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Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation

Submitted by

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

to

Accrediting Commission for Community and Junior Colleges

December 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Pamela Ralston
Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]

[Date]

[Chief Executive Officer]

[Date]

[Chairperson, Governing Board]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

Contents

Forward to the Institutional Self-Evaluation Report1

A. Introduction: Institutional Context1

B. Institutional Self-Evaluation of Alignment with Accreditation Standards.....9

 Standard 1: Institutional Mission and Effectiveness9

 Standard 2: Student Success.....20

 Standard 3: Infrastructure and Resources36

 Standard 4: Governance and Decision-Making.....61

C. Required Documentation74

 Standard 1: Mission and Institutional Effectiveness74

 Standard 2: Student Success.....76

 Standard 3: Infrastructure and Resources79

 Standard 4: Governance and Decision-Making.....81

 Other Federal Regulations and Related Commission Policies.....81

D. Appendix 1: Verification of Catalog Requirements (ER 20).....82

E. Appendix 2: Organizational Structure.....83

F. Appendix 3: Approved Locations84

Forward to the Institutional Self-Evaluation Report

Provide a **very brief** (1 page maximum) overview of the high-level themes and findings that emerged from the institution's self-evaluation process. The forward is intended to provide readers with a sense of what the institution learned from its self-reflection (including areas of strength and opportunities for institutional growth). ACCJC staff recommend writing this section last, after the rest of the institutional narrative has been completed.

[Insert the Forward to the Institutional Self-Evaluation Report.] – **TO BE COMPLETED AS A PART OF COLLEGE ASSEMBLY ON 10/19/26**

A. Introduction: Institutional Context

Los Medanos College and the Communities We Serve

Los Medanos College (LMC) was established in 1974 to meet the growing educational and workforce needs of eastern Contra Costa County. The newest of three colleges in the Contra Costa Community College District (4CD), LMC has developed from a local community college into a comprehensive institution offering transfer education, career technical education, foundational skills, and student support services designed to advance educational opportunity and regional economic mobility. The College's primary campus is located in Pittsburg, with an additional instructional location in Brentwood, and it serves communities throughout eastern Contra Costa County, particularly Antioch, Brentwood, Oakley, and Pittsburg.

The College serves a region that is both diverse and changing. The Contra Costa Community College District encompasses more than 1.1 million residents countywide, and LMC functions as a primary point of access to higher education in the eastern portion of the county. In its immediate service area, communities have experienced significant population growth over the past two decades and continue to evolve demographically and economically. These conditions shape enrollment patterns, educational programming, student support, and the College's equity-centered planning.

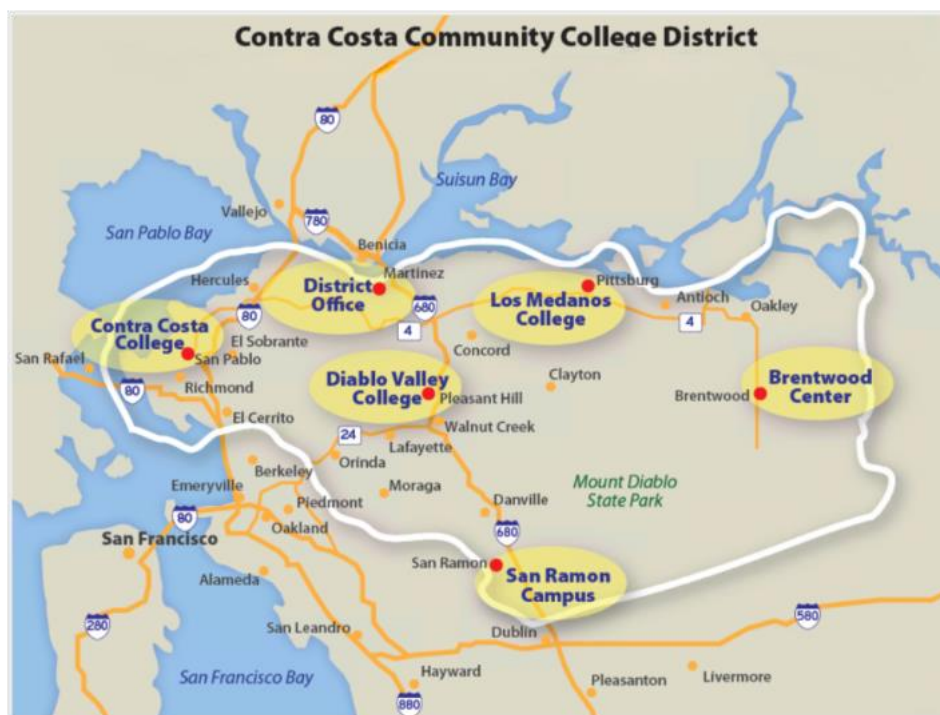


Figure 1. 4CD Service Area Map (4CD Research Office, 2025)

Although overall county population growth is projected to remain modest through 2033, the population's age composition is changing. The number of residents aged 65 and older is expected to increase, while the

population under age 18 is expected to decline. Consequently, traditional pipelines for recent high school graduates may remain flat or decline, underscoring the importance of serving adult learners, returning students, and other nontraditional student populations.

Racial, ethnic, and linguistic diversity are defining characteristics of the College’s service area. Antioch and Pittsburg are the largest population centers, while Brentwood and Oakley have experienced substantial suburban growth. Collectively, these communities include significant Latine, Black/African American, Asian, White, and multiracial populations, although their distributions vary across cities. Many residents also speak a language other than English at home, reinforcing the importance of multilingual outreach, accessible student services, and inclusive instructional practices.

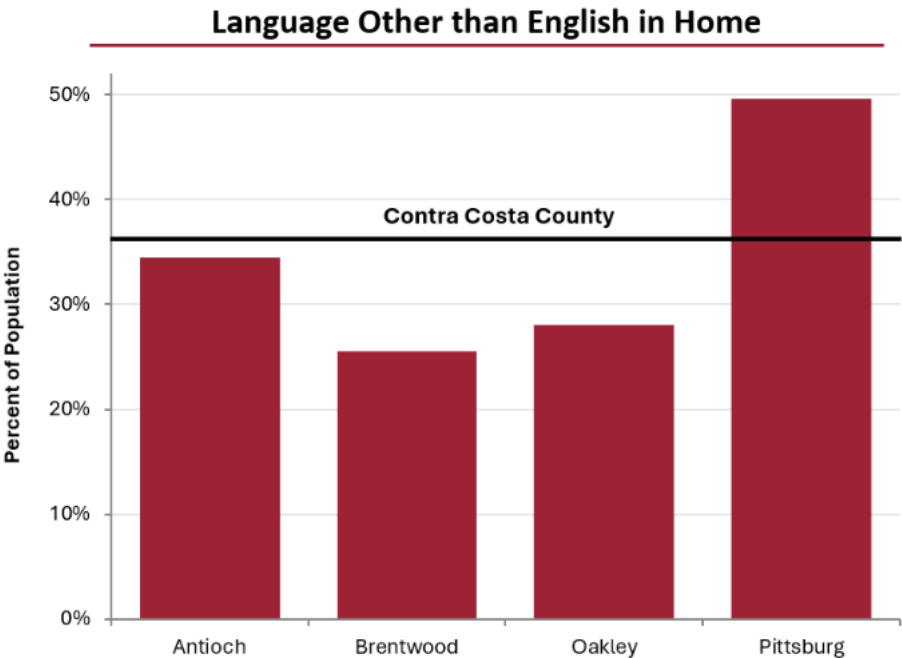


Figure 2. Language Other than English in Home (U.S. Census Bureau, 2023)

The economic profile of the service area is similarly varied. In the service area, 21% of households have annual incomes below \$50,000, a higher proportion than the 19% reported across Contra Costa County. Conversely, 23% of service-area households report incomes of \$200,000 or more, compared with 29% countywide. At the same time, the largest concentration of service-area households falls within the broad middle-income range of \$50,000 to \$199,999.

Table 1. 2023 12-Month Household Income Comparison by County (In 2023 Inflation-adjusted Dollars)

Income Group	California	Contra Costa	LMC Service Area
Less than \$49,999	27%	19%	21%
\$50,000 to \$99,999	25%	21%	22%
\$100,000 to \$149,999	18%	18%	17%
\$150,000 to \$199,999	11%	14%	17%
\$200,000 or more	19%	29%	23%

Note. The increment for the income group range was adjusted from \$10,000 to \$50,000 (U.S. Census Bureau (2019-2023))

Median Household Income and Per Capita Income by City

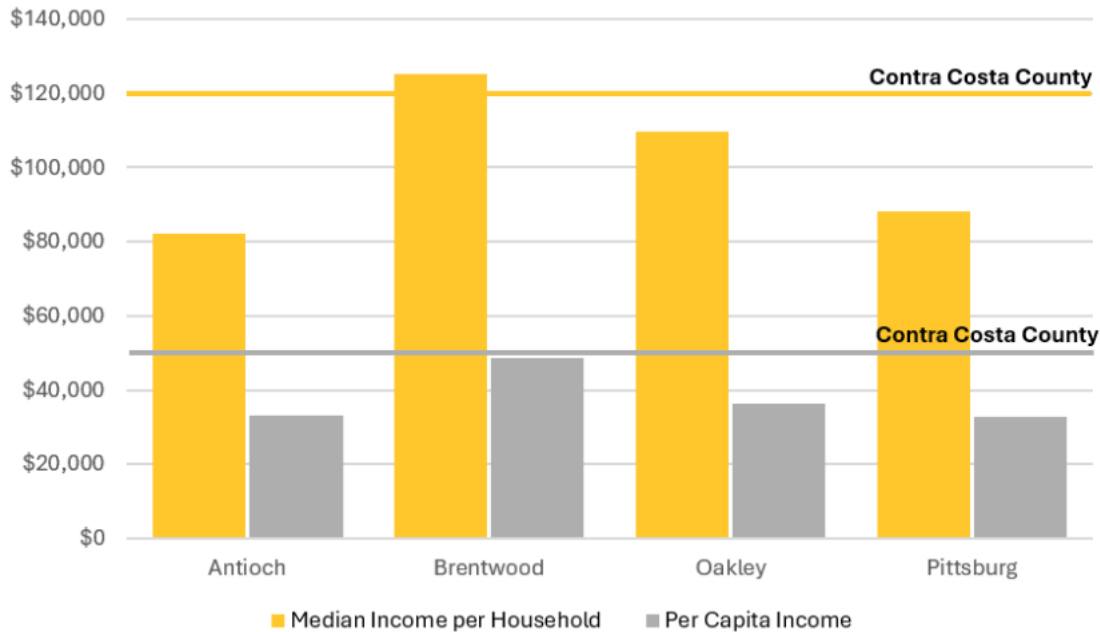


Figure 3. Median Household Income and Per Capita Income by City (U.S. Census Bureau, 2023)

Date Generated: November 28, 2023

Definition/Notes: Median household income (in 2021 dollars), Per capital income in past 12 months (in 2021 dollars), 2017-2021

These figures reflect a region with meaningful economic Educational attainment is central to understanding LMC's role in the region. Approximately 85% of service-area adults age 25 and older have completed high school, but only 26.3% hold a bachelor's degree or higher. This is below the Contra Costa County rate of 44.9% and the California rate of 36.5%. Nearly one-quarter of service-area adults have attended college without earning a degree, and another quarter have a high school diploma or equivalent as their highest level of educational attainment.

Service Area Educational Attainment

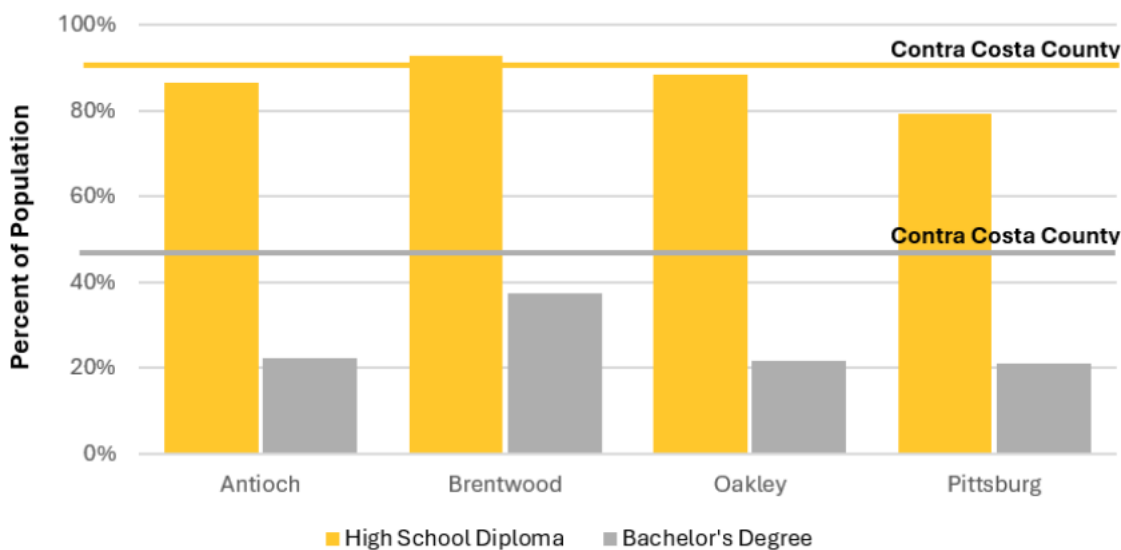


Figure 4. Service Area Educational Attainment (U.S. Census Bureau, 2023)

Date Generated: November 28, 2023

Definition/Notes: Percent of persons age 25 years+, 2017-2021

Table 2. Educational Attainment, Persons 25 and Older

<i>Educational Attainment</i>	<i>California</i>	<i>California %</i>	<i>Contra Costa County</i>	<i>Contra Costa County %</i>	<i>LMC Service Area</i>	<i>LMC Service Area %</i>
<i>Total Population 25 year+</i>	26,941,198	100.00%	810,988	100.00%	233,816	100.00%
<i>Less than 9th grade</i>	2,343,992	8.70%	43,968	5.40%	17,085	7.31%
<i>9th-12th grade, no diploma</i>	1,805,154	6.70%	40,273	5.00%	17,140	7.33%
<i>High School/Equivalent</i>	5,496,195	20.40%	143,600	17.70%	60,096	25.70%
<i>Some college, no degree</i>	5,327,128	19.80%	153,775	19.00%	55,688	23.82%
<i>Associate's degree</i>	2,134,368	7.90%	65,156	8.00%	22,240	9.51%
<i>Bachelor's degree</i>	6,035,609	22.40%	221,951	27.40%	43,761	18.72%
<i>Graduate/Professional</i>	3,798,752	14.10%	142,265	17.50%	17,806	7.62%
<i>Degree and Higher</i>						
<i>High school or higher</i>	22,792,052	84.60%	726,747	89.60%	199,591	85.36%
<i>Bachelor's degree or higher</i>	9,834,361	36.50%	364,216	44.90%	61,567	26.33%

Source. Educational Attainment for the Population 25 Years and Over, American Community Survey 5-year estimates. U.S. Census Bureau (2019-2023). Retrieved from <https://data.census.gov/> Table Code: S1501 - Educational Attainment for the Population 25 Years and Over.

These patterns underscore the College's role in providing accessible pathways to transfer, degree and certificate completion, career advancement, and economic mobility.

Economic and workforce conditions also influence the College's educational priorities. Unemployment in the LMC service area has remained somewhat higher than the countywide rate, at 4.5% in 2023 compared with 4.1%. At the same time, structural changes in industries important to eastern Contra Costa County, including the transition from traditional refining toward clean-energy industries, create both uncertainty and opportunity. Together, these changes reinforce the need for workforce-aligned programs, reskilling opportunities, and career pathways responsive to emerging industries.

The Students of Los Medanos College

LMC's students reflect the diversity of eastern Contra Costa County while also demonstrating the College's distinct role as an access institution for historically underserved populations. Latine students comprise approximately 44.2 % of the LMC student population, compared with 27.8% in Contra Costa County, and Black/African American students comprise approximately 14.5%, compared with 7.8% countywide. White and Asian students are represented at lower proportions at the College than in the county overall. These differences reinforce LMC's responsibility to understand student experiences and outcomes through disaggregated data and to design programs, services, and learning environments responsive to the students it serves.

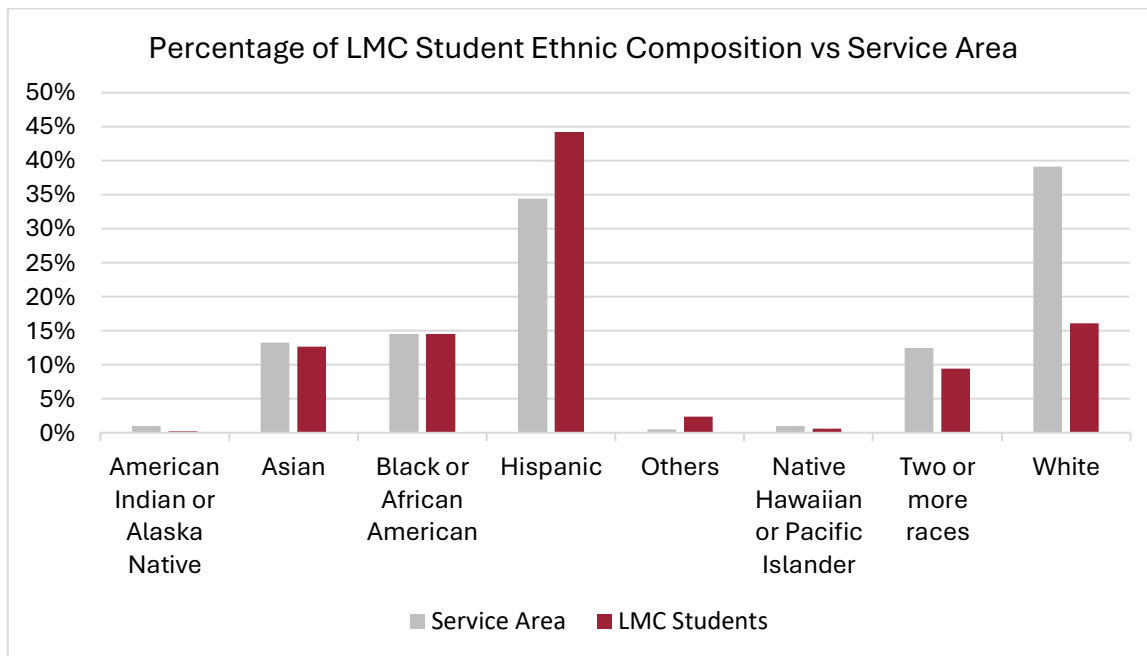


Figure 5. LMC Student Ethnic Composition Compared to Contra Costa County

Note. Filipino students were added to Asian category and Middle Eastern students were added to Others.

