodeled space.

**Recommendation #6: Complete and implement the Enrollment Management Plan that integrates the Financial Planning Model to guide:**

- **The development of a clearly defined staffing plan**
- **Course offerings**
- **Space utilization (9).**

The Enrollment Management Plan was reviewed by the Enrollment Management Steering Committee and, as a result, a revised plan was completed in December 2003. Oversight of enrollment management processes is provided by the steering committee, four advisory teams and the vice president. Implementation of the Enrollment Management Plan occurs through the efforts of a number of departments and teams:

- The Office of Instruction works with department chairs to address enrollment and productivity goals, course offerings, staffing plans, faculty load issues and improved facilities utilization.
- Student services – including outreach, counseling, financial aid, admissions and special programs – are coordinated through the student support team, which has representatives from all constituencies, and in weekly meetings of the student services managers.
- Marketing efforts and publications are designed to support enrollment management initiatives. The marketing and recruitment team serves as an advisory group.
- Particular enrollment management initiatives, such as the Transfer Fast Track program, have been coordinated by a multi-constituency task force.

As indicated previously, one measure of the success of the plan is that the college now meets its productivity goals.

(See also response to Recommendation #1, above.)

**Recommendation #7: Review internal control of the Foundation and other auxiliary business activities and institute routine control mechanisms to ensure protection of District assets (9).**

The LMC Foundation did conduct a review of internal financial controls. The duties that were once assigned only to the scholarship coordinator are now split between the college president's senior executive assistant, the district office and the scholarship coordinator. A flow chart was developed to clarify the new responsibilities.

The Foundation executive director reviews all deposits and all bank reconciliations. The director, along with the Foundation Finance Committee, prepares all financial statements.

An independent auditor's report as of June 30, 2003 indicated that the foundation's financial statements "present fairly, in all material respects, the financial position of the Los Medanos College Foundation," in conformity with generally accepted accounting principles. At the time of the audit, the foundation's net assets were \$270,705.

**Recommendation #8: Work collaboratively as administrative, faculty and staff leadership to:**

- **clarify and stabilize the governance structure**
- **undertake a major communication effort to ensure that the College decisions, initiatives and processes are well understood and supported by all College stakeholders (10).**

During the 2002-03 academic year, a task force made up of representatives of the college's four constituencies studied LMC's governance structure. The task force recommended elimination of the College Council and creation of a Shared Governance Council (SGC). The governance position paper set up a structure that would "move us toward forward-looking decision making, to outcomes rather than process." The model called for the SGC to review "plans affecting the college as a whole" and included presidential participation and a strong emphasis on evaluation. The proposal indicated that the Educational Master Plan "should be the driving force for key decisions" and designated the SGC as the "keeper of the plan" for the college. In April 2003, the College Council passed a resolution supporting the proposed change in governance structure.

The SGC was organized early in the fall 2003 semester. Nine voting members were appointed by the Academic Senate, Classified Senate and ASLMC. Non-voting members were the college president, two academic managers and a facilitator. The council began meeting twice a month "to formulate charges for governance committees and evaluate recommendations and ongoing college initiatives for feasibility, effectiveness and concordance with the Educational Master Plan."

During its first year, the SGC dealt with issues such as its own organizational procedures, approval and implementation of the Educational Master Plan, facilities planning issues, authorization of shared governance committees, ways to improve campus communication, discussions of the district and college fiscal crisis and refinement and implementation of the Financial Planning Model. During February 2004, the SGC held a retreat that focused on the details of the Educational Master Plan. At the end of its initial year, SGC members reported that they had completed, or were making significant progress on, their initial charges.

Both the college president and SGC have taken the position that extensive and timely information should be shared with the college community on a regular basis. During

the past two years, the use of e-mail, paper memos, oral reports at governance bodies and college wide assemblies and forums has increased in order to facilitate communication on campus.

**Recommendation #9: Work collaboratively as District and College leadership to ensure that centralized functions are received and adapted to be responsive to the needs of the College in fulfilling its changing mission and function (10C).**

College leaders are in frequent dialog with their district counterparts regarding the effectiveness and responsiveness of centralized functions – Business Services, Human Resources and Information Technology are usually the focus of these discussions. The college president meets with the vice chancellors responsible for these district functions in bi-weekly meetings of the Chancellor’s Cabinet. Discussions regarding changes and improvements in services are ongoing.

The college director of business services and the senior dean of information technology also meet at least monthly in separate meetings with their counterparts from the other colleges and district office to coordinate project management efforts. Finally, the vice presidents of the three colleges meet monthly with the vice chancellors listed above and the vice chancellor of planning and resource development on matters of mutual concern.

