

Substantive Change Proposal
Additional Location: Brentwood Center

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

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

Submitted by:

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Date: October 7, 2013

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Certification of the Substantive Change Proposal

DATE: October 7, 2013

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

FROM: Los Medanos College

Los Medanos College requests substantive change approval for its Brentwood Center where the institution now offers at least half the courses required for an associate degree at this off-campus location.

This request documents that the College meets all of the Commission's requirements for approval of the proposed change.

Mr. Bob Kratochvil
President, Los Medanos College

The Context

Community college services in Contra Costa County date back to 1949 when voters approved establishment of the Contra Costa Community College District (CCCCD). The District serves the entire county covering a geographic area of about 686 square miles. The District's three colleges – Contra Costa College, Diablo Valley College and Los Medanos College – serve approximately 41,000 students.

Los Medanos College (LMC) opened in September 1974 on a 120-acre site on the border of Pittsburg and Antioch in eastern Contra Costa County. At that time, Brentwood, located 13 miles east of the college, was a small farming town with approximately 3,000 residents. The local economy at the time focused on row crops and fruit orchards. East County (as the region is known) as a whole was characterized by small to medium-sized stable communities based on heavy industry and agriculture.

During the two decades of the 1980s and 90s, the region was gradually transformed into suburbia as new residents flocked to the area seeking affordable housing and an expanding job market on the Bay Area fringe. Thousands of residents, priced out of coastal urban areas, settled in Sacramento-San Joaquin River Delta communities. For example, Brentwood grew by 153.8 percent between 1990 and 2000. In terms of raw numbers, the city grew from 7,563 in 1990 to 51,908 in 2009. For several years, Brentwood was the fastest growing city in the state. Similar growth took place in the nearby communities of southeast Antioch, Byron and Oakley. East County as a whole grew by 40.3 percent during the 1990s. As a result of the rapid residential growth, traffic congestion worsened significantly, overwhelming Highway 4, the only major east-west traffic artery in the area. It became increasingly difficult for students from far East County to get to LMC's Pittsburg campus. Topographical features like Mount Diablo and the Sacramento-San Joaquin Delta make neighboring community college campuses practically out of reach for a vast majority of residents.

As a result, during the mid-1990s LMC and Contra Costa Community College District (CCCCD) leaders began to discuss and explore the need for some kind of educational center in far East County. It is also noteworthy that previously, in 1991, the Board of Governors of the California Community Colleges had approved the CCCC's long-range plan, which included two off-site centers – in San Ramon and in Brentwood.

Proposed Change and Rationale

In response to the rapid growth outlined in the previous section, the then LMC president arranged to rent a large classroom in the Liberty Adult Education Center (LAEC) in downtown Brentwood from the local high school district starting in the summer of 1998. During the first academic year at the LAEC location, a total of 15 LMC sections were offered, taught primarily by adjunct instructors. The initial offerings focused on computer classes, English as a Second Language (ESL), Spanish, English, math and short-term business classes. Offerings of basic skills and transfer courses increased slightly during the subsequent two academic years but space constraints limited the options for students. Enrollments in the sections were adequate, although not particularly robust. The small outreach effort in far East County was supported by college operating funds. The initial Brentwood initiative resulted primarily from discussions in the President's Cabinet and District Chancellor's Cabinet, based on data indicating continuing rapid population growth in the region. The president kept key college governance groups informed about on-going planning to provide educational options for far East County residents.

In 2000, LMC's then vice president initiated discussions with the City of Brentwood regarding the need for a much larger far East County education center to serve the area's burgeoning population. At the time, the city was taking over a centrally-located large empty former supermarket building at 101A Sand Creek Road. After prolonged discussions/negotiations, the city agreed to a 10-year lease for approximately half the building (initially 17,500 square feet) for LMC. "Tenant improvements" led to creation of nine classrooms, two computer labs (subsequently reduced to one) and office/administrative space. LMC began offering classes at the new Brentwood Center during fall 2001; 493 students enrolled in 41 sections there during the initial semester. Enrollment at the center increased dramatically during subsequent semesters, reaching 5,000 annual student head count enrollments in 2010. In addition to Brentwood, the center serves the communities of Oakley, Bethel Island, Knightsen, Byron, Discovery Bay and portions of southeast Antioch. The Center is located at a convenient site for most far East County residents. It is served by multiple road thoroughfares and by Tri Delta Transit bus lines.