Source: [ACD internal data system](#), 2025-2026 and American Community Survey 2023 1-year retrieved from <https://censusreporter.org/profiles/05000US06013-contra-costa-county-ca/>

The majority of LMC students attend part-time. From Fall 2021 through Fall 2025, approximately 63% to 66% of credit students were enrolled part-time, and approximately 34% to 36% were enrolled full-time. Over the five years, the average was 65% part-time and 35% full-time. This pattern has important implications for course scheduling and service design, because many students must balance college with employment, family responsibilities, transportation, and other demands.

Table 3. LMC Student Profile at a Glance

Fall Semester	Full-Time %	Full-Time Headcount	Part-Time %	Part-Time Headcount
2021	35%	2,989	63%	5,647
2022	35%	2,756	65%	5,195
2023	34%	2,633	66%	5,166
2024	36%	2,989	64%	5,259
2025	35%	2,976	65%	5,462
5-Year Average	35%	2,839	65%	5,271

LMC's annual headcount also reflects the significant disruption caused by the COVID-19 pandemic. Enrollment declined from approximately 13,000 students in 2019–2020 to a low of 11,310 in 2021–2022 and remained below pre-pandemic levels until 2025–2026 in which the college once again exceeded 13,000 students. Accordingly, the College enters the current accreditation cycle in a period of recovery, with continued attention needed to both recruitment and retention.

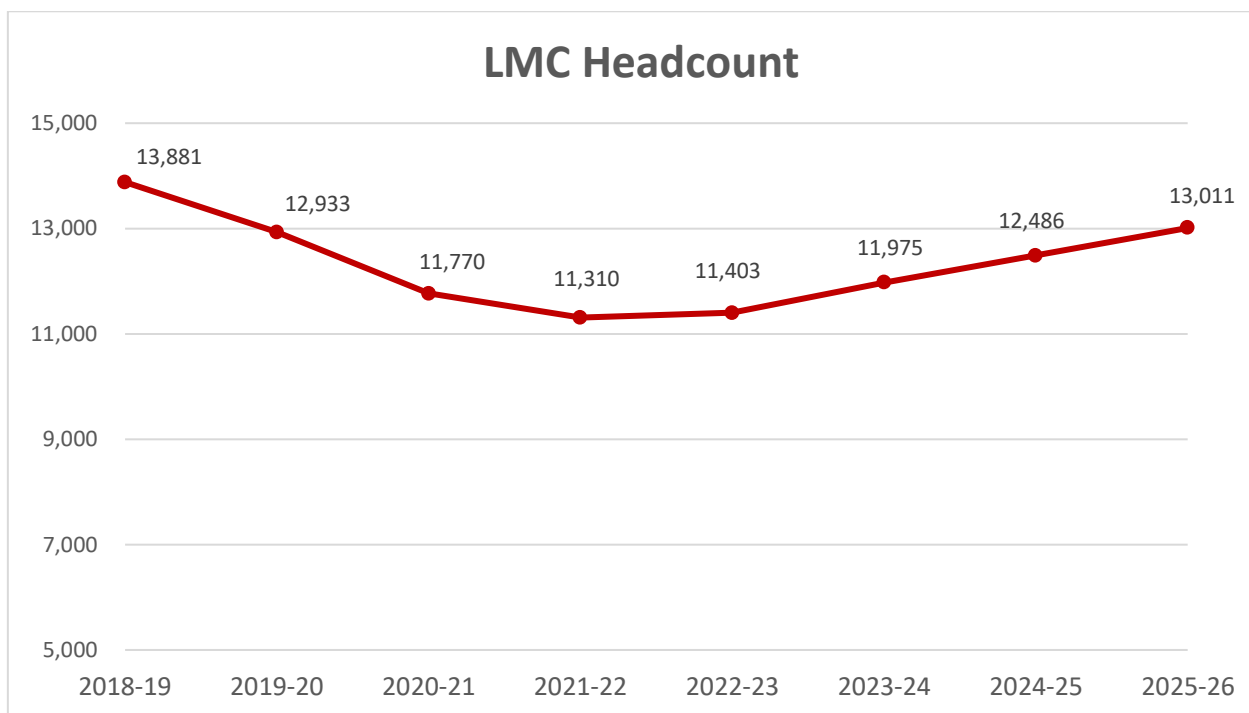


Figure 6. LMC Annual Headcount, 2018-2019 through 2025-2026

Expanding Access and Changing Student Pathways

The College's student pathways have changed during the current accreditation cycle. One of the most significant developments has been the growth of dual enrollment and College and Career Access Pathways (CCAP). The percentage of local high school graduates enrolling at LMC declined from 39% in 2020–2021 to 27% the following year, then recovered to 39% in 2023–2024.

At the same time, CCAP expanded from 18 sections serving 256 unduplicated students and generating 430 enrollments in 2016–2017 to 60 sections serving 1,353 students and generating 2,200 enrollments in 2025–2026. This expansion of offerings did not dilute success for these students with course success rates at 83% in 2025–2026. These trends have moved dual enrollment from a relatively small access strategy to an increasingly important part of LMC's student pipeline. To support these increases, the college now allocates a dedicated allotment of instructional load each year to dual enrollment and has developed a separate scheduling timeline and process for these courses to meet the needs of our partner sites as we collaborate with them.

This expansion occurs within a regional context in which the traditional high school graduate population is expected to remain relatively flat. LMC is therefore positioned to serve both ends of a widening educational continuum: creating earlier access to college through dual enrollment while also expanding opportunities for adults seeking degree completion, career advancement, or reskilling.

A New Instructional Environment

Another defining change since the previous accreditation cycle is the lasting transformation of instructional delivery. Before the pandemic, LMC operated predominantly as a face-to-face institution. In Fall 2019, approximately 87% of credit enrollment was face-to-face and 11% was online. During the pandemic, online enrollment expanded rapidly, reaching 76% in Fall 2021.

Although in-person instruction has increased since that time, the College has not returned to its former

delivery pattern. By Fall 2025, approximately 44% of credit enrollment was face-to-face, 39% was online, and 17% was hybrid. LMC now operates within a sustained multimodal instructional environment. Flexible modalities can expand access for students managing employment, transportation, caregiving, and scheduling constraints, while also requiring the College to examine student outcomes across modalities and student populations continually and to plan accordingly.

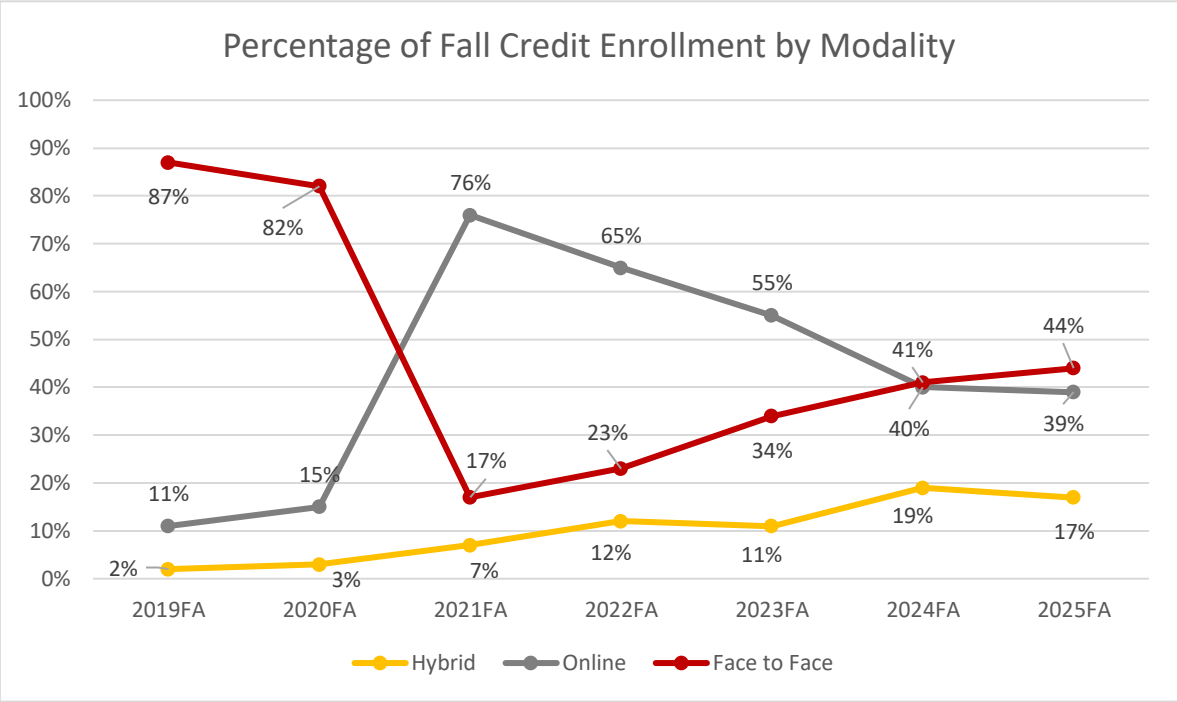


Figure 7. Credit Student Fall Enrollment by Modality (4CD Internal Data System, 2026)
Note. Fall 2020 counts are inaccurate due to guidance from the California Community College Chancellor’s Office to maintain prior modality designations for accurate emergency conditions apportionment reporting. Data Retrieved September 2026.

Enrollment only tells part of this story. Whether or not students experience the college by taking in-person classes, fully online classes, or some combination of these has been of increasing interest as we consider how students build schedules and experience the institution and interact with our staff, faculty, and supports. In Fall 2019, 78% of students were enrolled in In-person courses only with 7% of students enrolled in exclusively fully online courses and 15% of students taking some combination of fully online and in-person courses. By Fall 2021, this dynamic had reversed dramatically with only 14% of students taking exclusively in-person courses, 58% taking only fully online classes, and 29% taking some combination.

Like overall enrollment, this pattern too seems to have found a new balance and equilibrium. In Fall 2025, we say 42% of our students enroll exclusively in in-person courses, 25% enroll exclusively in fully online courses and 34% in some combination. Knowing that 75% of our students are regularly coming on campus for instruction for at least one of their courses is helpful as we design supports in such a way to meet students where they are and in the modality they can utilize support most effectively.

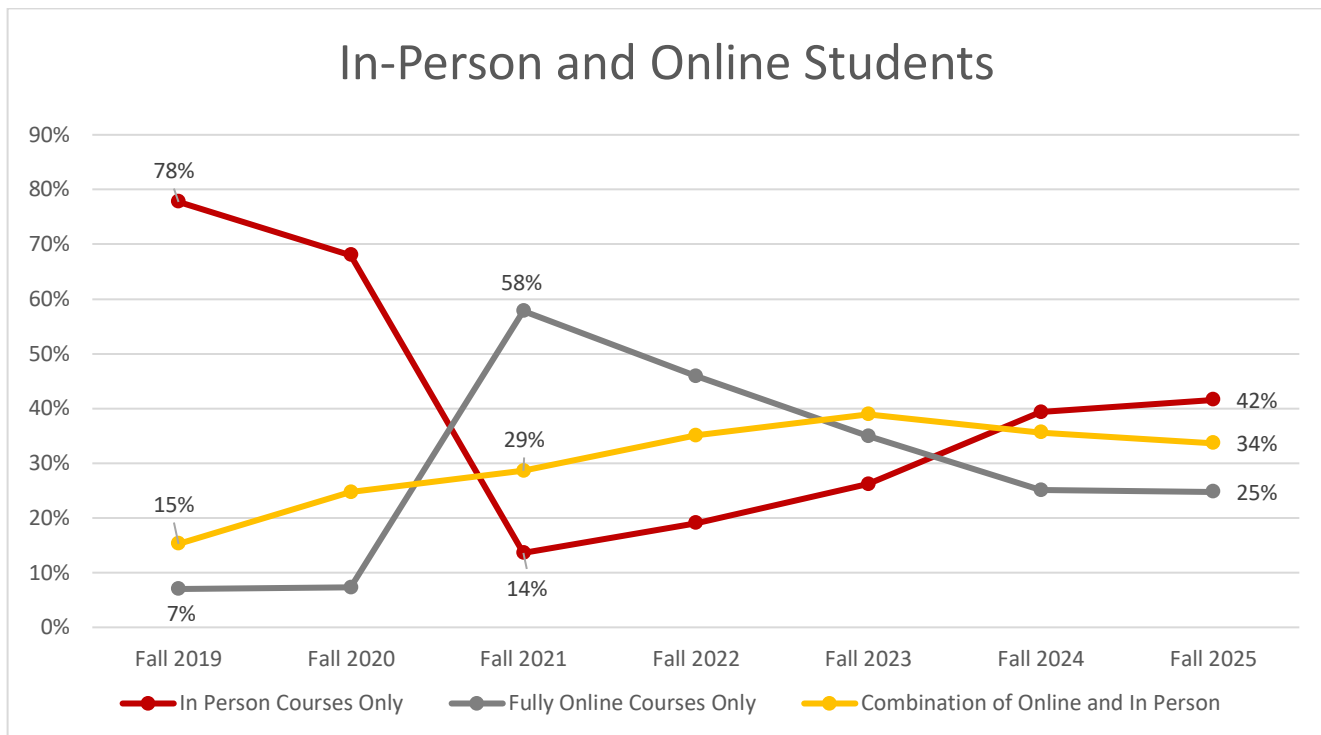


Figure 8. In-Person and Online Students (4CD Internal Data System, 2026)

Note. Fall 2020 counts are inaccurate due to guidance from the California Community College Chancellor's Office to maintain prior modality designations for accurate emergency conditions apportionment reporting. Data Retrieved September 2026.

Equity and Student Success in Institutional Context

Continuing differences in student access, momentum, and outcomes accompany the diversity of LMC's student population. The College's 2025–2028 Student Equity Plan identifies Black/African American students, male students, Hispanic males, and first-generation students as disproportionately impacted across four of five statewide student success metrics. The College has established goals focused on successful enrollment, first-to-second-term persistence, completion of transfer-level mathematics and English, degree and certificate attainment, and transfer.

The data show both progress and continued opportunity. Completion of transfer-level mathematics and English in the first year increased from 8.8% overall in 2014–2015 to 22.4% in 2023–2024, while workforce-related measures such as attainment of a living wage have also improved over time. At the same time, subgroup differences persist, and success patterns vary across instructional settings and modalities.

These conditions have strengthened the College's focus on institutional responsibility for student success. LMC increasingly examines not only whether students succeed, but also how institutional policies, practices, learning environments, support systems, and resource decisions contribute to those outcomes. This orientation is reflected in the College's growing emphasis on disaggregated data, equity-centered planning, and the alignment of student success priorities with program review, resource allocation, and institutional planning.

Major Developments Since the Previous Comprehensive Review

Taken together, several developments have materially reshaped Los Medanos College during the current accreditation cycle.

The COVID-19 pandemic disrupted enrollment, altered the composition of the student pipeline, and permanently changed instructional delivery. Enrollment recovery is underway but remains incomplete, while online and hybrid instruction has become an enduring component of the College's educational environment. At the same time, dual enrollment and CCAP have expanded substantially and now represent significant

components of the College's access strategy. Local high school transitions have recovered from pandemic-era declines, and the number of CCAP sections, students, enrollments, and FTES has grown considerably. The College has also strengthened its focus on equity through the 2025–2028 Student Equity Plan and the systematic use of disaggregated student outcome data. Persistent differences in success among student populations, locations, and instructional modalities have reinforced the need for targeted strategies and continued evaluation.