The retirement of three vice chancellors during spring and summer of 2004 signaled a period of some uncertainty and adjustment as new key personnel join the district and new structures and approaches are developed. And in late summer ’04, the chancellor’s contract was terminated and an acting chancellor was appointed by the board. An interim chancellor was then appointed for a term of up to one year. Finally, in November ’04 the vice chancellor of business services resigned unexpectedly.

Issues that continue to be raised in the discussions among college and district managers include: equitable resource allocation formulas that support district and college goals; the coordination of well organized hiring processes and other personnel services; and the effective alignment of district and college information technology resources and services.

The district also reports that a “program service review” (PSR) has been conducted for each of its departments in order to “make recommendations and implement changes for improvement.” The PSR process included customer and employee surveys designed to provide data “for increased accountability and performance improvement.”

## **Response to Self Identified Issues**

**Planning Agenda #1: Under the leadership of the vice president, the college will complete, distribute and implement its Enrollment Management Plan during the 2001-2002 academic year (4,8).**

The college completed, distributed and implemented the revised Enrollment Management Plan. For details, see responses in #1 and #6, above.

**Planning Agenda #2: Under the leadership of the Director of Enrollment Management, the college will develop a plan to ameliorate the disproportionate impact in the assessment cut scores by May 2002 (5).**

In response to the disproportionate impact study that was done as part of the validation of the assessment process, and in compliance with Title 5 regulations, LMC developed a plan to evaluate the causes of the disproportionate impact.

The first step was to do a follow up research study on the same cohort group to determine whether those who were disproportionately represented would succeed in the course at a higher rate than the primary group. If it was determined that students from the negatively effected group succeeded at a disproportionate rate compared to the primary group, the second step would be to review the initial cut score study, controlling for ethnicity or age, to determine if the assessment process was faulty.

The follow up study showed that the negatively effected groups succeeded at the same or lower rates than the primary group. Therefore, the conclusion was that the assessment process was not the cause of the disproportionate impact but that the placement recommendations were a reflection of students' academic preparation. In other words, the disproportionate impact was caused by factors prior to the student's participation in the assessment process and, therefore, not in the college's control.

During the past five years, LMC has undertaken major curricular improvements in developmental courses and implemented prerequisites; as a result, success rates have improved significantly. The changes indicate that students enrolling in recommended courses will ameliorate the disproportionate impact by significantly improved course success rates.

**Planning Agenda #3: During the next program review cycle, the Institutional Planning Committee will develop criteria for assessing the effectiveness of planning and program review in order to improve programs and services (3).**

The college has developed criteria for assessing the effectiveness of planning and program review processes. For details, see response to Recommendation #1, above.

**Planning Agenda #4: By August 2003, the president and Dean of Planning/Research and Professional Development will evaluate the achievement of the intended outcomes in the strategic goals (3).**

The college has developed performance indicators to measure achievement of the goals in the Educational Master Plan. For details, see response to Recommendation #1, above.

**Planning Agenda #5: During spring 2002, the Institutional Planning Committee will modify the institutional effectiveness instrument and create a skeletal assessment plan with an increased emphasis on student learning outcomes. During fall 2002, the assessment plan will be fully discussed and a detailed design created. Prior to the next strategic planning process, the assessment plan will be implemented (3).**

LMC's institutional effectiveness instrument has been used to examine several access and student success indicators in order to determine the institution's progress toward achieving some of its objectives. The next instrument will be modified to include items to measure attainment of the goals in the Educational Master Plan. The instrument will be used as part of the upcoming self study process. See also response to Recommendation #1, above.

The entire topic of assessment is addressed in Planning Agenda #6, below.

**Planning Agenda #6: By fall 2002, the Curriculum Committee and Office of Instruction will create a plan for identification of learning outcomes for degree and certificate programs and for assessing student achievement of those outcomes (4).**

The college has made significant progress in moving into the era of assessment. College leaders, including the president, have participated in numerous assessment-related staff development activities sponsored by the American Association of Higher Education (AAHE), the California Assessment Institute and the RP Group.

Prior to the 2002-03 academic year, the Academic Senate established an Assessment Task Force that was charged with making recommendations to the senate and college administration on an overall assessment plan for LMC that would meet requirements of the new accreditation standards. The task force, co-chaired by a developmental education and a general education faculty member, educated itself about the issues and brought Dr. Edward Morante to campus for a college-wide assessment presentation in January 2003. The group has generally followed the approach advocated by the AAHE.