Based on student demand, during its first decade LMC expanded the Brentwood Center twice by a total of some 4,000 square feet, adding three additional classrooms, a math lab, a tutorial center and storage space. (As of this writing, the College is in the process of planning a multi-purpose science lab, which will add 1,817 square feet to the center.) With the additional space to date, the annual lease payment for 2012-13 is \$385,514. Instructional offerings focus primarily on general education and transfer courses, developmental English and Math, ESL and a limited number of career technical education classes. The success of the Center has also produced "challenges" – for example, parking is sometimes at a premium and there is still a shortage of classroom space during some peak hours. The Center is approaching its maximum capacity.

In order to continue to expand/improve educational opportunities for East County residents, in the spring of 2012 the Governing Board of the Contra Costa Community College District approved the

purchase of a 17-acre parcel as the site for an expanded permanent Brentwood Center. The \$4.8 million to purchase the land, part of The Vineyards at Marsh Creek development, came from local Measure A bond funds, passed by county voters in 2006. Although construction funding is not currently available, the plan is to eventually build an 88,000 assignable square foot facility on the site, which is located adjacent to Highway 4 south of the center of Brentwood. During the spring of 2012, the facility was also granted official “center status” by the Board of Governors of the California Community Colleges, which resulted in additional base apportionment funding in the 2012-13 fiscal year.

With increased offerings at the current Brentwood Center, LMC students have reached the point that they can complete 50 percent or more of an associate degree in three liberal arts concentrations, administration of justice or fire technology (these programs are also offered at the Pittsburg campus) at the off-campus location. Therefore, the College requests ACCJC approval of its Brentwood Center.

The proposed change supports LMC’s 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 lifelong 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 college vision statement is similar:

“Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most.”

Approval of the substantive change proposal for the Brentwood Center will help to implement the ideals in the college mission and vision statements for far East County residents. The Center is expanding quality educational opportunities for the diverse communities of the area. For some years now, the center has built students’ abilities and competencies, while using assessment to improve student learning and to improve the performance of the institution at both locations.

As indicated previously, the overarching rationale for approval of LMC’s Brentwood Center is that it is necessary to serve the educational needs of the communities of far East County, which have grown dramatically during the past 20 years. In addition, demographic data indicate continued population and economic growth in the region and continued enrollment growth at the center. Projections by the Association of Bay Area Governments indicate the population of the service area will increase 57.2 percent by 2020. The goals and principles articulated in the City of Brentwood’s General Plan make it likely that the city will continue to expand significantly, with a build-out population of 75,000. Brentwood’s future growth will also be stimulated by its progressive

“inclusionary” housing policy, which requires builders to provide a percentage of their housing stock at prices affordable to lower income buyers.

In addition to accommodating enrollment demand, there are compelling local socio-demographic factors that support approval of the Center. Census educational attainment data indicate that adults in Brentwood and Oakley have attained a Bachelor’s degree or higher at significantly lower rate than adults in the county as a whole. The data suggest that far East County residents benefit significantly from a community college center in the area since they will better be able to compete for well-paying jobs.

The Brentwood Center also enables LMC to better serve the needs of the area’s large and growing Latino population. Census data indicate that more than one in four residents of Brentwood and Oakley are Latino. At the center, LMC has recognized specifically the needs of the Latino community by offering ESL courses each semester.

Planning Processes

LMC conducted many College and District-level inclusive planning processes, which have led to the success of the current Brentwood Center and planning for the proposed permanent center. In summary:

- In 1991, the California Community College Board of Governors approved the CCCC'D's long range plan for two centers in the District.
- The Brentwood Center was included in all recent CCCC'D Facilities Master Plans, which were submitted to the California Community Colleges' Chancellor's Office; and in LMC's 2007 Facilities Master Plan.
- The Center was included in LMC's 2003 and 2006-2016 Educational Master Plans, which were widely vetted and then approved by the Shared Governance Council and college president.
- In 2004, the City of Brentwood approved general plan amendments covering the future Center site (Vineyards project).
- The Brentwood Center was included in the 2006 Measure A bond.
- The CCCC'D Environmental Scan in 2006 provided extensive data on the need for more access to higher education in East County.
- In 2006, the first center student satisfaction survey was completed.
- In spring 2007, the Shared Governance Council approved the Brentwood Center Ten Year Educational Master Plan (2006-2016).
- In 2010, the California Postsecondary Education Commission approved the Center, based on a needs study.
- In fall 2010, Brentwood Center staff produced a Short and Long-Range Plans document to guide continued growth of the Center
- Currently, LMC has two Hispanic Serving Institutions grants which focus on transfer and STEM fields; both initiatives include Brentwood components. The two grant applications required significant needs assessments, data and planning.
- In late 2010, the CCCC'D Governing Board approved the planning report for the Vineyards project and authorized purchase of the site.
- In August 2011, the College submitted the required Needs Study for the permanent center to the Chancellor's Office.
- In spring of 2012, the Board of Governors of the California Community Colleges conferred "center status" for Brentwood, based on a 43-page needs study (and additional supporting documentation).
- In January, 2013, the CCCC'D Governing Board held a study session on the status of planning for the permanent Brentwood Center.
- During 2012-13, Center employees produced both academic and administrative Program Review documents, both of which included evaluation and planning components.