These changes are occurring within a service area characterized by racial and ethnic diversity, lower bachelor's-degree attainment than the county and state, economic disparities, changing age demographics, and evolving workforce needs. Collectively, these conditions define the context in which Los Medanos College enters its next accreditation cycle. They also reinforce the College's role as a regional access institution responsible for providing educational pathways that are flexible, responsive, equitable, and connected to the changing needs of students and communities in eastern Contra Costa County.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Suggested length for Standard 1 is no more than 10 pages.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)

Los Medanos College (LMC) has established a clearly defined and publicly communicated Mission, Vision, and Values that reflect its identity as a student-centered community college serving a diverse student population: *"Los Medanos College serves our diverse community by providing transformative education and student-centered support rooted in inclusion, innovation, and partnership."* **(1.1-2)** The mission clearly articulates LMC's commitment to equitable access, student learning, and the achievement of successful academic and career outcomes for all students. This mission is aligned with the Contra Costa Community College District's clearly defined structure as outlined in Board Policy 1000, which establishes a cohesive institutional framework encompassing three colleges and two educational centers serving diverse communities. **(1.1-1)** The alignment between district and college-level structures and purposes ensures that LMC's mission appropriately reflects its character, values, and student demographics while supporting broad educational opportunity. The mission is widely published and consistently integrated into institutional planning, resource allocation, and decision-making processes, demonstrating its central role in guiding institutional priorities and continuous efforts to improve student learning and achievement. **(1.1-3)**

The mission is appropriate to LMC's context and student demographics and is supported by complementary Vision and Values statements that further articulate the College's educational philosophy and commitments. **(1.1-2, 1.1-7)** LMC's vision emphasizes "equitable and diverse educational experiences, support services, and career opportunities," signaling an understanding of student success that extends beyond instruction to include engagement, well-being, and workforce preparation. The College's core values, Diversity, Equity, Respect, Empowerment, and Integrity, underscore a campus culture grounded in inclusion and responsiveness. The LMC Environmental Scan (2025) provides evidence that the College systematically evaluates its service area demographics, socioeconomic conditions, and student characteristics, including educational attainment, income distribution, and racial/ethnic composition, to inform mission relevance and institutional priorities. **(1.1-4)** These data demonstrate that LMC serves a diverse and historically underrepresented student population, including a high proportion of Hispanic (44.2%) and Black (14.5%) students, as well as communities with varied educational and economic needs. **(1.1-5, 1.1-6)** By using these findings to guide planning and decision-making, the College ensures that its mission remains responsive to its evolving context and continues to support equitable access, student learning, and successful outcomes for all students.

LMC's mission also reflects an informed understanding of students' lived experiences and the conditions that shape access and success. Institutional survey and engagement data document food and housing insecurity, mental health challenges, work and caregiving responsibilities, early engagement needs, and issues of campus climate and belonging. The HOPE/Real College Survey, NACCC Student Results Summary, CCSSE participation materials, SENSE results, and Institutional Metrics student survey resources together demonstrate that the mission's emphasis on inclusion and student-centered support is grounded in evidence about the College's diverse student population. **(1.1-8, 1.1-9, 1.1-10, 1.1-11, 1.1-12, 1.1-13)**

In response to documented student need, LMC is visible within mission-aligned structures and practices that support holistic student success. The College maintains a Basic Needs Initiative that includes the LMC Marketplace food pantry and clothing closet, emergency housing grant assistance, CalFresh application support, housing resources, and coordinated referrals for health, wellness, and technology needs. **(1.1-14, 1.1-15, 1.1-16)** These services directly reflect the College’s mission commitment to removing barriers to persistence and completion.

Los Medanos College (LMC), in alignment with District policy, operationalizes its clearly defined mission through a structured governance framework that integrates leadership roles, participatory decision-making, and institutional values to support mission fulfillment. **(1.1-17)** The College engages faculty, classified professionals, managers, and students in the ongoing development, review, and refinement of its mission to ensure it reflects the College’s character and diverse student population. Broad-based participation is demonstrated through multiple feedback mechanisms, including campuswide communications inviting input, formal student engagement through Los Medanos College Associated Students (LMCAS), and structured dialogue across governance bodies such as Expanded Cabinet, Academic Senate, and Classified Senate using tools like MentiMeter. **(1.1-18, 1.1-19, 1.1-20, 1.1-21, 1.1-3, 1.1-7)** These processes ensure that the mission remains relevant, widely understood, and central to guiding institutional planning, decision-making, and efforts to advance equitable student learning and achievement.

Additional evidence shows that constituencies understand the mission and view it as relevant to student and community needs. Survey findings indicate strong agreement that the mission is well understood, reflective of the College’s commitment to equitable educational opportunity, and connected to institutional evaluation and improvement. **(1.1-22, 1.1-24)** The mission is also embedded in the College’s planning infrastructure through the Discover, Design, Implement, Resource, Evaluate, Reflect, and Report cycle and the Educational Strategic Plan, demonstrating that mission, planning, and institutional effectiveness are tightly linked. **(1.1-23)**

STANDARD 1.1 EVIDENCE LIST

- 1.1-1 CCCCD-BoardPolicy-Contra_Costa_Community_College_District_BP1000**
- 1.1-2 LMC Mission, Vision & Values Webpage Screenshot_ 01.30.2026**
- 1.1-3 LMCAS Meeting Minutes-Item#8-Pg8-9_11.17.2025**
- 1.1-4 LMCEnvironmentalScan2025 16 pgs**
- 1.1-5 LMC Fast Facts 2025–26**
- 1.1-6 LMC Dual Enrollment Fast Facts SU24-SU25**
- 1.1-7 LMCAS Meeting Minutes-Item#7-Pg5-7_ 11.24.2025**
- 1.1-8 HOPE Student Basic Needs Survey Report 2023_Pgs2and7**
- 1.1-9 NACCC Student Results Summary Report 2021_Pgs.5–7and18–19**
- 1.1-10 CCSSE Participation Email – President Ralston_02.21.2025**
- 1.1-11 SENSE Fall 2024 Results Webpage Screenshot_ 02.18.2026**
- 1.1-12 CCSSE Spring 2025 Results Webpage Screenshot_ 02.18.2026**
- 1.1-13 LMC-Real College Survey Results 2025 Screenshot_02.19.2026**
- 1.1-14 LMC Basic Needs Homepage Webpage Screenshot_01.13.2026**
- 1.1-15 LMC Marketplace/Food Assistance Webpage Screenshot_ 01.30.2026**
- 1.1-16 LMC Housing Resources Webpage Screenshot_12.18.2025**
- 1.1-17 CCCCD-BoardPolicy-InstitutionalLeadershipGovernanceDecision Making_BP1009**
- 1.1-18 Mission-Vision-Values Feedback Email_10.10.2025**
- 1.1-19 Expanded Cabinet MentiMeter Results_11.19.2025**
- 1.1-20 Academic Senate MentiMeter Results_ 12.01.2025**
- 1.1-21 Classified Senate MentiMeter Results_12.01.2025**
- 1.1-22 LMC Mission, Vision & Values Survey – Student Data Spring 2025-Pgs.4–7**
- 1.1-23 LMC Integrated Strategic Plan Process 2025–26 Webpage Screenshot_ 08.25.2026**

1.1-24 Institutional Data and Research Webpage Screenshot_08.25.2026

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

Los Medanos College (LMC) has clearly defined, mission-appropriate, equity-centered institutional goals that guide planning, decision-making, and resource allocation in support of student learning and equitable outcomes. The *LMC Educational Strategic Plan 2026–2031* delineates four collegewide goals, Campus Culture; Equitable Student Access, Learning, and Outcomes; Partnerships; and Continuous Improvement of Practices and Infrastructure. **(1.2-1)** These goals are supported by measurable objectives, metrics, and activities grounded in institutional and equity data. The Plan demonstrates alignment with district and statewide priorities and integrates the Student Equity Plan, program review, and resource allocation process through a structured, cyclical planning model (Discover, Design, Resource, Implement, Evaluate, Reflect). **(1.2-2, 1.2-3)** Institutional goals are operationalized through consistent use of shared student success metrics and program review processes, ensuring that resource allocation and institutional actions are evidence-based and focused on closing equity gaps.

For 2025–2026, the College identified interim institutional priorities while the new Educational Strategic Plan for 2026–2031 was being developed. These interim priorities extended and built on the *2020–2025 Educational Strategic Plan* to position the college to respond to current student success, equity, and workforce needs while transitioning to a refreshed planning framework. **(1.2-5)** The adoption of these interim priorities demonstrates how the college continues to use clearly defined goals to guide decision-making and resource allocation during a transition period, with focused emphasis on student success, persistence, completion, and operational effectiveness. **(1.2-4)** Additionally, the planning timeline for the college’s mission, vision, values statements and Educational Strategic Plan demonstrates that these priorities were intentionally extended through a structured, participatory process involving governance review, data analysis, and broad campus input to ensure alignment with emerging institutional needs and the development of new long-term goals. **(1.2-6)**

LMC’s institutional goals also align with and support the Contra Costa Community College District Strategic Plan, the California Community Colleges Vision 2030 framework, the Student-Centered Funding Formula, and regional workforce priorities reflected in the Bay Area Community College Consortium plan. **(1.2-7, 1.2-8, 1.2-9, 1.2-10, 1.2-11)** This alignment helps ensure that college-level goals are both locally responsive and broadly aligned to regional and state-level expectations for equitable student learning, completion, belonging, transfer, workforce development, innovation, and responsible stewardship.

Collegewide goals outlined in the Educational Strategic Plan 2026–2031 are built directly from the central framework of the Student Equity Plan in the college’s planning processes. **(1.21)** The 2025–2028 Student Equity Plan identifies disproportionately impacted populations, including Black/African American students, male students, Hispanic males, and first-generation students, and establishes measurable goals across successful enrollment, persistence, completion, and transfer. **(1.2-12)** Goal development was informed by the Institutional Development for Equity and Access (IDEA) Student Equity Plan Data Analysis Process Summary, which documents the review of disaggregated metrics, trends, and priority populations to guide institutional improvement. **(1.2-13, 1.2-14)** LMC focused directly on data and goals for improvement in the Student Equity Plan as it began developing its next Educational Strategic Plan.

The development of the Educational Strategic Plan 2026–2031 began in Spring 2025 with a college-wide engagement process to update the institution's Mission, Vision, and Values, establishing the foundational framework for all subsequent planning efforts. **(1.2-18)** During Spring and Summer 2025, institutional, external, and Student Equity Plan data were analyzed to identify disproportionately impacted student populations, grounding the planning process in equity-focused data. **(1.2-6)** The September 2025 College

Assembly marked a pivotal milestone with the formal launch of the Integrated Planning Cycle, aligning Program Review, the Student Equity Plan, and the Educational Strategic Plan within a unified planning cycle. **(1.2-15)** The following month, Community Forums provided an opportunity for broad stakeholder input, with community members contributing perspectives on access, programs, learning outcomes, and institutional partnerships, while the October 2025 College Assembly session facilitated a college review of institutional and equity data, supplemented by environmental scan data from surveys, flex activities, and governance review, to directly inform the development of strategic goals. The Fall 2025 semester concluded with the state submission of the Student Equity Plan, which established the core metrics and priorities that continue to guide the College's equity-focused work. Draft goal areas emerging from this process focused on campus culture and belonging; equitable student access and outcomes; partnerships; and continuous improvement of practices and infrastructure. Shared Governance Council presentations on these consolidated goals, along with opening day communications, further demonstrated institution-wide dialogue about priorities, challenges, and measurable improvement. **(1.2-16)** Spring 2026 saw the 4CD Governing Board approval of the Mission, Vision, and Values, the submission of Program Reviews, and the drafting of the Educational Strategic Plan. **(1.2-18, 1.2-19, 1.2-20)** Shared across constituencies, the Plan continued to improve through feedback and revision and was approved by Academic, Classified and Student Senates along with the Los Medanos College Shared Governance Council in May 2026. **(Evidence SGC Minutes 5.13.26 when available)**

Institutional goals guide and are reinforced through LMC's integrated planning cycle, Discover, Design, Resource, Implement, Evaluate, Reflect, and Report, which provides a consistent structure for setting priorities, allocating resources, and assessing progress. **(1.2-23)** The institution's program review processes for instructional and student services units provide direct evidence of this alignment, as departments are required to analyze data, set measurable, equity-focused goals, and align those goals explicitly with the Educational Strategic Plan 2026-2031, Student Equity Plan, and ACCJC Standards. **(1.2-21, 1.2-22)** This process ensures institutional goals guide action by requiring units to use disaggregated data, assess prior outcomes, and develop strategies tied to institutional priorities and student success metrics. The documented integration of program review with resource allocation, through structured processes that prioritize requests and connect them to planning and budgeting, ensures that institutional goals directly inform funding decisions and operational practices. In addition, alignment expectations embedded in program review processes, along with Classified Senate goal setting and leadership development efforts, ensure that constituent work across the college remains coordinated with institutional direction. **(1.2-24)**

The *2025 LMC Educational Planning Annual Report* provides direct evidence of integrated planning focused on improvement, innovation, and successful outcomes by documenting how program review, the Educational Strategic Plan, and the Student Equity Plan are intentionally aligned within a shared integrated planning cycle (Discover, Design, Resource, Implement, Evaluate, Reflect, and Report), ensuring consistency, accountability, and continuous improvement. **(1.2-24)** The report demonstrates that departments systematically analyze disaggregated student equity metrics, identify equity gaps for prioritized populations, and establish both overall and equity-focused goals tied to institutional priorities, with resource requests explicitly aligned through the Resource Allocation Process.

Through clearly articulated goals, aligned planning and resource allocation processes, disaggregated data review, and regular communication of outcomes, LMC ensures that institutional goals for student achievement, equity, and organizational improvement remain meaningful, ambitious, and actionable.

STANDARD 1.2 EVIDENCE LIST

- 1.2-1 LMC-Educational-Strategic-Plan2026-31_Final 113 pgs**
- 1.2-2 College Assembly– Integrated Planning 2025–2026_Pgs.1–6**
- 1.2-3 Integrated Planning Graphic for Governing Board 1.28.26**
- 1.2-4 LMC Institutional Priorities 2025–2026 Webpage Screenshot**
- 1.2-5 LMC-EducationalStrategicPlan2020-25Goals-Objectives**
- 1.2-6 LMC Educational Strategic Plan – MVV Timeline 2026–31_Pgs.4–5_06.30.2025**

- 1.2-7 CCCCC Strategic Plan 2025–2030_Pgs.1–3
- 1.2-8 CCCCC Strategic Plan Webpage Screenshot
- 1.2-9 CCCCC Vision 2030 Report_Pgs.12–17
- 1.2-10 SCFF Webpage
- 1.2-11 BACCC Regional Plan 2024–2027 report, Pgs. 11–20
- 1.2-12 LMC Student Equity Plan 2025–2028 Executive Summary Webpage Screenshot_02.19.2026
- 1.2-13 IDEA SEP Data Analysis Process Summary_10.22.2025
- 1.2-14 College Assembly Presentation – New Goal Statements_Pgs.2–6
- 1.2-15 College Assembly Presentation – Integrated Planning 2025–2026_Pgs.5–6
- 1.2-16 SGC Meeting Consolidated Goals Presentation_12.09.2025
- 1.2-18 Opening Day-SP25_President Ralston Remarks-Pgs.27–30
- 1.2-19 Opening Day-SP26-Slides14–22
- 1.2-20 College Assembly – Integrated Planning 2025–2026_Pgs.13–21
- 1.2-21 Program Review 2026 Webpage Screenshot-Instruction Units
- 1.2-22 Program Review 2026 Webpage Screenshot-Student Services
- 1.2-23 LMC Classified Senate Goals and Objectives 2021–2026 extended in SP25
- 1.2-24 LMC Educational Planning Report – Fall 2025_ Pgs.1-5

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Los Medanos College (LMC) demonstrates accountability through required institutional reporting, public performance reporting, and the regular review of standards and outcomes. The College submits its ACCJC Annual Report, publicly shares institutional measures through the Institutional Data and Research website, and uses those data resources to support transparency and ongoing evaluation of progress toward its mission and goals. **(1.3-1, 1.1-24)**

Institution-set standards are developed and reviewed through shared governance and are supported by documented benchmarks and institutional dialogue. Academic Senate presentations on institution-set standards and the Institution-Set Standards Workbook show that the college has identified student achievement expectations and revisits them as part of institutional effectiveness work. **(1.3-2, 1.3-3)** Planning and governance minutes further show that standards, data, and improvement priorities are discussed across constituent groups. **(1.3-4, 1.3-5)**

Structured systems support regular review of performance and improvement planning. The Program/Unit Review process, Student Success Team, and Educational Planning reports provide mechanisms for units to analyze results, identify needs, and connect findings to planning and resource requests. **(1.2-21, 1.2-22, 1.3-6, 1.3-18)** These structures support accountability not only for institutional performance, but also for the effectiveness of programs and services.

The College also has clearly defined and systematically assessed student learning outcomes at the course, program, and learning support levels. Assessment of course student learning outcomes, program outcomes, and learning support outcomes is documented through instructional program review, Student Services and Learning Communities LSO templates, and backward design work linking program and course outcomes. **(1.3-7, 1.3-8, 1.3-9, 1.3-10, 1.3-11)** These materials show that assessment findings are used to improve curriculum, pedagogy, and student support practices.

Assessment and student achievement data are meaningfully disaggregated to identify equity gaps and to guide action. Exemplified by Biology and ESL program review materials, DIY data packets, program enrollment trend reports, and the IDEA Student Equity Plan Data Analysis Process Summary, faculty and staff

examine course success, persistence, completion, and enrollment patterns for disproportionately impacted groups and then identify targeted strategies to improve outcomes. **(1.3-12, 1.3-13, 1.3-14, 1.3-15, 1.2-13)** This work is reinforced through participatory dialogue in governance settings and through professional learning opportunities focused on collegial reflection and continuous improvement. **(1.3-5)**

Los Medanos College (LMC) provides structured, inclusive, and ongoing professional development opportunities that support institutional effectiveness, equity, and participatory governance. The College's professional development webpage outlines a systematic, committee-reviewed approach to professional learning, including required and optional Flex activities, proposal processes, and equitable access to training opportunities across employee groups, for example, the Spring 2025 Focused Flex "Collegiality in Action" session offered collegewide training on shared governance, collaboration, and effective participation, engaging faculty, classified professionals, managers, and students in strengthening institutional practices that support student success. **(1.3-16, 1.3-17)** Together, these resources demonstrate that LMC institutionalizes professional development as a coordinated, equity-centered practice that builds employee capacity and supports continuous improvement.