The task force secured resources from the college president for a series of pilot assessments of critical thinking in selected general education courses and programs (Ethnic Studies) during the 2003-04 and 2004-05 academic years. The pilot "teaching communities" involved defining measurable student learning outcomes, developing

embedded assignments to measure the outcomes and development and application of rubrics to assess critical thinking.

For the 2004-05 academic year, the task force was replaced by the Teaching and Learning Project, a collaboration among the Academic Senate, Office of Instruction and student services. Through the Financial Planning Model, the assessment initiative was awarded funds for a .50 coordinator, which is being split between the two faculty members who have been leaders in the college's assessment efforts to date. The project's goals are to:

- Develop a model for engaging in the "assessment cycle", building on current pilots.
- Produce a staff development curriculum for assessment.
- Document LMC's assessment efforts in anticipation of the next Accreditation Self Study.
- Initiate the Teaching and Learning Project, developing and implementing plans for assessment in developmental education, general education, occupational education, student services and learning support services, including the development of program-level student learning outcomes.

Specific activities and timelines have been developed that are designed to meet these goals. During the fall '04 semester, a college assembly on assessment was held to inform the community of initiatives to date.

During December '05, the college learned that it had been awarded a sizable grant from the Carnegie Foundation to continue refinement of its outcomes-based curriculum in developmental education. The funds will be used to expand teaching communities, which are based on the belief that professional development and faculty collaboration are key to implementing and sustaining changes, and to develop a multi-media website.

**Planning Agenda #7: By the end of the academic year 2000-03, the college president and faculty and classified leadership will develop and implement a strategy to augment the college's number of full-time employees in order to increase the percentage of sections taught by full-timers and to improve the level of classified support (4,7).**

The previous self study indicated the need for more full-time employees at LMC. The college continues to have the smallest percentage of full-time classified, faculty and managers in the district. However, the college has been unable to make progress on this goal because of the district's financial situation. In fact, the number of full-timers actually decreased during 2004 due to resignations and retirements, undoubtedly influenced by a "golden handshake" incentive. The district decided to fill only a very few of the vacant positions. LMC intends to pursue this goal again once district and college budgets improve.

**Planning Agenda #8: During the 2002-03 academic year, the Vice President and Director of Business Services will work with District Human Resources and faculty and staff organizations to develop and implement plans to increase the quantity and quality of applicant pools (7).**

This item is addressed in response to Recommendation #4, above.

**Planning Agenda #9: During academic year 2001-02, the Governing Board and Chancellor will finalize the study of the feasibility of another local bond measure (4,8).**

The Governing Board and Chancellor completed the local bond feasibility study. As a result, Measure A was submitted to the voters in March 2002. The \$120 million bond measure was approved with 64 percent of the vote.

The bond funds are designated for construction, reconstruction, rehabilitation or replacement of college facilities. Major LMC projects on the Measure A list are: construction of Math and Science buildings; remodeling of the existing college complex; new science equipment, including replacement of the planetarium equipment; classroom furniture; equipment for occupational programs; some funds for the Brentwood Center and Delta Science Center.

During June 2004, the college began site preparation for three major new buildings at the front of the campus that will be funded by a combination of state and local monies – Library, Math and Science. Site preparation activities during the fall '04 semester met established deadlines and construction of the library began in January '05.

**Planning Agenda #10: During the 2002-03 academic year, the administrative head of the library, currently the Director of Instructional Technology, and professional staff will develop a plan to secure resources to increase the library book collection size to at least meet the minimum standard recommended by the Association of College and Research Libraries (ACRL). In addition, the plan will include the development and implementation of an ongoing formula for the base funding of the library's book budget based on student enrollment (6).**

LMC has long known that its library resources collection was inadequate, especially measured against state and national standards. Recognizing this deficiency, the library staff is determined to find ways to expand augment the collection by securing additional funding from the college and external resources. Since 2002, LMC has:

- Secured a \$20,000 grant from the Soda Foundation to purchase library books.
- Received a matching \$20,000 grant from the Calpine Foundation to expand the library's resource collection.
- Secured \$50,000 from college sources to purchase library books.
- Received \$20,000 in college funding to augment electronic resources during 2004-05.

- Utilized state funding to purchase additional electronic resources for the library, including eBooks.

As a result of these initiatives, the college has been able to: add 5,600 eBooks; increase the book collection by 47 percent; augment electronic resources to encompass reference sources, periodicals, databases and newspaper sources; increase stack size by adding 16 shelving units; and improve the Brentwood Center's access to the library's electronic resources through improved computers.