Development of these plans involved significant research on the needs of far East County and input and review by community, College and District stakeholders. The current center has had no negative impacts on LMC's main campus – enrollments at both locations have grown significantly during the past decade. During that time, growth in state apportionment has been enough to expand courses and services in both Pittsburg and Brentwood.

The College has also conducted extensive academic planning for the current and future Center locations. State Chancellor's Office staff in the Academic Affairs Division reviewed the District's needs study and found "significant justification" for the Center. They noted that the emphasis on "high demand vocational courses, transfer preparation and basic science laboratory courses meets the recommendations of the Legislature and Chancellor Scott's goal of focused efforts in transfer, career technical and basic skills."

Academic programs at the existing Center are grounded in the LMC's mission. The Center offers a balanced curriculum -- a wide breadth of transfer courses in the traditional liberal arts, career technical education courses and developmental offerings in English and math. Courses in ESL, Spanish, business and child development are also popular. Planning for the future larger Center focuses on expanding existing offerings, with a particular emphasis on additional career technical programs to meet local labor market needs.

Current planning processes at the Center focus on human resources, (the need for additional classified staff and full-time faculty), expansion of representation in governance and decision-making bodies, expanded curricular offerings and additional student services. Planning also continues for construction of a permanent Center on the Vineyards property.

Evaluation is an integral part of planning processes at LMC and at the Brentwood Center. Periodic surveys of students at the Center have provided information on the quality of instruction and support services. Students have been very positive about the size of the Center, the easy availability of information, good communication with faculty and staff and the friendly, comfortable environment.

The Center conducts regular comprehensive program reviews – administrative and instructional – with annual updates. The instructional review requires: an analysis on success/retention data; a curriculum update and instructional methodologies analysis; a course offering analysis; a summary of student learning outcomes assessment results; a review of certificate and degree requirements; an analysis of staffing; a budget analysis; a facilities and equipment/technology review; a summary of professional development activities; and a description of collaboration with other units. Based on the review of these factors, units then set strategic priorities (aligned with College and/or District priorities) and long-term goals. The non-departmentalized faculty group conducts instructional program review for Brentwood Center math classes.

Adequate Resources

Student support services

Planning and development of student services for the Brentwood Center reflect LMC's philosophy "that student services are an integral part of the student's educational experience from the initial recruitment through the attainment of educational goals." The College's student services mission also recognizes that "student success depends on the collaboration and cooperation of instructional areas and student services, which fosters appreciation of the ethical, cultural and aesthetic heritage of humanity."

Many of the students in far East County are first-generation college students and in order to increase their educational success the Brentwood Center offers an array of on-site student services. Services during a typical semester include Admissions and Records, outreach services, Financial Aid (including scholarships), counseling, Disabled Students Programs and Services, tutoring and reading/writing consultation, library services, assessment testing (English and math), Student Life activities, workshops for students, some business services and bookstore services at the beginning of each semester. A full-time counselor provides on-site academic advising. Students may also make appointments for student services on the main campus. Existing Center student services are centrally administered from the main campus, although a classified staff member coordinates the services on site. Some student services are also available on line, which makes them particularly convenient for Brentwood students. Student services will be expanded once the Center moves to its permanent location at the Vineyards project.

Student services at the Brentwood Center are evaluated regularly through each organizational unit's program review process.

Library services

The LMC Library supports the college's mission of focusing on student learning and success by providing materials, services and instruction to all students, staff and faculty on the Pittsburg campus, online and at the Brentwood Center. The library in Pittsburg currently holds 25,672 print titles, with an additional 72,500 electronic books available to all users. The library subscribes to 98 print journals and 53 electronic databases which include access to thousands of full-text journals and newspapers. The library also holds 2,676 videos, DVDs and CDs, along with the equipment needed to utilize them. With the exception of the print journal collection, all current students, faculty and staff located at the Brentwood Center may borrow materials from the library through interlibrary loan and use the electronic databases and eBooks both on and off campus.