Through annual reporting, public dashboards, shared governance review of standards, program review, and the systematic assessment of instructional and non-instructional outcomes, LMC demonstrates a sustained culture of evidence and accountability that informs continued improvement and innovation. **(1.3-1, 1.2-21, 1.2-22, 1.2-3, 1.3-18, 1.1-23)**

STANDARD 1.3 EVIDENCE LIST

- 1.3-1 LMC 2025 ACCJC Annual Report 16 pgs**
- 1.1-24 Institutional Data and Research Webpage Screenshot_08.25.2026**
- 1.3-2 Academic Senate – Institution Set Standards Presentation-Pgs.1–3_03.11.2024**
- 1.3-3 Institutional Set Standards Workbook-Pgs.1–2_03.18.2025**
- 1.3-4 Planning Committee Minutes_Item#6_04.04.2024**
- 1.3-5 Classified Senate Meeting Minutes-Pg. 2_10.06.2025**
- 1.2-21 Program Review 2026 Webpage Screenshot-Instruction Units**
- 1.2-22 Program Review 2026 Webpage Screenshot-Student Services**
- 1.3-6 Student Success Team Committee Webpage Screenshot_01.22.2026**
- 1.3-7 LMC LSO Graphic**
- 1.3-8 Student Services & Learning Communities LSO Reporting Template FINAL**
- 1.3-9 Program Outcome Backward Design – Biology-SP22**
- 1.3-10 Biology Program Review Template 12 pgs**
- 1.3-11 ESL Program Review – 5-Year Update 16 pgs**
- 1.3-12 DIY Program Review Data Packets – BIOSC**
- 1.3-13 DIY Program Review Data Packets – ESL**
- 1.3-14 Program Enrollment Trends – BIOSC**
- 1.3-15 Program Enrollment Trends – ESL**
- 1.2-13 IDEA SEP Data Analysis Process Summary_10.22.2025**
- 1.3-5 Classified Senate Meeting Minutes_10.06.2025**
- 1.3-16 Focused Flex – Collegiality in Action Email**
- 1.3-17 Professional Development & Learning – Flex Information Webpage Screenshot**
- 1.3-18 LMC Educational Planning Report – Fall 2025 11 pgs**
- 1.2-3 Integrated Planning Graphic for Governing Board 1.28.26**
- 1.1-23 LMC Integrated Strategic Plan Process 2025–26 Webpage Screenshot_08.25.2026**

- 1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)**

LMC's mission directs planning and institutional improvement through comprehensive systems that connect evaluation, planning, resource allocation, and quality assurance. The Educational Strategic Plan 2026-2031, and annual educational planning reports provide an organizing framework for institutional improvement goals tied to student success, equity, and continuous improvement. **(1.2-3, 1.2-24, 1.1-23)**

Planning systems are integrated such that information from program planning informs decision-making and resource allocation. Program review templates and the program/unit review process require departments and units to document evaluation findings, identify resource needs, and connect those needs to institutional priorities, equity goals, and operational planning. **(1.4-1, 1.4-2, 1.4-3, 1.2-1)** Student equity planning priorities are similarly embedded in the planning process. **(1.2-12)**

LMC operationalizes the integration of planning and resource allocation through the Resource Allocation Process (RAP), which is publicly documented and supported by clear criteria and participatory review. The RAP webpage, proposal rating sheet, Shared Governance Council subcommittee recommendations, spring funding approvals, and executive communications documenting RAP outcomes show a transparent process for evaluating, prioritizing, and funding requests in alignment with institutional priorities. **(1.4-3, 1.4-4, 1.4-5, 1.4-6, 1.4-7, 1.4-8)** This integration extends to all resource types, including personnel, which represent the majority of the College's expenditures. Requests for additional classified positions are submitted and tracked through the Resource Allocation Process in the Budget Request Database (BRD). **(1.4-9, 1.4-21)** As positions become vacant or new funding sources become available, proposed hires are reviewed by the President's Cabinet to ensure alignment with strategic planning priorities and institutional needs. For example, in Spring 2026, requests for additional classified support in the Library and Tutoring Center were prioritized to strengthen academic support services for students. **(1.4-22)** Consistent with the Educational Strategic Plan's emphasis on student success and academic support, the College approved these positions and conducted recruitment efforts during the Spring 2026 through Fall 2026 semesters. **(1.4-23)** Budget update communications further demonstrate continuity between planning, fiscal decision-making, resource allocation, and implementation. **(1.4-10)** While the RAP process has been effective in addressing one-time and short-term needs, the College recognizes an opportunity to strengthen its approach to funding long-term priorities and operational needs as part of implementing the new Educational Strategic Plan. This work is underway with the Planning Committee adopting stronger Planning-to-Resource integration as one of its 2026-27 primary charges. **(1.4-24)**

Planning occurs on a regular basis and includes constituent participation through committee work, governance review, and academic leadership. Planning Committee minutes document recurring planning discussions, and instructional leadership communications show how planning, curriculum, and operational priorities are shared with the campus. **(1.4-11, 1.3-4)** Technology planning also reinforces the connection between infrastructure, innovation, and mission-centered support for students and employees. **(1.4-13)** The Office of Instruction's newsletter provides regular, structured communication of planning priorities, highlighting ongoing activities such as ISER development, program review, and curriculum initiatives that are shared broadly with the campus community. **(1.4-12)**

The College understands that truly integrated planning and resource allocation takes time and is an ongoing and cyclical process. An example of this is the expansion of basic needs resources for students. The college identified this as a growing and acute need through its use of the HOPE survey in 2023. **(1.1-8)** Several departments responded to this need and it resulted in resource allocation requests to increase the college's capacity to meet these critical needs. **(1.4-7)** These efforts were coordinated and funding approved in Spring of 2023. In 2025, we see the results of these efforts on display including increased coverage of the resources by our college newspaper. The efforts do not stop there. During our Educational Strategic Planning process in 2025 – 2026, the college reiterated its commitment to meeting these needs of our students and identified the continued and increased coordination with community partners as a key area to expand this work. This resulted in Objective 3.4 of the Educational Strategic Plan 2026 – 2031 which is to "Increase and market partnerships that support student basic needs, wellness, and community engagement." **(1.2-1)** Activities to

support this include both the expansion of the partnerships themselves as well as marketing the resources to students. **(1.4-14, 1.4-15)** This serves as one example of the College’s “Discover, Design, Resource, Implement, Evaluate, Reflect and Report” cycle of continuous improvement in service of our Mission to students.

Los Medanos College extends mission-driven planning into co-curricular, culturally responsive, and community-engaged learning experiences that support academic quality and student learning. The Art Gallery exhibitions demonstrate intentional programming that advances equity-centered dialogue and enriches the campus learning environment. **(1.4-17)** The Theater program's outreach to local high schools demonstrates faculty-led integration of curriculum with community engagement, providing culturally relevant experiences that support student learning and mission alignment. **(1.4-18)** A student news feature on a music professor further highlights faculty leadership in connecting instruction with real-world practice and community partnerships that enhance student success. **(1.4-16)** A Spring 2026 “Two-Spirit Drum Circle” further demonstrates LMC's commitment to equity-centered, culturally responsive programming by integrating Indigenous, LGBTQ+, and feminist perspectives into the campus learning environment through faculty-led and cross-departmental collaboration. **(1.4-19)** The inclusion of reflective assignments and classroom integration opportunities shows how co-curricular activities are intentionally connected to curriculum and student learning outcomes, reinforcing mission-aligned planning and participatory educational practices.

Through integrated planning, transparent resource allocation, regular evaluation, and mission-centered academic and operational decision-making, LMC demonstrates that its mission directs resource allocation, innovation, and continuous quality improvement across programs and services.

STANDARD 1.4 EVIDENCE LIST

- 1.2-3 Integrated Planning Graphic-Governing Board_1.28.26**
- 1.2-24 LMC Educational Planning Report – Fall 2025_Pgs.1-5**
- 1.1-23 Educational Strategic Plan 2020–2025 Webpage Screenshot_08.25.2026**
- 1.4-1 PR-Assessment-Cycle-Proposal_Draft-ASMeeting_ 12.01.2025**
- 1.4-2 LMC Program Review Templates_07.29.2025**
- 1.2-12 LMC Student Equity Plan 2025–2028 Executive Summary Webpage Screenshot_02.19.2026**
- 1.2-1 LMC-Educational-Strategic-Plan2026-31_Final 113 pgs**
- 1.4-3 Resource Allocation Process Webpage Screenshot_01.23.2026**
- 1.4-4 SGC Fall 2025 RAP Proposal Rating Sheet-FY25-26**
- 1.4-5 SGC Minutes-Item#6_11.12.2025**
- 1.4-6 RAP Subcommittee Recommendations-Pg.2_11.12.2025**
- 1.4-7 Spring 2025 RAP Funding Approvals_05.21.2025**
- 1.4-8 Fall 2025 RAP Outcomes Email– President Ralston_12.11.2025**
- 1.4-9 2024–25 Budget Requests Email-Spring Update**
- 1.4-10 SGCRAPPresentation_2025-26_09.10.2025**
- 1.4-11 Planning Committee Minutes-Pg.1_09.04.2025**
- 1.3-4 Planning Committee Minutes_Item#6_04.04.2024**
- 1.4-12 Office of Instruction Newsletter – February 2026**
- 1.4-13 Technology Master Plan 2022–2028, pp. 3–8**
- 1.1-8 HOPE Student Basic Needs Survey Report 2023_Pgs2and7**
- 1.4-14 LMCExperience-BasicNeedsfoodandclothesavailable_10-7-2025**
- 1.4-15 LMCExperience-LosMedanosCollegeopensfoodlockers_4-3-2026**
- 1.4-16 LMC Experience Article – Music Faculty**
- 1.4-17 LMC Art Gallery Exhibition Email_02.03.2026**
- 1.4-18 LMC Theatre Performance at Local High School**
- 1.4-19 Two-Spirit Drum Circle Email**
- 1.4-21 Budget Request Database Spring 2026 (page 2)**

- 1.4-22 Math Lab Coordinator Announcements Spring 2026**
- 1.4-23 Library Technician Job Announcement Fall 2026**
- 1.4-24 LMC-Planning Committee Draft Minutes_9-3-26_Item#8**

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Los Medanos College (LMC) communicates progress toward its mission and goals through multiple regular channels that are appropriate to its character as a student-centered, participatory institution. Public-facing webpages, institutional dashboards, annual reports, presentations at Opening Day, monthly College Assemblies and participatory governance committees make institutional priorities, progress indicators, and areas for improvement visible to internal and external stakeholders as well as inviting them into the dialogic process of participatory governance. **(1.3-1)** For example, Opening Day presentations provide structured, college-wide updates on institutional priorities, strategic goals, and accreditation efforts, ensuring that employees across the institution receive consistent, timely information and have opportunities to engage in shared understanding and dialogue. **(1.2-17, 1.2-18, 1.2-19)** College Assemblies, for example, brought cross-constituent group members together to develop and review elements of the Student Equity Plan and Educational Strategic Plan 2026-2031. **(1.5-1, 1.5-2, 1.5-3, 1.5-4)** Additionally, publicly accessible institutional data and research webpages present key student achievement data and equity-focused outcomes in a transparent format, allowing both internal and external audiences to monitor progress toward established goals and reinforce accountability. **(1.1-24)**

The College also communicates planning and evaluation processes through accessible web-based resources and participatory governance processes. Program review webpages, RAP materials, planning committee records, mission and values feedback processes, and survey resources allow constituencies to follow institutional reflection, evidence collection, and resource prioritization across the planning cycle. **(1.5-5, 1.4-3, 1.3-4, 1.1-18, 1.5-6, 1.1-22)**

Institutional communication also occurs through divisional newsletters, committee minutes, and professional communications that connect employees and stakeholders to priorities, decisions, and examples of implementation. **(1.5-10)** District and college newsletters, CTE committee documents, and instructional leadership updates demonstrate that information about strategic priorities, workforce engagement, academic initiatives, and improvement efforts is shared broadly and repeatedly. **(1.5-7, 1.5-8, 1.5-9)** For example, the Office of Instruction newsletter provides regular updates on enrollment, accreditation, program review, and instructional initiatives, while also highlighting leadership transitions and CTE priorities that support coordination with faculty, staff, and workforce partners. **(1.4-12)** Similarly, Opening Day presentations reinforce these communications by sharing college priorities, strategic planning efforts, and partnership initiatives in a forum that brings together employees across the institution, helping to ensure alignment and a shared understanding that extends to external collaborators. Together, these communication tools ensure that key information is consistently disseminated internally while also supporting transparency and coordination with industry and community partners engaged in LMC's programs and initiatives.

LMC's communications also reflect institutional values and commitments to equity, inclusion, and community responsiveness. Public recognition materials and newsletters related to farmworker movement legacy events, California Black-Serving Institution designation, and Puente, Umoja, AANHPI programs, as well as social justice programming communicate how institutional priorities are lived out through programming, recognition, and community engagement. For example, college news releases and event webpages promote annual community-centered events such as the Dr. Martin Luther King, Jr. Awards Celebration and the *La Fuerza del Pueblo*: Farmworkers' Movement Legacy Awards, which honor local leaders, students, and advocates for their contributions to social justice, education, and community well-being. **(1.5-11, 1.5-12, 1.5-**

13, 1.5-14) These communications not only provide event details and recognize honorees, but also invite participation from students, employees, and community members, strengthening connections between the College and the diverse communities it serves. More internally, college assemblies often highlight events and projects that are designed to intentionally reflect our values. Equity in Action Workshops, events tied to heritage months and identity recognitions, undocumented student action week, and the Equity Speaker Series have all been highlighted at assemblies where the entire college community is invited to participate. **(1.5-15, 1.5-16, 1.5-18)** Together, these efforts highlight LMC’s role as a hub for inclusive programming and community engagement. These communications help external and internal audiences understand how the College’s mission and values inform action.

Finally, participatory communication practices are reinforced through governance dialogue and structured campus feedback tools. LMC solicits input in a variety of ways, including College Assembly workshops on important college-wide projects, MentiMeter survey opportunities for feedback from Academic Senate, Classified Senate, and Expanded Cabinet, as well as student participation through the Los Medanos College Associated Students (LMCAS), show that communication at LMC is not simply one direction from administrators, but is also dialogic, encouraging stakeholder perspectives to shape institutional priorities and shared understanding. **(1.1-20, 1.1-21, 1.1-19, 1.1-3, 1.1-7)**

Through regular public reporting, accessible planning resources, newsletters and governance records, values-based communications, and participatory feedback mechanisms, LMC regularly communicates progress and priorities in ways that support institutional improvement and stakeholder engagement. **(1.1-24, 1.3-1, 1.5-7, 1.4-12, 1.5-17)**

STANDARD 1.5 EVIDENCE LIST

- 1.1-24 Institutional Data and Research Webpage Screenshot_08.25.2026**
- 1.3-1 LMC 2025 ACCJC Annual Report 16 pgs**
- 1.2-17 Opening Day-FA24_President Ralston Remarks_Pgs. 58–66**
- 1.2-18 Opening Day-SP25_President Ralston Remarks_Pgs.27–30**
- 1.2-19 Opening Day-SP26_Slides 14–22**
- 1.5-1 February 2026 College Assembly Email**
- 1.5-2 November 2025 College Assembly Email**
- 1.5-3 October 2025 College Assembly Email**
- 1.5-4 September 2025 College Assembly Email**
- 1.5-5 Program/Unit Review Webpage Screenshot_09.08.2026**
- 1.4-3 Resource Allocation Process Webpage Screenshot_01.23.2026**
- 1.3-4 Planning Committee Minutes_Items#6_04.04.2024**
- 1.1-18 Mission-Vision-Values Feedback Email_10.10.2025**
- 1.5-6 Data & Survey Website Screenshot – SENSE & Employee Survey_01.25.2026**
- 1.1-22 Mission-Vision- Values Survey – Student Data Spring 2025_Pgs.4–7**
- 1.5-7 4CD Employee Newsletter – November 2025**
- 1.4-12 Office of Instruction Newsletter – February 2026_Pgs.1–5**
- 1.5-8 CTE Committee Meeting Minutes – December 2025**
- 1.5-9 CTE Committee Flex Session – Fall 2025 20 pgs**
- 1.5-10 Business Department Non-Profit Advisory Board Minutes – Spring 2024**
- 1.5-11 César Chávez Awards Webpage – 2025, 2026**
- 1.5-12 César Chávez Awards Call for Nominations**
- 1.5-13 Farmworkers’ Movement Legacy Awards Press Release**
- 1.5-14 LMC-MLKAwards2026-WebpageScreenshot_03.19.2026**
- 1.5-15 LMC Designated as a Black-Serving Institution Webpage**
- 1.5-16 Puente Program Newsletter – Fall 2025**
- 1.1-20 Academic Senate MentiMeter Results_12.01.2025**
- 1.1-21 Classified Senate MentiMeter Results_12.01.2025**

- 1.1-19 Expanded Cabinet MentiMeter Results_11.19.2025**
- 1.1-3 LMCAS Meeting Minutes – Item #8_ 11.17.2025**
- 1.1-7 LMCAS Meeting Minutes-Item#7_11.24.2025 – Item #7**
- 1.5-17 LMC News Release-Grad 2026 Spotlight_S.Thinn**
- 1.5-18 LMC-CollegeAssemblyPrsntn-EquityEventsPD_10.23.23**

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes.