The college is well on its way to meeting ACRL standards. However, an on-going base funding formula from the operating budget has not been implemented due to recent fiscal difficulties.

**Planning Agenda #11: During the 2002-03 calendar year, the administrative head of the library, currently the Director of Instructional Technology, in collaboration with the librarians, will reassess the adequacy of the current library administrative and classified FTE (6).**

The library's administrative and classified staff is insufficient. Currently, the senior dean of information technology acts in the capacity of library director but reports that she does not have time to be fully involved in the daily operations of the library. The librarians and staff run the library without much direct involvement from the senior dean. A specific issue is that there is no "overlapping" time between the library's two classified employees due to budget cuts during 2002-03, so coordination is sometimes a problem.

Staffing levels in general are also an issue since a new, much larger, library building is now under construction. However, the physical layout of the new facility will offer the opportunity to reconfigure staffing patterns in order to improve coverage and/or service.

**Planning Agenda #12: During the 2002-03 academic year, the custodial manager will develop a plan to improve custodial coverage during late afternoons/early evenings and on weekends (8).**

The self study identified the need to provide additional custodial coverage. Current custodial coverage includes one day custodian Monday through Friday from 8 a.m. to 4:30 p.m. and 11 graveyard shift custodians who work Monday through Thursday 10 p.m. to 6:30 a.m. and Friday 3 p.m. to 11:30 p.m. Based on the identified need for expanded custodial service, the Custodial Department developed a Unit Plan to request a new permanent position to work Monday through Friday 4:30-10 p.m. and on Saturdays from 8 a.m. to 4:30 p.m.

The position was approved through the Financial Planning Model process. However, the college president stipulated that the position would be temporary and that an evaluation

should take place to see if the results merited a permanent position. The campus did experience improved cleanliness during the 2002-03 academic year, but the temporary position was discontinued due to significant district and college budget reductions.

During fall 2003, the college president authorized a temporary position Monday through Thursday 5-8 p.m. and for four hours on Saturday afternoons. As a result, there has been improved cleanliness for evening and Saturday users of the facilities.

**Planning Agenda #13: By fall 2001, the Foundation Director, with support from the Foundation Board, will undertake a focused fundraising program of special events and programs and targeted solicitation of businesses, corporations and individuals in order to increase scholarship awards and to fund special college projects (9).**

The LMC Foundation is a 501(c) non-profit corporation. The foundation currently has 17 very active board members representing corporations, small business owners, private individuals and college employees. The board and foundation staff have been actively promoting the college in the community. Annual events are scheduled, as are campaigns for special projects or programs. Each board member has foundation business cards and a priority list of funding options to be used with community contacts.

Many classrooms on campus have not been improved since the college opened in 1974. The foundation has adopted classroom upgrades as a special project – each classroom costs \$5,000 to \$20,000 to improve with carpet, lighting, blinds, texture, paint and new equipment, as needed. To date, the foundation has raised \$153,000 to improve 10 classrooms.

Corporate membership dollars are unrestricted funds used for the overhead costs of fundraising. The foundation's 10 corporate members are very supportive of the college and foundation.

The foundation board organizes two annual events – the Celebrity Waiter Dinner in the fall and the Wines of Contra Costa in the spring. The amount raised from the two events has increased each year.

The foundation now schedules an annual campaign to solicit funds from individuals who have a relationship with LMC. The list of donors and potential donors has grown each year.

Scholarship donations to the college have increased each year – over \$550,000 has been awarded to students during the past four years. The scholarship coordinator now has written goals and activities that will require more community, corporate and individual outreach to keep the scholarship contributions increasing each year.

**Planning Agenda #14: During the 2002-03 academic year, the president, vice president and student services leadership will evaluate the need for more full-time counseling positions. If the need is documented, the college will pursue an increased counseling allocation through the district process (5).**

During fall 2002, the Counseling Department evaluated its programs and services, staffing levels and areas of anticipated growth. At the time, LMC had 3.2 FTEF assigned to counseling to serve approximately 8,000 students. The senior dean indicated that the counselor to student ratio of 1:2,500 was inadequate to provide basic services to students.

The Counseling Department was allocated an additional full-time counselor for fall 2003. CalWORKS and Title 3 funds provided for an additional 16 contract hours. In August 2003, the Academic Senate for California Community Colleges issued a report calling for a counselor/student ratio of 1:900 in order to comply with Title 5. With counseling at 4.8 FTEF, LMC's ratio is 1:1,900. Therefore, the Counseling Department intends to submit requests for additional counselors. The department is also investigating ways to provide additional services to students through workshops, classes, online counseling and additional part-time counselors.