The Brentwood Center also has a well circulated textbook reserve collection located at the admissions/reception desk. Textbooks are available for check out on weekdays and may be used for two hours at a time. Faculty who teach at the Center are sent a reserve request email from the

technical services librarian to request books be purchased for the collection. In addition, the library solicits feedback on which reserve books to purchase for classes from the lead classified staff member at the Brentwood Center. The LMC Library purchases the books, processes them and has them sent to the Brentwood Center for students to use there. Initially reserve textbook checkouts were tracked using a paper-based system. A network upgrade at the Brentwood Center in January 2010 allowed for installation of Millennium integrated library system software on computers utilized by the Brentwood front office staff. This upgrade allowed them to circulate materials electronically and view patron records in real time. Since fall 2011, procedures have been in place allowing students to pay their late fees at the Brentwood Center.

The LMC Library electronic resources can be accessed 24 hours a day, seven days a week by all students, faculty and staff via the Library web site from anywhere with Internet access. All users of these resources at the Pittsburg campus and Brentwood Center gain access via IP authentication without additional log in requirements. Current students, staff and faculty log in from off campus via proxy server using their last name and student ID number. Selected to support student learning in programs across the college, the electronic resources collections contains a changing mix of 53 different subscription-based databases.

LMC Librarians assist patrons with their research needs in various ways, including research consultation appointments, drop-in research help at the reference desk, email reference, IM chat and phone reference. A reference librarian is available to assist library users during all open hours, either at the Library Reference Desk or by appointment. Appointments can be made in person, over the phone, through email and online using a reservation system on the library's Contact a Librarian webpage. The Contact a Librarian page on the LMC Library's website details additional methods for receiving research assistance and specifically highlights the online reference services being offered. Online reference services, such as email reference or instant messaging, allow students to ask for help from the reference librarians regardless of physical location. In person consultation appointments at the Brentwood Center can also be arranged and phone consultations or more lengthy email interactions are also available for those students who cannot come to either campus. The Library launched a virtual consultation service beginning in April 2013 that uses the Google+ Hangouts video chat service to offer research consultations in real time. The Library is purchasing video chat equipment for the Brentwood Center and will have advertised appointments available for Brentwood students.

During instructor-requested research and information literacy orientations, students are introduced to the library website as a portal they can use when searching for academic resource materials. Librarian led orientations often include instruction on the research process and incorporate strategies to help students develop information competency skills. Orientations are offered on site at both the Pittsburg campus and the Brentwood Center and have also been offered asynchronously online through the college's learning management system.

Technology

Student Computer Access

Currently at the Brentwood Center, there is one student computer lab consisting of 32 workstations, and an instructor smart podium and a printer that is on the Pay-for-Print system. This lab is used for both classroom instruction and as an open lab during other hours.

In addition to the computer lab, students have access to the computers in the following locations:

- Four computers and a printer in room 3.
- Two computers in the tutoring area in room 13.
- Two computers in room C2.

All student computers are connected to the Internet and to LMC's Pay-for-Print system. The student computers have both a standard set of, and curriculum-specific, software loaded. The standard set of software includes the Microsoft Office suite, the Internet Explorer and Firefox web browsers, and various plug-ins to support online instruction. Major updates to the software configurations are performed once a year, with minor upgrades that can be deployed over the network occurring on an as-needed basis.

Smart Classrooms and Carts

There are six "smart classrooms" at the Brentwood Center. These classrooms consist of a computer and DVD/VCR combination unit that are attached to a ceiling-mounted projector and to the campus network. In some classrooms, a document camera is also available.

In addition, there are four smart carts that are available for use in any classroom at the Center. Each smart cart has a laptop, projector, DVD/VCR combination unit and speakers. The laptops are connected to the Internet via the campus wireless network.

Administrative and Faculty Computers

The Brentwood Center has computers for use by faculty and administrative staff. All employee computers are connected to the campus network and to printers either directly or through the campus network. Each employee computer is loaded with the Microsoft Office suite and other required programs. All employees have access to a District-provided e-mail account that can be accessed from any Internet-connected computer. The following is a list of the locations and uses of the employee computers at the Brentwood Center:

- Five computers and two networked printers in the Administrative Area.
- Five computers in rooms A7 and A9 for use by full-time faculty.
- Seven computers in rooms A3, A5 and A8 for use by part-time faculty.

- A computer in room A-6 for counseling.
- A computer in each room A-2 and C-2 for administrative staff.
- A computer in room A-4 for management.

Network Infrastructure

Locally, the Brentwood Center is built on a network that supports speeds up to 1000Mb/s. The Center is connected to the Internet by a single DS3 (45Mb/s) circuit and to LMC's Pittsburg campus by a T1 (1.54Mb/s) circuit. All traffic to and from the Internet is routed through the higher capacity DS3 circuit. Administrative applications such as the Colleague and Matrix systems run over the T1 circuit. The network is divided into two logical networks: student and administrative. For security purposes, the administrative logical network cannot be seen by the student logical network.