Suggested length for Standard 2 is no more than 20 pages.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Los Medanos College's academic programs reflect the College's mission through pathways that support transfer, career preparation, general education, degree completion, and economic mobility. LMC maintains program quality through faculty-led curriculum review, a coherent General Education framework, transfer and workforce alignment, program review, and responsible stewardship of the academic portfolio. Faculty governance is the primary structure for ensuring that programs have appropriate breadth, depth, rigor, and expected learning outcomes. **(2.1-1, 2.1-2)** The Academic Senate's role in academic and professional matters, together with the Curriculum Committee's responsibility for course and program development, establishes the process through which programs are reviewed for curriculum standards, student preparation, mission alignment, and compliance. **(2.1-3)** Curriculum Committee minutes reflect this work in practice: faculty and resource members review prerequisites, online addenda, five-year updates, CSLO mapping, reading assignments, lab assignments, and other indicators of course quality, returning proposals when additional clarification or revision is needed **(2.1-4)**.

General Education provides the common intellectual foundation for degree programs. LMC's GE framework and updated model identify shared expectations in communication, quantitative reasoning, critical thinking, scientific inquiry, information literacy, ethical reasoning, diverse perspectives, and ethnic studies, while the Universal Learning Outcomes (GESLOs) reinforces reading, writing, and critical thinking across approved courses. **(2.1-5)** District General Education policy further anchors associate degree breadth through coursework in English composition, oral communication and critical thinking, quantitative reasoning, arts and humanities, social and behavioral sciences, natural sciences, and ethnic studies. **(2.1-6)**

LMC also attends to whether its programs remain relevant and sustainable. **(1.2-1)** Regional workforce analysis helps the College understand labor-market needs in fields such as health care, education, transportation, skilled trades, and other areas tied to regional opportunity. **(2.1-7)** When a program no longer meets these needs, LMC follows the 4CD Board Policy 4008: *Review, Establishment, Modification and Discontinuance of Courses and Programs*. **(2.1-8)** If a program is slated for deactivation, LMC uses teach-out and substantive change processes to protect students. **(2.1-9)** The Travel Marketing deactivation, for example, included student communication, counseling support, remaining-course planning, and ACCJC administrative approval, demonstrating that program stewardship includes responsible discontinuance as well as program creation and revision. **(2.1-10, 2.1-11)**

LMC meets Standard 2.1 through mission-aligned programs, faculty-led curriculum review, a strong GE framework, clear program outcomes, transfer and career pathways, and responsible program stewardship.

STANDARD 2.1 EVIDENCE LIST

- 2.1-1** LMC Academic Senate By Laws Revision-Approved Final-SP25
- 2.1-2** LMC-Academic Senate Constitution 2013-06-13
- 2.1-3** LMC-Curriculum Committee Position Paper-Draft-FA25
- 2.1-4** Curriculum Committee Minutes_Items 4-6_Pgs 2-3_04.02.2025
- 2.1-5** LMC-GE Position Paper_Draft V2 Spring 2025 **16 pgs**

- 2.1-6 CCCCD Board Policy-General Education-4011
- 2.1-7 LMC-Regional Workforce and Economic Conditions Summary_2022 15 pgs
- 1.2-1 LMC-Educational-Strategic-Plan 2026-31_Final 113 pgs
- 2.1-8 CCCCD Board Policy-Review Estab Mod DC-Course Prog_4008
- 2.1-9 LMC-Teach-Out-Plan-Travel-Marketing-Submitted_5.6.25
- 2.1-10 LMC-Travel-Marketing-Students-InSite-Email-Notification_11.2023
- 2.1-11 ACCJC-LMC_SCAA_Prog Deactivation_Travel Marketing_5-19-25

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.
(ER 3, ER 9, ER 11, ER 14)**

LMC designs and delivers academic programs through a process that brings together faculty expertise, learning outcomes, curriculum standards, transfer expectations, licensure requirements, labor market information, and stakeholder feedback.

The Curriculum Committee provides the central faculty-led structure for this work. Its governance position paper describes the committee as an interdisciplinary body responsible for course and program development, curriculum standards, prerequisites, certificate requirements, student preparation, and alignment with Title 5, Program Course Approval Handbook criteria, and LMC's mission and planning goals. **(2.1-3)** Curriculum professionals support this work by maintaining accurate curriculum data, compliance documentation, catalog information, database inventories COCI/eLumen/Colleague coordination, and faculty training. **(2.2-1)** Together, these roles show that curriculum quality depends on both faculty judgment and reliable technical infrastructure.

Committee minutes show that curriculum review is substantive. **(2.2-2, 2.1-4)** Faculty and resource members examine course updates, prerequisites and co-requisites, online addenda, program changes, and proposals that require clarification before approval. This process helps ensure that courses are coherent, appropriately supported, and aligned with learning expectations before students encounter them in the catalog or classroom.

Learning outcomes are built into course and program design and documented through course outlines, syllabi, program descriptions, and catalog pages. Students receive student learning outcomes in each section's syllabus, and faculty are evaluated on the incorporation of student learning outcomes. Course level Student Learning Outcomes are assigned a cohort and assessed on a regular cycle. Faculty utilize this assessment to inform revisions to the Course Outline of Record through the College's curriculum review process. LMC is also working to strengthen the relationship among outcomes assessment, curriculum review, program review, and student success data. The Program Review and Assessment Cycle Proposal describes this intended alignment while acknowledging that COVID-era pauses and software transitions disrupted earlier cycles and created a need for realignment. **(2.2-3, 2.2-4)**

Programs connected to licensure and employment use external standards to shape curriculum and student learning outcomes. The EMS Training Program syllabus states that EMT 010 aligns with Department of Transportation National EMS Education Standards, California Title 22, Contra Costa County EMS Administration approval, and National Registry preparation; it also identifies clinical requirements, including patient contacts and clinical hours (EMS Training Program Syllabus). **(2.2-5)** The Vocational Nursing Applicant Handbook similarly describes curriculum and clinical preparation designed to meet licensure expectations and prepare students for practice. **(2.2-6, 2.2-7)**

Curriculum development also relies on collaboration among instructional deans, articulation officers, counselors, librarians, curriculum specialists, and classified professionals who contribute expertise regarding transfer requirements, student support, scheduling, catalog accuracy, and regulatory compliance. **(2.1-3)** External stakeholders, including employers, advisory committee members, transfer institutions, and licensing agencies, provide additional input to ensure programs remain current and responsive to student and workforce needs. **(2.2-13)**

Career education programs draw on labor market and advisory input for student learning outcomes and curriculum advisory. The Workforce and Economic Summary provides regional labor-market context for program development and revision, while department advisory meetings show employers and community partners identifying needed skills in data analysis, communication, project management, cultural competence, diversity, equity, inclusion and belonging awareness, grant writing, trauma-informed practice, human services, and workforce partnerships. **(2.2-8, 2.2-9, 2.2-10)**

CTE-level dialogue reinforces this connection between curriculum, outcomes, and workforce relevance. CTE Committee minutes show program leads discussing advisory board expectations, one-year scheduling, program review data, CSLO assessment collection, data submission, recruitment, and RAP funding proposals. **(2.2-12)** CTE Flex materials show faculty discussing Credit for Prior Learning, employer engagement, advisory boards, adjunct engagement, enrollment, outcomes, equity, and course review for possible CPL opportunities. **(2.2-11)** These structures help keep program design connected to students' educational goals and to the expectations of employers and transfer or licensure partners.

Transfer-oriented programs are developed and revised to maintain alignment with statewide transfer expectations, articulation agreements, course identification numbers (C-ID) descriptors where applicable, and California transfer pathways, ensuring students are prepared to achieve their educational goals. **(3.2-13)**

LMC meets Standard 2.2 through faculty-led curriculum governance, District policies supporting faculty responsibility for academic and professional matters, defined learning outcomes, technical curriculum support, external standards, advisory input, labor market analysis, CTE structures that keep programs current, and continuous curriculum review. The College's next improvement opportunity is to document more consistently how advisory input and assessment results lead to specific curriculum and program changes and follow-up evaluation.

STANDARD 2.2 EVIDENCE LIST

- 2.1-3 LMC-CurriculumCommitteePositionPaper-Draft-FA25**
- 2.2-1 CCCCDCurriculumManagementSpecialist-ClassificationSpecs**
- 2.2-2 CurriculumCommitteeMinutes-Items4_6_8a_04.16.2025**
- 2.1-4 CurriculumCommitteeMinutes_Items4-6_Pgs2-3_04.02.2025**
- 2.2-3 LMC-ProgramReviewandAssessmentCycleProposalDraftDocument_Nov2025**
- 2.2-4 LMC-ASMTgMinutes-120125-ProgReview&AssessmentAlignment_Item6e**
- 2.2-5 EMS Training Program-Syllabus**
- 2.2-6 LMC-2025VNApplicantHanbook 26 pgs**
- 2.2-7 LMC-NursingHandbookWebpage_Screenshot4-27-2026**
- 2.2-8 LMC-2024WORKFORCEANDECONOMICSSUMMARY 22 pgs**
- 2.2-9 LMC-BUSDept-AdvBoardCommitteeMeetingMinutes-2025Final**
- 2.2-10 LMC-BUSDept-AdvBoardCommitteeMeetingMinutes-2024Final**
- 2.2-11 CTE Committee Flex- Fall 2025 20 pgs**
- 2.2-12 CTE Committee 12.2025 Minutes**
- 2.2-13 LMC-BUSDept-AdvBoardCommitteeMeetingMinutes-2024Final**
- 3.2-13 CCCCDCPD Survey Management-Legal Training**

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)

LMC's General Education framework gives degree-seeking students a broad intellectual foundation beyond the major. The College approaches GE as more than a distribution requirement: it is the shared portion of the degree through which students practice communication, quantitative reasoning, critical thinking, inquiry, cultural understanding, civic awareness, and engagement with different viewpoints. **(2.3-2)** This philosophy is reflected in the College Catalog's GE statement, which frames General Education as preparation for thoughtful participation in society and as a foundation for continued learning, transfer, work, and community life. **(2.3-1)**

District Board Policy 4011 provides the formal policy structure for associate degree General Education. **(2.1-6)** The policy describes GE as helping students gain the knowledge, attitudes, and skills needed to be effective individuals in society, including the ability to understand the modern world, appreciate culture and society, evaluate the physical environment, and recognize methods of inquiry across disciplines. It also establishes the degree framework: at least 60 degree-applicable units, at least 18 units in a major or area of emphasis, and at least 21 units of GE across English composition, oral communication and critical thinking, quantitative reasoning, arts and humanities, social and behavioral sciences, natural sciences, and ethnic studies.

LMC's local GE model translates that policy into faculty GE Committee-reviewed learning expectations and course design practices. The 2025 LMC GE Model identifies the competencies students should develop through GE, including communication, quantitative reasoning, critical thinking, ethical insight, diverse perspectives, scientific inquiry, and ethnic studies. **(2.1-5)** The model is supported by the GESLO, which reinforces reading, writing, and critical thinking expectations across approved GE courses.

The breadth of the framework is visible in the catalog and local GE pattern. **(2.3-3)** Students participate and complete lower-division coursework across humanities, social science, natural science, mathematics, communication, ethnic studies, and related fields as part of degree completion. At the same time, faculty review through the Curriculum Committee and General Education Committee helps ensure that courses placed in GE are appropriate to lower-division expectations, transfer patterns, local degree requirements, and the broad learning outcomes expected of associate degree graduates.

LMC meets Standard 2.3 through a policy-grounded and faculty-reviewed GE framework that develops broad knowledge and transferable skills across communication, quantitative reasoning, critical thinking, scientific inquiry, cultural understanding, civic awareness, and diverse perspectives. **(2.3-4, 2.3-5)**

STANDARD 2.3 EVIDENCE LIST

- 2.3-1 LMC College Catalog 2025-26_Pg65-GEPhilosophy**
- 2.3-2 GEPositionPaper2025_Sect.II-Pg2-Philosophy**
- 2.1-6 CCCC Board Policy-General Education-4011**
- 2.1-5 LMC-GEPositionPaper_DraftV2Spring2025 16 pgs**
- 2.3-3 College Catalog-AA_AS Degree Local GE Pattern 2025-26**
- 2.3-4 FLEXPresentation-GE-CalGETCChat_FA2023 20 pgs**
- 2.3-5 GE-AcademicSenate_AADegreeReport_2023**

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Los Medanos College treats communication as part of student success. Students need clear, accurate, and accessible information at many decision points: choosing a program, registering for classes, understanding

course expectations, finding services, applying to graduate, accessing basic needs resources, and knowing where to ask for help. LMC's communication system is intentionally layered, using official catalog information, department webpages, syllabi, orientation, newsletters, targeted texts and emails, student service webpages, CRM-supported outreach, and accessibility planning to help students act on information when it matters.

The College catalog remains the official source for academic requirements, program descriptions, course sequences, units, and learning outcomes. The Electrical/Instrumentation Technology catalog pages provide a clear example: students can see AS degrees and certificates, semester-by-semester course requirements, total units, course descriptions, program learning outcomes tied to employment, troubleshooting, safety, technical communication, equipment use, and certification preparation. **(2.4-1, 2.4-2)** The Biology AS-T catalog page similarly communicates transfer purpose, Cal-GETC expectations, required courses, total units, program learning outcomes, and a clear recommendation that students consult an LMC counselor because four-year requirements vary and change. **(2.4-3, 2.4-4)**

Department webpages help students interpret official information in more accessible, program-specific language. The ETEC department page explains certificates, specializations, entry skills, degree options, and the value of counselor guidance, while the Biology course webpage organizes courses around student goals such as general education, pre-nursing, transfer, and biology/pre-med pathways. **(2.4-5, 2.4-6)** These pages matter because they help students move from "What is required?" to "Which path fits my goal?" while still directing them back to official catalog and schedule sources for accuracy.

Course-level communication is supported through faculty-facing guidance. The Syllabus Checklist identifies required elements that students should receive in every course, including course title, number, credits, term, modality, meeting times and locations, instructor contact information, Canvas/CMS use, prerequisites or co-requisites, course description, official CSLOs, required materials, grading policies, and technology requirements. **(2.4-7)** The same document also recommends accessibility information, wellness and mental health resources, tutoring and library resources, online-course considerations, and a warm and inviting tone. The Faculty Handbook reinforces consistent instructional communication by explaining class cancellation procedures, student notification by text or email, Canvas/email communication, faculty office hours, and the importance of making faculty availability visible to students **(2.4-8)**.

LMC also communicates proactively at the start of the student journey. The online orientation webpage provides admitted students with information about programs, services, policies, procedures, requirements, InSite access, and help options, with orientation available in English and Spanish. **(2.4-10)** High School Senior Saturday materials, events, and resource cards introduce prospective and incoming students to financial aid, counseling, DSPS, transfer and career services, learning communities, student life, basic needs, tutoring, and other resources. **(2.4-11)** To support Adult Education concurrent enrollment, LMC hosts two welcome days, one in fall and one in spring, which introduce prospective students to the campus, available programs, and the Transition Specialist. **(2.4-36)**

Start-of-term newsletters give students practical information when they are most likely to need it. The Spring 2026 welcome newsletter combines belonging-oriented messaging with actionable guidance about late registration, InSite steps, technology borrowing, bookstore and Brentwood course-material access, financial aid, learning communities, tutoring, student life, basic needs, the Student Success Center, important dates, and student services contact information. **(2.4-12, 2.4-13, 2.4-14, 2.4-15)** The Fall and Spring Week 0/Week 1 newsletters show the same communication pattern across terms: students receive timely reminders about Canvas, counseling, financial aid, parking, library access, technology loans, bookstore hours, and campus resources. **(2.4-16, 2.4-17)**

LMC also uses targeted communications when students need to take specific action. A Fall 2025 Arts, Humanities, and Philosophy course advertisement encourages students to review major requirements first,

identifies open course sections, provides a link to course information and videos, directs students to InSite registration, and offers phone and live-chat support. **(2.4-18)** Graduation communications use both email and text to remind students of petition deadlines, counselor consultation, Student Planning, InSite instructions, graduation policy webpages, and commencement details. **(2.4-19, 2.4-20)** Registration and financial aid texts show similar use of the 4CD Communications Platform to reach defined student groups with concise action-oriented messages and contact information for help. **(2.4-21, 2.4-22)**

Communication about services and resources is also student-centered. The Basic Needs website organizes information about the Basic Needs application, food assistance, the LMC Marketplace, CalFresh, Brentwood food lockers, financial assistance, emergency grants, housing resources, health and wellness resources, technology loans, books and materials, and other support. **(2.4-23)** Basic Needs newsletters and Marketplace emails provide students with current operating hours, community based-organization partner office hours, CalFresh outreach, TimelyCare registration, and event-specific updates, showing that the College uses recurring communication to keep resource information current rather than relying only on static webpages. **(2.4-24, 2.4-25)**

LMC's communication also reflects the varied needs of students. The Mobile Medical Clinic flyer is presented in English and Spanish and includes clinic hours, location, available services, confidential care information, appointment options, phone/text contact, QR code access, and medical advice contact information. **(2.4-27)** A related text message to currently enrolled Fall 2025 students communicates the clinic's start date, partnership with Contra Costa Health, location, time, and confidential services (Mobile Health Clinic Text). **(2.4-26)** These examples show that communication is not limited to academic requirements; it also helps students access health and wellness resources that can affect persistence.