During the 2003-04 academic year, the EOPS program determined that the increasing number of students being served warranted hiring a full-time counselor -- she began work during the spring '05 semester.

**Planning Agenda #15: During the 2002-03 academic year, the new Dean of Student Services will review the organizational structure of student services and, if appropriate, modifications will be proposed and implemented (5).**

A new senior dean of student services was hired in August 2002. Shortly before the senior dean arrived, the director of instructional support accepted another position in the district. Due to budgetary constraints, the director position was not filled and the duties were reassigned to the director of admissions and records, director of special programs, director of enrollment management and the senior dean.

During fall 2003, student services managers evaluated the current structure. As a result, the senior dean proposed four management positions reporting to her: director, outreach, admissions and enrollment; director, special programs; director, student development; and director, student life. Areas of responsibility were outlined for each proposed position. However, the college has been unable to implement the new structure due to an informal hiring freeze mandated by the district.

**Planning Agenda #16: The College President will complete and implement the reorganization plan prior to the 2002-03 academic year (10).**

The previous college president completed a management reorganization plan that was implemented in fall 2002. The most significant changes were:

- Elimination of division chairs (half faculty, half management instructional administration positions).
- Creation of a “tiered” dean structure. At LMC, this meant an executive dean (primarily responsible for research and planning), four senior deans (information technology, liberal arts and sciences, occupational education, student services) and two deans (liberal arts and sciences and occupational education).
- For the first time in college history, designation of one administrator with primary responsibility for student services (senior dean of student services).
- Creation of several analyst/supervisor positions.
- Several changes in reporting relationships in order to facilitate communication and decision making.

Following the initial reorganization, several other structural changes were made by the current college president. The position of director of marketing and media design was authorized and filled. The director of public safety programs position was eliminated when most law enforcement programs were transferred to the Sheriff’s Department. Based on fiscal limitations, the executive dean position was allowed to remain vacant when the incumbent was promoted to vice president. The director of instructional support position in student services also remains unfilled. The president also recognized the need for a new dean of off-campus, weekend and special programs, but did not move to fill the position due to budgetary constraints.

**Planning Agenda #17: By the fall of 2002, the college president will create a task force to develop a set of recommendations providing for a coherent governance structure that improves communication and clearly defines responsibility for governance issues at the college (10).**

This agenda item is addressed in response to Recommendation #8, above.

**Planning Agenda #18: The Academic Senate will evaluate the new representative structure model in fall 2002 (10).**

LMC converted from a senate-of-the-whole to a representative senate during the 2001-02 academic year in order to “enhance efficiency, inclusiveness, communication and accountability.” After allowing enough time for planning and implementation, the Academic Senate conducted an evaluation of the change during the spring 2004 semester.

A survey was designed by an AS task force. It was distributed to all faculty – full- and part-time. Survey directions indicated that the instrument was “designed to be a formative assessment, with the results being used to improve the function of the

Academic Senate, rewrite the bylaws and comply with accreditation reporting.” Response to the survey was excellent – over 80 percent of full-timers and 18 percent of part-timers responded.

Survey results indicated that there was broad support for maintaining a representative model, rather than returning to a senate-of-the-whole: 43 percent wanted to maintain the representative structure, 28 percent wanted to revise it and 12 percent wanted to return to the senate-of-the-whole. Written comments included numerous suggestions for improving the senate. Results of the survey were disseminated to the entire faculty during the fall '04 semester. The survey feedback was also used to draft significant changes in the AS bylaws, which are currently under consideration.

**Planning Agenda #19: By the end of the 2001-02 academic year, the Director of Enrollment Management, who is responsible for Student Activities, will develop a procedure to recruit from a broader pool of students to serve on various college and district committees (10).**

LMC identified the need to recruit more students for college and district committees. Working with ASLMC, the director of enrollment management, who is responsible for student activities, has changed procedures to allow students-at-large to serve on committees – previously, only Student Senators could serve on the committees. Following the change, Student Senators cover shared governance committees and other students serve on program-specific committees. For example, the Transfer Center, EOP&S and the Honors Transfer Program recruit student representation from their own participants. Leaders of these programs report satisfaction with the new arrangement. During the 2003-04 academic year, there were enough Student Senators to cover all shared governance committees.

A project is currently underway to identify all college committees and their composition. If gaps in student representation are identified, Student Activities and committee leaders will work together to secure adequate student involvement.