A wireless network has been installed that allows wireless access over nearly the entire facility. This wireless network is open to all students, employees and visitors. Currently, no authentication is required to access the wireless network.

Staffing

LMC provides adequate staffing to support students who are taking classes at the Brentwood Center. There are 4.625 FTE in classified staff at the Center, including a "lead" classified employee, who serves as the satellite business services coordinator. In addition, a half-time parking services officer serves the Center four nights per week. The College is currently considering expanding security services at the site.

During spring 2013, there were 31.6 faculty FTE teaching at the Center. In terms of full-time faculty, there were four math instructors, one English instructor and one counselor assigned to the Center. As LMC's financial outlook improves, the college is committed to increasing the number of full-timers assigned to the Center. A number of other full-time instructors with primarily Pittsburg assignments also teach a class or two at the Brentwood Center each semester. In 2006, Brentwood full-time faculty formed a "non-departmentalized faculty group", which functions like an academic department, based on United Faculty contract provisions.

Management leadership and support for the Brentwood Center has been provided in a variety of ways. For the past decade, during most academic years leadership came from a faculty coordinator (with 100 percent reassigned time), a dean, the executive dean or the vice-president. For 2013-14, on-site management responsibility has been assigned to the senior dean of student services. The development of the new Center facility at the Vineyards site remains under the responsibility of the vice president.

As part of the hiring process, District Human Resources and college personnel verify that all employees at any location meet the qualifications for their positions.

Professional development

LMC emphasizes professional development opportunities for all employees, regardless of their work location. Brentwood employees are active participants in many professional development activities. Faculty participate in – and often plan/lead – FLEX workshops on a variety of educational issues and topics. Some of those activities are held in Brentwood. Conferences, meetings and workshops are also held during each academic year. Brentwood classified staff and managers are also active participants in professional development activities.

Participation in LMC/District governance activities also provides professional growth/development for Brentwood Center employees. Employees are currently involved in the Academic Senate, Curriculum Committee, United Faculty Executive Board and negotiating team, department chair meetings, Classified Senate Council, classified Job Links planning group, Accreditation standards committees and STEM grant groups.

Equipment/facilities/control

In 2011, Los Medanos College signed a five-year lease renewal with the City of Brentwood for the current Brentwood Center. The College maintains adequate legal and supervisory control on its portion of the building. Formal supervision is provided by the senior dean of student services, who is assigned to oversee the center, the lead classified staff member and the faculty department chair.

As indicated previously, for the number of students it serves, the Center has an adequate mix of classrooms, laboratories, administrative/office space, meeting rooms and storage. Equipment is adequate and is being upgraded based on age and/or the emergence of new technology.

Fiscal resources/budget analysis

The CCCCDC is financially sound – for years it has demonstrated the ability to maintain a balanced budget and adequate reserves. Based on Board Policy 5033, the Governing Board requires the District to maintain at least a 10 percent reserve. Most recently, that reserve has been in the 17 percent range.

LMC provides adequate resources to operate the Brentwood Center on an on-going basis. During most of the past 12 years, the Center budget grew as enrollment at that location increased. When the CCCCDC suffered budget constraints during 2010 through 2012, the Center's budget was reduced somewhat, but in proportion to the reductions at the main campus in Pittsburg. The Brentwood Center generates about 24 percent of LMC's FTES, the basis for state apportionment. Starting in

fiscal year 2012-13 (and on-going), LMC received an additional \$1,107,182 as a result of the Board of Governors approving official center status for the Brentwood location.

Regarding sustainability of financial support for the Center, the California Community Colleges Chancellor's Office Fiscal Services Unit concluded that "sufficient student demand exists within eastern Contra Costa County and is consistent with the district's contention that Brentwood and surrounding cities should readily support the center with at least the 1,000 FTES needed for state approved centers to receive apportionment funding." District projections for the Brentwood Center headcount anticipate a growth from 5,416 in 2012-13 to 6,691 in 2017-18. The Chancellor's Office staff concluded that "anticipated cost increases for staffing and operations will be offset by increased base apportionment and FTES income due to Los Medanos College and Brentwood Education Center enrollment."

For the fiscal year 2012-13, the Center's budget was \$1,776,315.40. Major categories making up the total were: academic salaries, \$729, 297.00; classified salaries, \$238, 436.70; benefits, \$405,349.00; supplies, \$8,305.70; other operating expenditures, \$391,427.00 (this figure includes the facility lease amount of \$385,514.00).

Monitoring Outcomes/Achievement

Since it was established, LMC regularly monitors outcomes/results for the Brentwood Center. Every five years, the College conducts both comprehensive administrative and instructional program reviews for Center operations. Annual updates are also required. As part of program review, student satisfaction surveys are administered on a regular basis. And student feedback is obtained as part of the faculty evaluation process.