LMC's communication efforts are complemented by information shared through *LMC Experience*, the College's student-run newspaper. For example, articles highlighting resources such as the LMC Marketplace and the introduction of food lockers at the Brentwood Center helped increase awareness of available basic needs support and provided students with information about how to access these services. Through this relationship, students receive information about programs and resources through an additional channel that may help connect them with support services that promote well-being, persistence, and success. **(Evidence: 1.4-14, 1.4-15)**

The College is also working to make communication more coordinated and accessible in order to provide a "just-in-time" communication approach that is segmented by student audience including the use of Canvas Global Announcements and targeted outreach through mogli. **(2.4-29, 2.4-31)** Student Success Teams ongoing work includes integrating student success milestones, interventions across Outreach, Welcome Center, Counseling, Financial Aid, and Admissions and Records, TargetX implementation, with its review of student communications. **(2.4-28)** In implementing the new CRM (TargetX) the college provides students with communications specific to their status related to registration dates, completion of student success steps, development of educational plans, and enrollment in math and English in their first year. **(2.4-30)**

LMC also works to inform students of programs, resources, and services that support their success through courses specifically designed for new incoming students. These classes provide an on-going orientation and acclimation experience for students, often during their first semester. Courses like ACS 010 - Becoming a College Scholar-A First-Year Seminar and COUNS-030 Orientation to College provide robust in-depth opportunities for students to deepen their understanding of how to navigate the higher education system inside and outside of the classroom. **(2.4-32, 2.4-33)**

The Website Accessibility Compliance Plan establishes a process to meet WCAG 2.1 AA and Section 508 expectations by assessing high-impact pages, prioritizing remediation, training content contributors, removing or converting inaccessible documents, using analytics, and monitoring progress over time. **(2.4-34, 2.4-35)**

LMC meets Standard 2.4 by communicating accurate program information, clear course expectations, onboarding guidance, timely registration and graduation reminders, service and basic needs resources, health and wellness information, and accessibility expectations through multiple channels.

STANDARD 2.4 EVIDENCE LIST

- 2.4-1 CollegeCatalogOnline2025-26_ETECInstrumentTechCOA
- 2.4-2 CollegeCatalog2025-26-Pgs142-143_COAInstrumentTech
- 2.4-3 CollegeCatalog2025-26Online_ASTBiologyListing
- 2.4-4 CollegeCatalog2025-26-Pg105_ASTBiology
- 2.4-5 ETECDeptWebsite-CertificatesScreenshot_02.05.2026
- 2.4-6 BiologyDept-CoursesWebsiteScreenshot_02.03.2025
- 2.4-7 SyllabusChecklistGuidelinesv5_HighlightedPortion_2.5.26
- 2.4-8 FacultyHandbook24-25final_HighlightedPortion_2.5.26 **31 pgs**
- 2.4-10 LMC-StudentOrientationWebsiteScreenshot_05.16.2026
- 2.4-11 HS_Senior_Saturday_Program_2025
- 2.4-12 Welcome_to_Spring_2026_Newsletter_email
- 2.4-13 TargetXtextLMCWelcometoSpring2026NewsletterEmail
- 2.4-14 LMC_SP26_Week_0_Newsletter
- 2.4-15 LMC_SP26_Week_1_Newsletter
- 2.4-16 LMC_FA25_Week_0_Newsletter
- 2.4-17 LMC_FA25_Week_1_Newsletter
- 2.4-18 TargetXLMCFA25ArtsHumanitiesPhilosophyClassAdvertisement
- 2.4-19 Apply_to_Graduate_Email
- 2.4-20 Apply_to_Graduate_Text_Message_02.09.2026
- 2.4-21 Register_Now_for_Spring_2026_Semester_email_01.06.2026
- 2.4-22 Financial_Aid_Invite_email_08.13.2025
- 2.4-23 Basic_Needs_Application_and_Resources_Basic_Needs_Website_02.24.26
- 2.4-24 Basic_Needs_Student_Newsletter_email_02.23.2026
- 2.4-25 LMC Marketplace Basic Needs-OperatingHours-Updates-Events Email_04.03.2025
- 2.4-26 Mobile_Health_Clinic_email_08.25.2025
- 2.4-27 TargetXLMCCoCoCountyMobileMedicalClinicFliers
- 2.4-28 SST_Minutes_CMRIIntegratedCommunicationUpdate_09-15-25_Item4
- 2.4-29 LMC-CanvasStudentMessaging(Global announcements)_Screenshot_5-5-26
- 2.4-30 LMC-SP2026PhoneScriptsforEnrollmentBoostUPDATED
- 2.4-31 LMC-TextMessagesToStudentsUsingMogliPlatform_Screenshot_5-4-26
- 2.4-32 Syllabus_ACS-010-0115_SP26_Throne
- 2.4-33 Syllabus_Couns-30-4011stricklandramsay_MarcellaFA24
- 2.4-34 WebsiteAccessibilityCompliancePlan_11-17-2025
- 2.4-35 LMC-Marketing-WebContentAccessibilityGuidelinesWebpage_Screenshot_5-1-2026
- 2.4-36 LMC-Launch-Webpage_Screenshot_08.25.26
- 1.4-14 LMCEXperience-BasicNeedsfoodandclothesavailable_10-7-2025
- 1.4-15 LMCEXperience-LosMedanosCollegeopensfoodlockers_4-3-2026

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Los Medanos College (LMC) offers courses predictably, in patterns that ensure timely completion, and through locations and modalities that reflect how students actually attend. This work is a collaborative effort between department chairs, deans, faculty, Enrollment Strategy and Planning, Guided Pathways, student

success teams, Brentwood Center planning, dual enrollment, online offerings, and data-informed schedule review.

LMC has developed and implemented a public and participatory structure for this work through the Enrollment Strategy and Planning Committee (ESPC). The ESPC charge describes the committee's responsibility for developing and implementing strategies that support equitable and efficient scheduling, maximize opportunities for students, promote transparency and fairness in scheduling decisions, and support the College's financial health. **(2.5-1)** Its charges include enrollment data analysis, process development, stakeholder engagement with students, faculty, and staff, implementation monitoring, collaboration with Guided Pathways and Student Success Teams, and training for those involved in scheduling.

This structure is visible in the one-year schedule work for 2026–2027. Department Chairs meeting notes show that LMC is redesigning its scheduling process for transparency and sustainability, using FTEF, FTES, productivity, three-year averages, and separate dual enrollment FTEF allocations to guide the process. **(2.5-2)** The notes also emphasize that scheduling decisions are being refined collaboratively through Enrollment Strategy and Planning meetings rather than handled only through isolated department-level decisions.

Enrollment Strategy and Planning Group notes from September 2025 show the group preparing division discussions using the Tableau ASR Strategic Scheduling Dashboard, examining block scheduling, gathering faculty feedback, considering student demographics and enrollment patterns, reviewing modality fit, balancing FTEF across times of day, and exploring how students can complete degree pathways efficiently within the block schedule. **(2.5-3)**

Strategic Enrollment Management recommended priorities called for completing a one-year schedule process and beginning a two-year scheduling process aligned with Learning, Major, and Career Pathways and integrated across divisions and departments. **(2.5-4)** The same priorities link scheduling to student success teams focused on disproportionately impacted students, first-year students, and online learners.

Student-facing pathway tools provide the framework students use to understand their options and plan next steps. The Learning, Major, and Career Pathways webpage organizes programs into broad pathway areas, links students directly to degrees and certificates, the class schedule, and counselor appointments, and identifies success coach connections and career assessment resources. **(2.5-5, 2.5-6)** The Degrees and Certificates webpage gives students a searchable inventory of certificates and degrees, including local certificates, certificates of achievement, associate degrees, and associate degrees for transfer, with direct links to the degree list and class schedule. **(2.5-7, 2.5-8)**

The Fall 2026 schedule demonstrates how LMC uses modality and location to expand access to coursework. The schedule identifies online offerings, Brentwood Center courses, and weekend courses across general education, transfer, career education, ESL, counseling, mathematics, science, humanities, social science, and career fields. **(2.5-9)** Offering courses with different modalities and at both Pittsburg and Brentwood locations is critical because many LMC students balance school with work, transportation, family, and location constraints.

The College's departments have mapped course sequence patterns to ensure timely completion of degree and general education requirements. **(2.5-10, 2.5-11, 2.5-12, 2.5-13, 2.5-14)** Sequences are entered into the College's curriculum management system, and courses are scheduled in accordance with this sequence, and offered to ensure degree completion within a two-year timeframe.

Analysis of timely completion occurs primarily through the instructional program review process. During this process, departments review both the total number of degrees and certificates students are earning while also analyzing median time of completion. **(2.5-15)** Departments can then set goals surrounding both number of degrees and certificates and/or goals surrounding the timely completion of these credentials. **(2.5-16)**

LMC meets Standard 2.5 through a developing scheduling system that connects institutional planning, department participation, enrollment data, pathway structures, modality and location access, degree completion, and transfer mapping.

STANDARD 2.5 EVIDENCE LIST

- 2.5-1 ESPC WebsiteScreenshot-Charges_02.08.2026
- 2.5-2 DeptChairsMinutes-Pg2-1YrSchedule25-26_08.26.2025
- 2.5-3 EnrollmtStrategyPlanGrpMeetingNotes_09.16.2025
- 2.5-4 SGC-SEMRecommendedPriorities20232024
- 2.5-5 LMC-SuccessCoachesForMajor&CareerPathwaysWebpage_Screenshot_4-28-2026
- 2.5-6 LMCPathwaysWebpage_Screenshot_4-28-2026
- 2.5-7 DegreesAtBrentwoodWebsiteScreenshot_05.16.2026
- 2.5-8 Degrees-CertificatesWebsiteScreenshot_02.08.2026
- 2.5-9 LMCFall2026Schedule-Pgs26-27-Online-BRT-WeekendCourses
- 2.5-10 LMC GP Program Map Biology 2.7.22
- 2.5-11 LMC GP Program Map Chemistry 2.7.22
- 2.5-12 LMC GP Program Map Engin 2.7.22
- 2.5-13 LMC GP Program Map Math 2.7.22
- 2.5-14 LMC GP Program Map Physics 2.7.22
- 2.5-15 LMC CHEM-ProgramReview-ASTDashboard_Screenshot_08.25.26
- 2.5-16 LMC CHEM-ProgramReview-Page-5-CompletionGoal_Spring2026

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.

LMC uses delivery modes and teaching methodologies to expand access while protecting learning quality. Students move through the College with different schedules, locations, work responsibilities, family responsibilities, technology access, and learning needs. LMC responds through face-to-face, hybrid, online, evening, weekend, Pittsburg, Brentwood, dual enrollment, and other formats while increasingly examining how those formats affect learning, persistence, and achievement.

The College's modality work is grounded in evidence of how students enroll. College Opening Day data comparing Fall 2022 and Fall 2023 show that some students take only fully online courses, some take only face-to-face or hybrid courses, and many combine formats. **(2.6-1)** This matters because LMC's modality strategy cannot be reduced to a simple online-versus-in-person choice; many students build schedules across formats.

LMC also uses dashboard evidence to examine modality and success. The Tableau Modality Enrollment and Success Dashboard display enrollment and success rates by term, schedule, day/time, modality, delivery method, and student characteristics such as race/ethnicity, gender, student type, and residency. **(2.6-2)** This gives faculty, departments, and instructional leaders a stronger basis for asking whether modality, timing, and delivery method are supporting students equitably.

Delivery methods, modalities, and success rates in these dashboards are utilized institutionally to evaluate student achievement and to guide future planning. College wide modality preference survey (2024) sampled students' preferences to inform planning from a student perspective. **(2.6-3)** These help guide the work and evaluation of LMC's delivery modes from enrollment, success, and student prospective guidance.

Distance education quality is supported through the Distance Education Committee, online course addendum review, RSI checklist, DE resources, faculty drop-in support, and curriculum processes. **(2.6-4, 2.6-5, 2.6-6,**

2.6-7, 2.6-8, 2.6-9, 2.6-10, 2.6-11, 2.6-12) CVC-OEI evidence adds the statewide and cross-functional dimension: implementation roles include academic senate, distance education, CMS/LMS, student services, financial aid, admissions and records, DSPS, counseling, instruction, institutional research, IT, public information, and professional development. **(2.6-13)** Online quality depends on this kind of coordination because students experience online learning through instruction, technology, accessibility, records, financial aid, and support services together.

CVC-OEI participation also expands access when students cannot find a needed online course locally. The LMC Experience article describes colleges, including LMC and Brentwood Center, becoming teaching colleges on the CVC-OEI Exchange, allowing students to enroll more easily in eligible online courses across the California community college system. **(2.6-14)**

Online course quality is also supported through peer review resources. POER mentor materials include local peer online course review materials, a self-assessment checklist, initial review templates, and course review resources. **(2.6-15)**

Teaching methodology is strengthened through professional learning. The Pedagogy Innovation Project invites faculty and student-facing classified professionals into a cohort focused on culturally responsive pedagogy, adult learning theory, instructional design, evidence of teaching effectiveness, and peer observation. **(2.6-16)**

Delivery-mode improvement also extends to services that affect learning. The Student Services LSO Assessment Report shows Admissions and Records assessing student use of the InSite Plan-Progress tool, faculty regulatory processes, and veteran-student timelines; next steps include web instructions, video tutorials, Dynamic Forms, communication and training materials, and Zoom-based Veterans Resource Center orientation. **(2.6-17)**

Student Services also works to meet student needs by adjusting availability of service offerings and modalities. For example, each fall and spring semester, the Division provides extended hours for three weeks to support students' unique needs at the start of the term. **(2.6-18, 2.6-19, 2.6-20)** The Counseling department also routinely works to modify dates/times of appointments for students in order to maintain accessibility and to respond to demand of students. **(2.6-21, 2.6-22, 2.6-23)** Additionally, many Student Services departments offer open-access Canvas shells where students can access and receive support online 24/7. **(2.6-24)**

LMC meets Standard 2.6 through multiple delivery modes, modality data, DE quality structures, statewide online access, peer online course review resources, and professional development focused on effective teaching.

STANDARD 2.6 EVIDENCE LIST

- 2.6-1** CollegeOpeningDayOutcomes_F2FvsOnlineStudentTypes-Fall2023
- 2.6-2** TableauModalityEnrollmentandSuccessDashboardScreenshot3.19.24
- 2.6-3** LMC-Spring2024StudentModalityPreferenceSurveySummary9.13.24 **25 pgs**
- 2.6-4** DEOnlineAddendum_checkbox_revision7.20.20.Directions
- 2.6-5** LMC-DEOnline_Addendum_checkbox_revision7.20.20
- 2.6-6** LMC-RSIChecklistAccessibleUpdated_4-2026
- 2.6-7** DECMeetingMinutes-RSIChecklist-p3&4-4.6.26
- 2.6-8** LMC-RSIOneTeachingCanvasShellEnroll_Screenshot_4-29-2026
- 2.6-9** DECommittee-RSI_Forms&Resources_Webpage_Screenshot_4-28-2026
- 2.6-10** DECWebpage_Screenshot_4-29-2026
- 2.6-11** RSIWorkgroupMeeting_7-29-2025
- 2.6-12** DEDropInHours2026

- 2.6-13 CVC-OEIConsortiumCollegeImplementationMemberRolesScreenshot
- 2.6-14 ExperienceArticle-LMCStudentsGetAccesstoOnlineCoursesStatewide
- 2.6-15 POCRMentorProgramResources_CanvasScreenshot
- 2.6-16 ApplytoPIP2026-27Email_04.09.2026
- 2.6-17 LMCStudServices-LSOAssessmentSectionReport-PRY5
- 2.6-18 Spring 2026 Semester Start-Up Hours Signage
- 2.6-19 Spring 2026 Hours Feb 2-Mar 20 Signage
- 2.6-20 Fall 2026 Counseling Hours
- 2.6-21 LMC Couns Dept OYAS FA26 to SU27
- 2.6-22 SSLT_Agenda_07.07.26-FA26CounselingHoursDiscussion
- 2.6-23 Counseling Department hours
- 2.6-24 Transfer Ready Pages-Canvas_7.21.26

2.7. The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

LMC provides academic, learning support, wellness, basic needs, counseling, transfer, career, library, and identity-affirming services that help students navigate their educational journeys. The College combines broad support available to all students with targeted support for students whose success may be shaped by economic insecurity, academic preparation, identity, disability, transfer goals, family responsibilities, health needs, or prior educational opportunity.

Student need is documented through institutional data, surveys, equity planning, program review, and direct service experience. **(1.1-8)** The Educational Strategic Plan draft summarizes Hope Center Basic Needs Survey findings showing significant food, housing, homelessness, anxiety/depression, academic impact, and unmet mental health needs among LMC students. **(1.2-1)**

Academic support is one of the clearest parts of LMC's student support system. The Center for Academic Support offers peer tutoring, Reading and Writing Consultations, in-person and online options, email consultations, and access to their support services in Pittsburg, Brentwood, and Zoom. **(2.7-1)** Peer tutoring schedules show discipline-specific support in biology, chemistry, ESL, nursing, speech, music, humanities, art history, astronomy, and history, with services available in Pittsburg, Brentwood, and online. **(2.7-2)** Reading and Writing Consultant schedules show structured support across the week, including in-person, online, email, evening, and some Saturday options. **(2.7-3)**

LMC also provides discipline-specific support where student progress can be especially impacted. The Math Tutoring Center webpage identifies tutoring at Pittsburg and Brentwood, semester hours, a virtual walking tour, prerequisite challenge information, calculator borrowing, and coordinator contact information. **(2.7-4)** This support is tied directly to students' ability to move through STEM, transfer, career education, and General Education requirements.

The Library is another central academic support, giving students access to research materials, study tools, technology-related support, and direct help from librarians. The Library webpage provides a single discovery search for articles, books, and other materials and links students to reserve textbooks, individual databases, streaming videos, eBooks, audiobooks, news and current issues, research guides, citation support, research tools, renewals, study rooms, computers, printing, and librarian appointments. **(2.7-5)** The page also lists Pittsburg, Brentwood and online library hours, showing that library support is available at all locations where instruction is being offered.

Library support is not limited to general access; it also connects directly to students' courses and disciplines. The Library Research Guides page shows a broad collection of guides across academic programs and student needs, including Administration of Justice, African American Studies, Anthropology and Sociology, Art and Art History, Asian Pacific Islander and Desi American Studies, Biology, Business, Chemistry, DREAMers/ Undocumented Students, ESL/EMLS resources, Engineering, Nursing, Psychology, Public Health, Writing Resources, and many others. **(2.7-6)** These guides help students begin research with curated sources rather than having to navigate academic databases alone.

For example, the Administration of Justice LibGuide illustrates how librarians support learning within a specific program. **(2.7-7)** The guide organizes students' research around books, course reserves, crime statistics and policy reports, comparative criminal justice, databases, streaming videos, and direct contact with a librarian. It includes both general research tools and discipline-specific resources, helping students locate credible information for assignments while building research confidence.

Learning communities and culturally affirming programs extend academic support into peer community. Umoja's "Bring Your Own Brain" study sessions invite students to bring a friend, receive support in a subject of choice, and study in a structured environment sponsored by Umoja Scholars, Brothers of Excellence, and the Black Student Union. **(2.7-8)**

LMC also addresses non-academic barriers. Basic Needs evidence shows that the Marketplace provides food, clothing, personal care items, referrals, mobile health clinic connections, housing assistance, and emergency-grant support, while Brentwood food lockers extend food access to students who would otherwise need to travel to Pittsburg. **(1.4-14, 1.4-15)** TimelyCare, counseling, EOPS, CARE, CalWORKs, NextUp, RISE, DSPS, LGBTQ+ resources, Veterans Services, MESA, Puente, Umoja, and related programs provide specialized support for different student populations and circumstances.

Transfer and Career Services help students connect current coursework to future goals through transfer preparation, career exploration, tours, fairs, workshops, and program review goals. **(2.7-9)**

LMC meets Standard 2.7 through a broad and accessible network of academic and non-academic supports across locations and modalities.

STANDARD 2.7 EVIDENCE LIST

- 1.2-1 LMC-Educational-Strategic-Plan2026-31_Final 113 pgs**
- 1.1-8 HOPE Student Basic Needs Survey Report 2023_Pgs2and7**
- 2.7-1 CenterforAcademicSupport-HoursandServicesEmail_02.23.2026**
- 2.7-2 LMCTutors-by-Discipline_SP26Schedule**
- 2.7-3 Reading-Writing-Consultants-SP26Schedule**
- 2.7-4 MathLabtutoringWebpageScreenshot**
- 2.7-5 LibrarySupportServicesWebsiteScreenshot_02.16.2026**
- 2.7-6 LMC-Library-LibGuidesWebpage_Screenshot_4-29-2026**
- 2.7-7 LMC-Library-LibGuides-AdministrationOfJustice-Webpage_Screenshot_4-29-2026**
- 2.7-8 Umoja BYOB Flyer-SP26**
- 1.4-14 LMCEXperience-BasicNeedsfoodandclothesavailable_10-7-2025**
- 1.4-15 LMCEXperience-LosMedanosCollegeopensfoodlockers_4-3-2026**
- 2.7-9 LMC-TransferandCareerServicesProgramReview_Feb2026**

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

LMC fosters belonging by creating many ways for students to connect with the College, peers, programs, culture, leadership, academic life, athletics, and community. Belonging is supported by visible spaces and structures. The Student Union building includes student government, student life, learning communities, cultural programs, reflection space, lounge areas, games, computers, and gathering spaces. **(2.8-1)** The Clubs & Activities webpage gives students an organized structure for student-led engagement through club registration, Inter-Club Council, and registered student organizations. **(2.8-2)** This building, which includes a large conference and event center, has created a vibrant hub for student engagement and community building where students gather, lead, and build peer connection.

Students also create community through voice and leadership. LMCAS provides formal student governance opportunities, while the LMC Experience gives students a public forum to document campus life, student perspectives, athletics, arts, culture, and concerns. **(2.8-3)** External recognition of LMC Experience staff through journalism awards provides evidence of quality in this co-curricular space and shows students contributing to campus identity and public dialogue. **(2.8-4)**

LMC's engagement opportunities reflect the identities and histories of its students LMC's designation as a California Black-Serving Institution (BSI) in 2025 reflects its commitment to Black student success, culturally responsive curriculum, mentorship, leadership, and community partnership. **(2.8-5)** Pride Month flag-raising at Pittsburg and Brentwood publicly affirms LGBTQ+ students and employees, while student journalism documents Pride Alliance history and the importance of LGBTQ+ visibility. **(2.8-6, 2.8-7)** Hispanic Heritage Month, Puente programming, APIDA Heritage Month library programming, Undocumented Student Success Week, Umoja, HBCU transfer initiatives, and related cultural programs provide identity-affirming engagement for historically under-resourced students. **(2.8-8, 2.8-9, 2.8-10)**

Civic and community engagement connect students' education to local history and public life. *La Fuerza del Pueblo: Farmworkers' Movement Legacy Awards* recognizes service, activism, nonviolence, student success and equity while honoring East Contra Costa County's agricultural community and the legacy of the farmworkers' movement. **(2.8-11)** The East Bay ANZA 250 Symposium brought together historians, educators, Indigenous perspectives, poetry, music, and community dialogue to explore the Juan Bautista de Anza expedition's impact on the East Bay and its continuing significance. These events reflect engagement rooted in the history, cultures, and communities LMC serves. **(2.8-12)**

Belonging is also academic. Various learning communities on campus provide students an opportunity to participate in co-curricular engagement activities that connect them to their academic and professional identities. For example, STEM/MESA students participate in research presentations, conferences, networking events, transfer, and other professional development activities. **(2.8-23)** A particular highlight of these types of activities include the STEM Symposium that gives students opportunities to present research, engage with high school visitors, and network with STEM professionals. **(2.8-13, 2.8-15)** Similarly, the Ethnic Studies Summit links academic learning with community dialogue through workshops, keynote sessions, student poster presentations, and districtwide collaboration; the related assignment asks students to connect summit participation to class materials, community, life, or social well-being. **(2.8-14)** Literary and creative engagement appears in the Percival Everett discussion and the juried Student Art Exhibition, which recognize students and community members as readers, writers, artists, and thinkers. **(2.8-16, 2.8-17)**

Athletics offers another route into belonging and institutional pride. The Student-Athlete Academy connects athletics to a cohort model with counseling, education plans, blocked high-demand classes, study hall,

academic support, and peer camaraderie. **(2.8-18)** Team accomplishments, such as women's soccer recognition and baseball playoff advancement, and contribute to campus pride. **(2.8-19, 2.8-20)**

One of the hallmarks of Los Medanos College is its network of Learning Community programs, which includes the APIDA Learning Community, Honors Program, Legacy Scholars, MESA Program, Puente Program, Student-Athlete Academy, Transfer Academy, and Umoja Scholars Program. **(2.8-21)** More than 1,500 students participate in these programs each year, providing opportunities for students to take multiple courses together, build connections in and out of the classroom, and develop impactful relationships with their professors and peers. In addition to the academic benefits, Learning Communities offer a wide range of social, cultural, and co-curricular activities that foster engagement and a strong sense of belonging to the institution and to one another. Several programs, including Honors, Puente, and Umoja, maintain dedicated spaces within the Student Union that serve as hubs for community building, program identity, and collaboration across programs. Students participate in both program-specific events and larger campus traditions, such as the Multicultural Festival, creating opportunities to connect around shared identities, experiences, and academic goals. **(2.8-22)** While some Learning Communities are affinity- or culture-based and others are centered on academic or career pathways, all are intentionally designed to strengthen students' sense of community, connection to peers and faculty, and engagement with LMC.

LMC meets Standard 2.8 by providing diverse opportunities that foster student belonging, engagement, and connection to the College and broader community through welcoming spaces, clubs, student leadership, student journalism, cultural and identity-affirming programs, academic enrichment, civic engagement, athletics, and community partnerships.

STANDARD 2.8 EVIDENCE LIST

- 2.8-1 StudentUnionComplexWebsiteScreenshot**
- 2.8-2 LMCClubs&ActivitiesWebpage_Screenshot_4-30-2026**
- 2.8-3 LMCEXperience-WebpageScreenshot_4-30-2026**
- 2.8-4 LMCEXperienceStaffJournalismAwards-11-3-25_WebpageScreenshot_4-30-2026**
- 2.8-5 LMC-News-DesignatedAsABlackServingInstitution-12-11-25_Webpage_Screenshot**
- 2.8-6 LMC-News-PrideMonthFlagRaisingCeremony2025_Screenshot_4-30-2026**
- 2.8-7 LMCEXperience-Increaseprideoncampus_10-19-23**
- 2.8-8 LMCHonorsHispanicHeritageMonthParade**
- 2.8-9 AprilandMaywithLMCLibraryEmail_04.09.2026**
- 2.8-10 UndocumentedStudentSuccessWeekFlyer**
- 2.8-11 Contra Costa Herald_LMC-News-LaFuerzaDelPueblo-3-19-26_Webpage_Screenshot_5-1-2026**
- 2.8-12 EastBayAmza250SymposiumEmail_04.06.2026**
- 2.8-13 STEMSymposium2026WebsiteScreenshot**
- 2.8-14 CCCCEthnicStudiesSummit-FridayApril17Email_04.10.2026**
- 2.8-15 CCCCEthnicStudiesSummit_XtraCreditAssigmt**
- 2.8-16 LMC-News-DiscussionWithPercivalEverett_WebpageScreenshot_10-1-25**
- 2.8-17 LMCStudentArtExhibition-April2026Flyer**
- 2.8-18 Student-AthleteAcademyWebsiteScreenshot**
- 2.8-19 LMC-News-LMCWomenSoccerChamps-12-11-25_WebpageScreenshot**
- 2.8-20 LMC-News-LMCMustangsAdvanceToPlayoffs-5-6-25_WebpageScreenshot**
- 2.8-21 LearningCommunitiesWebsiteScreenshot**
- 2.8-22 Multicultural_Food_Festival_Flyer**
- 2.8-23 LMC-MESA Webpage Screenshot_9.17.26**

- 2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)**

LMC conducts program review and assessment as an institutional learning process. The College connects student learning outcomes, achievement data, disaggregated equity metrics, program review, curriculum review, Institutional Set Standards, Student Equity Plan goals, and educational planning so faculty and other educators can understand what is working, where inequities persist, and what should improve.

The Program Review and Assessment Cycle Proposal describe program review as a continuous-improvement process grounded in course and program learning outcomes, student success data, and goal-setting aligned with institutional priorities. **(1.4-1)**

The Educational Planning Annual Report shows the scope of systematic review. **(1.2-24)** LMC's five-year comprehensive program review cycle includes instructional programs, student services, administrative units, and learning communities, with 73 programs or units identified for program review updates. **(2.9-1)** The report also explains that CSLO, PSLO, LSO assessments, and the Resource Allocation Process continue during the program review re-envisioning work.

Faculty leadership is supported through the Teaching and Learning Committee, which coordinates outcomes assessment, professional development, reporting of course, program, unit, and learning support outcomes, and connections among GE, Curriculum, DE, Planning, and professional development structures. **(2.92)** Assessment tools such as the CSLO Assessment Narrative Template and *From SLOs to Action* help faculty identify outcomes, describe methods, summarize proficiency results, interpret learning, and define next steps. **(2.9-3, 2.9-4)**

Additionally, a new assessment course shell in Canvas was created when department chairs indicated that access to previous CSLO assessment reports would be helpful comparatively as they evaluate course learning outcomes and write new CSLO reports. **(2.9-5)** Previous reports had been stored in a variety of locations as technology and leadership evolved. The new Canvas site (CSLO Assessment Resources) has been populated with current assessment reports, and as many older reports as could be located, and we anticipate this will serve as an easily accessible ongoing archive of assessment reports that add depth and nuance to curricular evaluation.

Institutional goal setting is informed by achievement and equity data. Academic Senate discussion of Institutional Set Standards demonstrates governance dialogue about ACCJC reporting, floor and stretch goals, enrollment, transfers, course completion, degrees, disaggregated data, and distance education enrollment. **(1.3-2)** The Educational Strategic Plan 2026-2031 draws on institutional and Student Equity Plan data, program review findings, surveys, and constituent dialogue to shape institutional priorities. Instructional and Student Services Program Review templates then connect departmental 5-year goals to Educational Strategic Plan and Student Equity Plan metrics, creating alignment between departmental-level planning and institutional priorities for student success and equity. **(1.4-2, 1.2-1, 1.1-23)**

Program-level examples show the improvement cycle in practice. Biology program review and BIOSC-020 assessment show faculty examining learning outcomes, course success, equity, completion, and instructional needs; the BIOSC-020 report identifies next steps such as more student-driven experimental work and updated molecular biology techniques. **(1.3-10, 2.9-6)** Transfer & Career Services provides a student services example, with baseline measures, participation goals, attention to Black/African American student participation, follow-up communication, workshops, and student learning goals related to career readiness and career tools. **(2.7-9)**

Learning support and student services are integrated into LMC's outcomes assessment process through an established Learning Support Outcome (LSO) three-year assessment cycle. The Student Services LSO Assessment Report documents each unit's outcomes, assessment measures and results, status, next steps, responsible parties, and alignment with Student Services guiding principles and program review goals. **(2.6-**

17) For example, Admissions and Records assesses outcomes related to students' use of InSite Plan-Progress, faculty regulatory processes, veteran-student timelines, web instructions, video tutorials, Dynamic Forms, and Zoom orientation support.

LMC meets Standard 2.9 through systematic review and planning processes that use learning outcomes, institutional achievement metrics, disaggregated data, and program review to establish goals, evaluate, and guide continuous improvement.

STANDARD 2.9 EVIDENCE LIST

- 1.4-1 PR-Assessment-Cycle-Proposal_Draft-ASMeeting_ 12.01.2025**
- 1.2-24 LMC Educational Planning Report – Fall 2025_ Pgs.1-5**
- 2.9-1 LMC-2024LMCEdPlanningReport**
- 2.9-2 LMC-Teaching&LearningCommitteePositionPaper_DraftFeb26**
- 2.9-3 LMC-CSLO-assessment-narrative_format-SP26**
- 2.9-4 FromSLOsToAction 20 pgs**
- 2.9-5 Canvas CSLO Assessment Files View_BIOSCandCHDEVSamples 23 pgs**
- 1.3-2 Academic Senate – Institution Set Standards Presentation-Pgs.1–3_03.11.2024**
- 1.4-2 LMC Program Review Templates_07.29.2025**
- 1.2-1 LMC-Educational-Strategic-Plan2026-31_Final 113 pgs**
- 1.1-23 LMC Educational Strategic Plan 2020–25 Webpage Screenshot_ 08.25.2026**
- 1.3-10 Biology Program Review Template**
- 2.9-6 LMC-BIO-020-CSLO-2024FA-assessment_report**
- 2.7-9 LMC-TransferandCareerServicesProgramReview_Feb2026**
- 2.6-17 LMCStudServices-LSOAssessmentSection 83 pgs**

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Suggested length for Standard 3 is no more than 20 pages.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)

The District maintains policies and procedures that guide staffing levels and organizational structures in support of its mission, educational programs, and operations. Los Medanos College (LMC) employs qualified faculty, staff, administrators, and other personnel who collectively support and sustain high-quality educational services and promote student success. Guided by Contra Costa Community College District (4CD) Board Policies, Human Resources Procedures, collective bargaining agreements, and equal employment opportunity requirements, LMC implements District employment practices locally to ensure staffing decisions align with the College's mission, student needs, and educational priorities. **(3.1-1, 3.1-4, 3.1-5)** Full-time faculty hiring is informed through shared governance and Cabinet-level processes, including an annual staffing review and planning meeting with the Chancellor's Cabinet, Academic Senate, and faculty union leadership (as described in Box 2a of the Uniform Employee Selection Guide). **(3.1-3)** This annual review includes analysis of the District's full-time obligation number (FON), full-time to part-time faculty ratios, and compliance with the 50 Percent Law. **(3.1-2)**

The District plans for the recruitment of personnel in alignment with its mission and goals and takes steps to attract a diverse and qualified applicant pool. Job openings are advertised through California Community College Career Connect, promoted through a recruitment advertising firm (Job Elephant), and shared through District and College social media channels. **(3.1-6)** The District Recruitment Specialist annually reviews recruitment outcomes and updates advertising sources as appropriate. Staffing decisions at LMC are informed by programmatic needs, enrollment patterns, curricular priorities, and student success goals. In alignment with District guidance, LMC actively participates in equitable and inclusive recruitment and hiring practices designed to attract a diverse and highly qualified applicant pool. Faculty job postings are advertised through the District's careers website and articulate LMC's mission, values, service to a diverse student population, and expectations related to equity-minded teaching and student success. **(3.1-7)** For example, the Assistant Professor of Economics job announcement demonstrates clearly defined minimum and desirable qualifications, required documentation, and expectations for curriculum development, student learning outcomes assessment, shared governance participation, and professional development.