In addition, College deans review/evaluate enrollment, retention, success, and productivity data for the Center every semester. During the past two years, Brentwood sections have become slightly more productive than those taught in Pittsburg. Brentwood completion and success rates show an upward trend. In general, Brentwood students do as well or better than their counterparts in Pittsburg.

Approvals

The LMC Curriculum Committee, college president, CCCC CD Governing Board and the California Community College System Office have approved all courses, degrees and certificates offered by LMC, including those at the Brentwood Center.

The Center itself has been approved by the CCCC CD Governing Board when it approved various master plans, a needs assessment, facility leases and purchase of a permanent site for the Center. In spring 2012, the Board of Governors of the California Community Colleges formally approved “center status” for the Brentwood location.

Eligibility Requirements

According to the Accreditation Standards, with the proposed approval of the Brentwood Center, Los Medanos College will continue to meet or exceed all Eligibility Requirements. Eligibility Requirements, and LMC's adherence to them, are listed below:

1. Authority

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

2. Mission

The college has an approved mission appropriate for a public California community college that clearly defines the college's primary purposes and describes the institutional commitment to achieving student learning. The mission, vision, and values statement adopted by the CCCC CD Governing Board are online, as well as published in the college catalog and other public documents. The proposed approval of the Brentwood Center off-campus location directly supports the mission statement.

3. Governing Board

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

4. Chief Executive Officer

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

5. Administrative Capacity

LMC is staffed by administrators to provide the services necessary to support the college's mission and purposes. Administrators are selected competitively and all possess the appropriate qualifications, preparation and experience to fulfill their assigned roles. A qualified administrator oversees the Brentwood Center.

6. Operational Status

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

7. Degrees

The majority of LMC's course offerings lead to associate degrees and/or certificates. The college routinely scrutinizes course offerings to assure that they meet degree and program objectives.

8. Educational Programs

LMC's certificate/degree programs are congruent with its mission, based on recognized fields of study, are of sufficient content and length, are conducted at appropriate levels of quality and rigor and culminate in identified student learning outcomes. Major requirements for LMC's three Liberal Arts degrees – Arts and Humanities, Behavioral and Social Science and Math and Science -- can be completed entirely at the Brentwood Center.

9. Academic Credit

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

10. Student Learning and Achievement

Student learning outcomes have been developed for all programs and individual courses and they are assessed on a regular and systematic schedule. The assessment process is the same, regardless of modality or location. Program level student outcomes are published in the college catalog, along with the course listings. The online catalog can be accessed at the following link:

<http://issuu.com/losmedanos/docs/catalog2012.13web/85> Course level student learning objectives are published in the course syllabi. The college recently completed an evaluation of its assessment processes, through extensive input by faculty and the Teaching and Learning Committee. The assessment processes are now completely integrated with college planning and resource allocation processes. The result is an ongoing cycle of assessment and continuous improvement that is tied to funding.

11. General Education

All associate degrees offered by LMC require a general education component. General education requirements are defined by CCCCD Board Policy 4011, which is consistent with Title 5 general education policy (Section 55063) for California community colleges and is consistent with levels of quality and rigor appropriate to higher education. The college's general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry and include demonstrated proficiency in writing and mathematics. A vast majority of course options to meet general education requirements are offered at the Brentwood Center each semester.

12. Academic Freedom

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

13. Faculty

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

14. Student Services

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

15. Admissions

LMC has adopted and strictly follows admissions policies that are consistent with the community college mission and Title 5 requirements. The policies, printed in the catalog and class schedules, specify the qualifications necessary for admission to the institution. Admissions personnel are qualified for and

understand their role relative to established policies. The Brentwood Center follows all standard admissions policies.

16. Information and Learning Resources

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

17. Financial Resources

The College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the college and the District levels and is evaluated and modified, as changes require. Financial resources support the mission and provide financial stability – the District has significant financial reserves. The College has adequate financial resources to offer more than 20 percent of its courses at the Brentwood Center on a regular basis.

18. Financial Accountability

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

19. Institutional Planning and Evaluation

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

Research and Planning collects data, conducts surveys, and generates reports to assess institutional effectiveness and to do planning at both the College and District levels. Research information is available to the college and public via the Research and Planning website and through SQL Reporting Services, an online database.

All instructional program outcomes have been assessed, and almost all courses completed one assessment cycle by the end of May, 2013. Student services SLOs have been written and all have been assessed.

20. Public Information

LMC revises and publishes its catalog annually. To ensure accuracy and currency, appropriate employees review the entire catalog. The catalog is published in printed form and is also available in electronic format on the college web site: <http://issuu.com/losmedanos/docs/catalog2012.13web/85> The catalog contains general college information, including its mission, vision, values and goals; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid and learning resources; names and degrees of administrators and faculty; names of governing board members; admission requirements and procedures; policies, rules and regulations directly affecting students, including fees and other financial obligations; refund policy; degree, certificate, graduation and transfer requirements; and academic regulations including academic honesty, acceptance of transfer credits, statement of nondiscrimination, sexual harassment policy and complaint and grievance procedures. Accurate, up-to-date information about the Brentwood Center is available in electronic and print forms.

21. Relations with the Accrediting Commission

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

Accreditation Standards

LMC continues to meet or exceed all of the standards of accreditation. The college's last comprehensive visit was in 2008; subsequently, the Accrediting Commission for Community and Junior Colleges (ACCJC) took action to reaffirm accreditation, with the requirement of a follow up report in 2009 and a Focused Midterm report in 2011. The College completed these reports, which were then accepted by ACCJC. The college also completed and submitted the Status Report of Student Learning Outcomes Assessment Report, required by all colleges, during the first round of submission in October, 2012. The Annual Report, including fiscal information, was submitted in March, 2013. In June, 2013, a substantive change proposal for distance education was approved. Approval of the off-site Brentwood Center will enhance LMC's compliance with the standards.

Standard I – Institutional Mission and Effectiveness

LMC's mission statement clearly articulates the focus on student learning for all students in a diverse community. The vision and values statements that guide the college's activities and processes support this focus on student learning. Each of these statements is posted online and in the college catalog. In addition, and aligned to these, the college has six strategic goals that guide departments and services. The Brentwood Center is congruent with the mission, vision and goals in that it expands educational opportunity in far East County.

A. Mission

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

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

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

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

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

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

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

College Goals:

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

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

B. Improving Institutional Effectiveness

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

LMC was selected as one of 15 colleges in the state to receive a Bridging Research, Inquiry and Cultures (BRIC) initiative grant from the RP Group of California in 2011-12. As part of this grant, the college received technical assistance in three areas: Student Learning Outcomes Assessment, Institutional Effectiveness Assessment, and Turning Data into Meaningful Action. Each of these areas is closely tied to student learning outcomes assessment. The college used the outcomes from the technical assistance to revise its assessment model.

LMC has conducted extensive college wide dialogue on its SLO assessment model. The college's newly revised model of assessment (passed by both the Academic Senate and the Shared Governance Council in spring 2012) was adopted after a year and a half of college wide dialogue, including an extensive Faculty Assessment Survey. The survey was completed by 168 faculty (87 percent of full-timers and 25 percent of adjuncts) and included 821 comments. The revised model, beginning in fall 2012, establishes a five-year cycle of assessment coinciding with the Title 5-mandated course outline revision timeline, and integrates course and program-level assessments with course outline revision, program review, planning and requests for resources. Dialogue begins at the department level with analysis of CSLO and PSLO assessment results, also posted on the college's public drive for transparency. And an executive summary of program-level assessment is posted for the public on the college website. The assessment results are included in the annual program review update. During spring 2012, an expanded Planning Committee reviewed the program reviews and provided feedback to close the loop. The President's Cabinet, SGC and Career/Technical Education Committee review and rate resource allocation requests tied to program review. Grant funds, such as Perkins, have also supported program and course level assessment and professional development. Discussions and evaluation of the processes for planning, assessment and resource allocation are ongoing, occurring at College Assemblies, FLEX days, SGC meetings, Planning Committee meetings, and the Teaching and Learning Committee meetings. Included in all of these processes is the continual focus on the college goals, which are aligned to the vision and mission statements of the college. The Brentwood Center organizational units participate in all these processes.

Standard II – Student Learning Programs and Services

A. Instructional Programs

Process: The College has a fully integrated process for ensuring the quality, currency, rigor and accountability of LMC programs. All programs are reviewed each year through the Program Review annual update. Program reviews incorporate SLO assessment results, Planning, and Resource Allocation (see Standard IB). In addition, during the 2009-10 academic year, the college engaged in a sustained effort to update all course outlines of record (COORs). As a result, currently all COORs have been updated and include CSLOs. In order to ensure timely review, the Curriculum Committee and Office of Instruction have developed a calendar for future COOR updates and revision of all COORs within the Title 5 mandated five-year timeline. Course outlines

and SLOs for online and off-site courses, including those at the Brentwood Center, are identical to those for face-to-face courses.

Specifically, Brentwood Center courses have student learning outcomes that are assessed on a regular basis. For all career technical education courses, active advisory boards have input into curriculum/program development and evaluation processes.

B. Student Support Services

LMC is a Hispanic Serving Institution that recruits and admits students from a diverse and multicultural population in the service area. Several services are available online to meet student demand, whether they are taking courses online or off site. Student services available online include: admissions applications, FAFSA, registration, parking permit purchases, and assessment appointments. Students may also prepare for assessment tests using the online study guides. The orientation for new students may be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information. Students may keep track of their progress regarding their educational plan through an online tool in WebAdvisor. Students may also obtain online help to improve their reading and writing skills. As listed previously, a wide array of face-to-face student services are also available at the Brentwood Center.

C. Library and Learning Support Services

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

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

A. Human Resources

A qualified academic manager, the senior dean of student services, oversees the Brentwood Center, in conjunction with the vice president, faculty department chair and lead classified staff member. All faculty, full- and part-time, meet minimum qualifications to teach in the disciplines to which they are assigned.

B. Physical Resources

As indicated previously, the current Brentwood Center – classrooms, labs, student services and administrative space, offices, storage and parking – is adequate to meet current enrollment demand.

Equipment and technology are in place to support the teaching/learning process. With the projected continued growth in far East County, in order to continue to provide adequate physical resources the CCCC eventually intends to construct a permanent center on its 17-acre property south of Brentwood.

C. Technology Resources

In addition to the instructional technology available at the current center (listed previously), Brentwood Center faculty and students have access to all the technological resources on the Pittsburg campus, which is a 25-35 minute drive from the Brentwood location. Numerous electronic resources are also available to those who take courses off campus or on line.

D. Financial Resources

Colleges throughout the state and the District, including LMC, have had “workload reductions” over the last four years. The College and District have had to become more efficient in order to serve as many students as possible given the funding limitations. The CCCC continues to have adequate financial reserves which exceed the local Governing Board requirement of 10 percent. LMC has adequate financial resources to continue to support the Brentwood Center. With the passage of Proposition 30, the community college funding outlook for the next several years has improved.

Standard IV – Leadership and Governance

A. Decision-Making Roles and Processes

The concept of participatory governance is fundamental to LMC, and includes active faculty, staff, and student groups, who participate in decision-making. The principal participatory governance body is the Shared Governance Council, which receives recommendations from other governance and operational committees and makes final recommendations to the president. The president is the college’s chief executive officer, reporting to the chancellor, who serves as chief executive officer for the District. The president is responsible for the leadership of the college, and the chancellor, who reports to the Governing Board, is responsible for the leadership of the District.

The Curriculum Committee, Distance Education Committee, General Education Committee and the Technology Advisory Group are all groups that have some responsibility in assuring the quality, consistency and availability of instruction. The Curriculum Committee and Technology Advisory Group are sanctioned by the SGC and Academic Senate. The groups also work closely with the Professional Development Advisory Committee, a subcommittee of SGC, in determining professional development needs around instruction.

Brentwood Center employees are active in various governance and decision-making groups.

B. Board and Administrative Organization

LMC is part of the CCCCDC, which is overseen by a five-member Governing Board. The citizens of Contra Costa County elect the CCCCDC Governing Board. The District's chancellor is the sole employee of the board and is the chief executive officer of the District with overall responsibility for District operations. Supporting the chancellor are a vice chancellor of education and planning, a vice chancellor of human resources and a vice chancellor of finance and administrative services. Participatory governance at the district level occurs through the District Governance Council. This body makes recommendations to the Chancellor's Cabinet, which is made up of the chancellor, vice chancellors and the college presidents.

Participation

LMC employees with the most knowledge of the development of the Brentwood Center participated in the development of this substantive change proposal.

They are:

- Jill DeStefano, chair of the Non-Departmentalized Faculty Group
- Kevin Horan, vice president
- Kiran Kamath, senior dean
- Richard Livingston, senior dean
- Sharen McLean, Brentwood Center satellite business services coordinator
- Sophia Ramirez, counselor

Former LMC President Peter Garcia and other employees also provided valuable input.

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

Evidence Appendices

Appendix A.1: Original Lease Amendment

Appendix A.2: First Lease Amendment

Appendix A.3: Second Lease Amendment

Appendix A.4: Third Lease Amendment

Appendix A.5: Fourth Lease Amendment

Appendix B: Brentwood Center Floor Plan

Appendix C: Brentwood Center 2012-2013 Budget

Appendix D: Brentwood Center Course Sections

Appendix E: Brentwood Center Location Map (Summer 2012)

Appendix F: Brentwood Center Organizational Chart

Appendix G: Brentwood Center Needs Study 2011

Appendix H: Brentwood Center Board of Governors Proposal

Appendix I: Brentwood Center Ten Year Educational Master Plan