Applicants apply through the District's careers website and are required to submit complete employment histories and official transcripts demonstrating that degree requirements have been met. Job announcements clearly describe minimum and desirable qualifications appropriate to the position and level of instruction offered include responsibilities for teaching and learning, curriculum oversight, and the assessment of student learning outcomes. **(3.1-8)**

Human Resources conducts an initial screening to verify that applications are complete and that applicants meet minimum qualifications. Screening committees then review qualified applications using scoring rubrics based on desirable qualifications to identify candidates for interviews. All screening and interview committee members are required to complete diversity in hiring training at least once every two years. **(3.1-9)** Faculty and management hiring committees include an Equal Employment Opportunity (EEO) Representative who

has received additional training and serves as a liaison to Human Resources to ensure compliance with hiring policies and best practices. **(3.1-10, 3.1-11)**

The District verifies the education, training, and experience of all new hires. Appendix B of the Uniform Employment Selection Guide outlines procedures for determining equivalency when a faculty applicant does not possess the exact degree or experience specified in the minimum qualifications. **(3.1-12)** All job announcements include instructions for requesting equivalency in these instances and applicants with degrees from non-U.S. institutions are required to obtain a foreign transcript evaluation from a National Association of Credential Evaluation Services (NACES)-approved agency. **(3.1-13, 3.1-23)** Once a finalist is identified, reference checks are conducted in accordance with Human Resources Procedure 1010.04. **(3.1-15)**

Los Medanos College (LMC) ensures that all faculty meet established minimum qualifications or demonstrate equivalency through a rigorous, faculty-driven process aligned with state regulations. **(3.1-14, 3.1-18)** The District's equivalency process, grounded in AB 1725, enables qualified candidates who do not hold the exact required degree to demonstrate comparable academic preparation and professional experience, while maintaining high standards for instructional quality and student success. **(3.1-16, 3.1-19)** Discipline faculty play a central role in determining equivalency, ensuring that decisions are made by subject matter experts and uphold the integrity of the academic program. Dedicated equivalency committees—separate from hiring committees and composed primarily of faculty—review and validate all equivalency requests using established criteria and collaborative review processes. **(3.1-17)** Applicants who do not meet stated qualifications must provide documented evidence of equivalent academic preparation, experience, and competencies, which are evaluated by discipline faculty and approved through a structured, multi-level review process to ensure instructional quality and rigor. **(3.1-20)**

Hiring practices are governed by established Board Policies, Human Resources Procedures, collective bargaining agreements and the Management, Supervisory, and Confidential Employees Personnel Manual. **(3.1-21, 3.1-22, 3.1-26)** Minimum qualifications for each job classification meet the requirements of the State Chancellor's Office, Title 5 of the California Code of Regulations, and the California Education Code. The LMC Human Resources office works closely with District Human Resources to ensure compliance with Board Policies, procedures, collective bargaining agreements, and state and federal regulations. **(3.1-23, 3.1-24, 3.1-25)** This collaboration supports transparency, consistency, and timely responsiveness to college staffing needs.

In alignment with its mission, vision, and values, the District is committed to attracting and retaining a diverse and highly qualified workforce. The District regularly reviews employment practices and outcomes to ensure fairness, effectiveness, and compliance. The Chief Human Resources Officer reports annually to the Governing Board on Workforce Diversity and Equal Employment Opportunity initiatives. **(3.1-27)** In addition, the District EEO Committee meets regularly to review and strengthen hiring practices in support of the District's Equal Employment Opportunity Plan and Diversity, Equity, Inclusion, and Belonging Planning Framework. **(3.1-11)** In consultation with faculty and classified unions and management, the District also conducts regular reviews of job descriptions and classifications to ensure they remain current and responsive to college and student needs. In alignment with District practice, LMC participates in regular review of employment practices through shared governance structures, hiring outcomes, and workforce diversity efforts. College leaders, in coordination with District Human Resources, review staffing patterns and job classifications to ensure they remain responsive to evolving instructional methods, student demographics, and institutional priorities. **(3.1-28)** These ongoing assessments help ensure that LMC's employment practices support mission fulfillment, equity, and continuous improvement in educational quality and student success.

STANDARD 3.1 EVIDENCE LIST

- 3.1-1 Uniform Employment Selection Guide_4CD 50 pgs
- 3.1-2 FTF_StaffMeeting_2025_Final 15 pgs
- 3.1-3 Department Chair Meeting Minutes_Pg.2_10.28.25
- 3.1-4 UF-Department Bylaws_Pgs.9and13
- 3.1-5 LMC HR Website Screenshot_01.29.2026
- 3.1-6 4CD Careers Website Screenshot_02.26.2026
- 3.1-7 4CD-LMC Faculty Job Posting Asst Econ Professor
- 3.1-8 4CD-LMC Classified Job Posting IT Manager
- 3.1-9 Employee Email-Diversity In Hiring Training_02.25.2025
- 3.1-10 EEO Rep Training for Faculty Hiring Email_12.05.2025
- 3.1-11 CCCC EEO Plan 2024-27 50 pgs
- 3.1-12 Uniform Employment Selection Guide_4CD-Appendix_B-1 Equivalency Policy
- 3.1-13 CCCC Academic Position Application-Master Equivalency Form
- 3.1-14 CCCC Minimum Qualifications for California Community Colleges_19th Edition 88 pgs
- 3.1-15 CCCC HR Procedure 1010.04
- 3.1-16 CCCC-Minimum Qualifications and the Equivalency Process
- 3.1-17 LMC-Equivalency Language
- 3.1-18 LMC-Academic Senate Minutes-Item#4_04.13.2026
- 3.1-19 LMC-Request for Equivalency 4CD Approval Form_Master
- 3.1-20 LMC-Request for Equivalency 4CD Approval Form_Non Master
- 3.1-21 CCCC-HRProcedure_Hiring ContractAdministrators_1010.06
- 3.1-22 CCCC HR Procedure Classified Staff on Selection Committees_3030.02
- 3.1-23 CCCC HR Procedure_Equivalency for Classified Positions Requiring Degree_3050.05
- 3.1-24 UF 2024-27 Contract-Article 6.4.3
- 3.1-25 Local One 2022-2025 Contract_Articles7.11and7.12
- 3.1-26 Mgmnt-Supersr-Confidentl-PersnlMnl_Section3-Employment
- 3.1-27 CCCC GovBardSpecialReport_1025-8A-EEO_Workforce Diversity
- 3.1-28 DEIB Planning and Resource Guide 79 pgs

- 3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.**

The District and College support its employees with professional learning opportunities aligned with its mission and institutional goals and evaluate these opportunities to ensure they effectively support educational services, operational functions, and efforts to close student achievement gaps. Guided by District policies, professional development structures, and evaluation practices, LMC implements Districtwide professional learning opportunities while also offering college specific programs that respond directly to local needs, employee feedback, and institutional priorities.

In alignment with District onboarding frameworks, LMC provides structured college level onboarding and mentoring opportunities. **(3.2-3)** A key example is Classified Nexus, a cohort-based professional learning and onboarding program designed to support new classified professionals. Classified Nexus introduces participants to the College's mission, culture, history, shared governance, student support services, equity initiatives, and professional growth opportunities. **(3.2-2)** The program emphasizes community building, networking, peer mentoring and holistic support, enabling classified employees to contribute effectively to student success early in their careers. This college level onboarding complements District New Employee Orientation and ensures that professional learning is contextualized within LMC's local practices and student population. The District conducts a monthly, full-day New Employee Orientation that introduces employees to the institutional mission and history, student-centered practices, information technology, human

resources and payroll processes, compliance requirements, and available professional learning resources. **(3.2-1)** Orientation content is regularly reviewed and refined based on participant feedback to ensure it meets employee needs and supports institutional goals.

Beyond onboarding, the District offers a broad range of professional learning opportunities for all employee groups such as the *4CD Leadership Institute (4CDLI)*. **(3.2-4)** This institute provides structured, districtwide professional development focused on building leadership competencies, communication, and collaboration among faculty and staff. The program includes a competitive application process, cohort-based learning, and interactive workshops designed to enhance employee effectiveness, support career advancement, and strengthen institutional capacity. **(3.2-5)** The District also provides regular communications and opportunities for employees to complete required trainings such as Sexual Harassment Prevention and Cybersecurity Awareness. **(3.2-6, 3.2-7, 3.2-8)** Each college and the District Office have a Professional Development (PD) Committee that reviews and approves professional development proposals, allocates funds, and ensures alignment with institutional priorities, including activities designed to address student achievement gaps. **(3.2-9)** Professional learning at LMC is coordinated through the Professional Development Advisory Committee (PDAC), which establishes goals, priorities, and outcomes aligned with college and District objectives. PDAC's approved goals and objectives clearly link professional development to student learning, employee effectiveness, and institutional improvement. **(3.2-11)** Professional learning opportunities include in-house workshops, external conferences, online training, and leadership development programs. **(3.2-10)** The District's professional development portal, GROW, tracks participation, flex obligations, and training completion, and provides access to resources such as the California Community Colleges Vision Resource Center and Keenan Safe Colleges. **(3.2-12)**

The District evaluates the effectiveness of its professional learning activities through participant surveys, which are administered for District-sponsored workshops and trainings. **(3.2-13, 3.2-14, 3.2-15, 3.2-16, 3.2-17)** Survey results are reviewed by PD Committees and used to improve future offerings, identify emerging professional learning needs, and ensure professional development continues to support employee effectiveness and institutional improvement. Participation data and trends are summarized annually in the Employee Participation in Professional Development Activities Report, which is presented to the Governing Board. The effectiveness of professional learning opportunities at LMC is evaluated through participant feedback, attendance tracking, surveys, and conference evaluation form and review by college and District professional development committees. The college also reviews national staff survey results such as NACCC, in addition to feedback from flex sessions, workshops, onboarding programs, and equity focused offerings. **(3.2-18)** This ongoing review and analysis help refine programming, identify emerging needs, and ensure alignment with institutional goals. **(3.2-19)** PDAC uses this evidence-based approach to adjust priorities and improve future offerings, supporting a continuous improvement cycle focused on student success, college goals, and employee effectiveness.

Professional learning opportunities are tailored to employee groups while maintaining consistent evaluation and oversight. **(3.2-22)** Classified professionals are supported through programs such as the Classified Employee Enhancement Program (CEEP), as defined in Article 24 of the Local 1 Contract, which funds coursework and conferences aligned with institutional needs and is reviewed through negotiated committee processes. **(3.2-20, 3.2-23, 3.2-24)** Consistent with the College's equity goals and District priorities, LMC offers targeted professional learning that advances equity and inclusion. The Equity in Action workshop series provides ongoing, structured professional learning for classified professionals focused on cultural competence, restorative practices, inclusive language, leadership development, and creating equitable work environments. **(3.2-21)** These workshops empower staff and enhance their capacity to support students from diverse backgrounds.

For faculty, the District and United Faculty recently negotiated a \$100,000 districtwide matching fund to support professional development, expanding access to conferences and educational opportunities. The District participates in the Flexible Calendar program, including mandatory and variable flex days every year,

where faculty participate in a variety of training workshops and activities. **(1.3-17)** The College's Flex Week programming illustrates the breadth and depth of available opportunities, with sessions focused on assessment, curriculum, equity minded pedagogy, online teaching quality, accessibility, technology tools, student support services, and discipline specific collaboration. **(3.2-25)** These opportunities support instructional improvement, compliance, innovation, and student success across all employee groups. Faculty professional learning at LMC includes activities related to student learning outcomes assessment, course and program review, effective online instruction, and inclusive teaching practices. **(3.2-26)**

The District and college provide targeted training to support quality teaching and key initiatives in alignment with our context and priorities. For example, as online and hybrid teaching has become dramatically more prevalent than it was prior to 2020, the District launched Becoming an Effective Online Instructor (BEOI), a contractually required program for faculty who teach online. **(3.2-27)** Meanwhile the college has ramped up its support of quality online teaching and the impact of artificial intelligence (AI) on education through increased trainings and workshops. For example, in Spring 2025 during the College's Flex week alone there were nine workshops aimed at improving distance education in both the fully-online and hybrid formats and an additional four workshops dedicated to better understanding AI in our college context. **(3.2-50)**

From a strategic priority perspective, as a part of our efforts to better support the basic needs of our students, the District has offered workshops on Open Educational Resources (OER) to help further the goal of offering more Zero Textbook Cost (ZTC) courses. **(3.2-28)** Through dedicated OER resources and guidance, LMC faculty are supported in adopting and developing open instructional materials that reduce financial barriers, increase access to course content, and promote equitable student outcomes. **(3.2-29, 3.2-30)** In addition, faculty sabbaticals are funded annually and reviewed by the Sabbatical Leave Committee to ensure alignment with District goals.

For managers, the District regularly offers required training on topics related to effective strategies for supervising and communicating with employees. **(3.2-31, 3.2-33)** Examples of recent management trainings include practical strategies for managing change, interest-based approaches to conflict resolution, and an interactive workshop on legal issues with the District's general counsel. **(3.2-35)** Topics for management training are suggested by managers who regularly complete surveys that ask for suggestions for future workshop topics. **(3.2-36)** At LMC, classified professionals and managers participate in professional learning related to equity, leadership, technology systems, and service delivery, ensuring alignment between employee development and institutional effectiveness. **(3.2-31, 3.2-37)**

In addition to managers, the college and District are committed to fostering leadership and promoting professional development of classified and faculty leaders as well. In addition to *4CD Leadership Institute (4CDLI)* that develops leadership from all employee groups, the college has consistently supported classified participation in the state-level Classified Leadership Institute. **(3.2-4, 3.2-51, 3.2-52)** Faculty are supported with a variety of funded leadership positions on campus including as examples the Nexus Mentorship Program Coordinators who spend the year mentoring, orienting and onboarding new full-time faculty or our CLSO/PSLO Assessment Coordinator who leads the facilitation of our faculty assessment of program and course-level student learning outcomes. **(3.2-53, 3.2-54)** More formal leadership support is also fostered through our Classified and Academic Senate leaderships participation in Classified Senate Coordinating Council and Faculty Senate Coordinating Council respectively. In these spaces, leadership in these roles across the District come together to support each other and help utilize collective leadership in a practical and pragmatic way as they collaborate for student success. **(4.2-28, 4.2-29)** Together, these efforts create multiple pathways for faculty and classified professionals to develop as leaders, whether through formal leadership institutes, campus-based coordination roles, mentoring opportunities, or participation in Districtwide collaborative bodies.

LMC's intentional communication in providing structured, diverse opportunities for employee and student participation in professional development is demonstrated in announcing and offering funding for

conferences such as the Asian Pacific Americans in Higher Education (APAHE), African American Male Education Student Success Summit (A2MEND), All-African Diaspora Educators Summit (ADES), and COLEGAS – Latino/a/x Organization for California Community College. **(3.2-38, 3.2-39, 3.2-41, 3.2-46)** The College provides clear application, funding, and participation expectations, while requiring attendees to engage in post-conference evaluation, knowledge dissemination, and contributions to equity-focused programming, ensuring that professional learning is integrated into institutional improvement efforts. **(3.2-40, 3.2-42, 3.2-44, 3.2-45)** In addition to providing these professional development opportunities, LMC also offers employees an opportunity to apply for conference funding using the *Request for PD & Conference Funding Form*. **(3.2-43)**

The College’s structured post-conference evaluations capture professional learning outcomes and promote continuous improvement. The evaluation process asks participants to identify key takeaways, recommend practices for implementation, and assess the overall value of the conference, ensuring that knowledge gained is intentionally integrated into campus programs and professional development activities. **(3.2-47, 3.2-48)** Additionally, follow-up communication reinforces accountability and completion of evaluations, supporting an institutional culture of reflection, shared learning, and ongoing employee development. **(3.2-49)**

Through coordinated oversight, structured onboarding, sustained professional learning opportunities, and ongoing evaluation, LMC ensures that professional development supports its mission, strengthens employee effectiveness, and advances equitable student outcomes. By aligning college level initiatives with District frameworks while responding to local needs, LMC demonstrates a sustained commitment to professional learning as a strategic driver of institutional effectiveness and student success.

STANDARD 3.2 EVIDENCE LIST

- 3.2-1 NEO Agenda**
- 3.2-2 LMC-WelcomeFall2025ClassifiedNexus_OnboardingEmail**
- 3.2-3 LMC-Adjunct Faculty PD Series Session_GROW@4CD**
- 3.2-4 LMC-4CDLI-FAQs-2025**
- 3.2-5 LMC-Email_4CD-Leadership-Institute-A-Professional-Development-Opportunity_10-14-2025**
- 3.2-6 4CD Sexual Harassment Policy-Prevention_ Managers-Supervisors**
- 3.2-7 Required Cybersecurity Awareness Training Email_ 02.10.2025**
- 3.2-8 LMC-Know Be 4 Security Awareness Training Dashboard_Screenshot _05-20-2026**
- 3.2-9 DW PD Meeting Agenda 12.8.25**
- 3.2-10 LMC PDAC Website Screenshot_ 02.26.2026**
- 3.2-11 PDAC Goals and Objectives_SP25**
- 3.2-12 LMC-GROW Webpage Screenshot_ 03.19.2026**
- 3.2-13 CCCC-PD Survey Management-Legal Training**
- 3.2-14 CCCC-PD Survey Management Training 2024**
- 3.2-15 4CD Harmonizing Perspectives Feedback**
- 3.2-16 Employee Participation in PD Activities Report – District_Non-District**
- 3.2-17 LMC Opening Day Fall 2025-Evaluation_Overview**
- 3.2-18 NACCC Staff Survey Summary Report**
- 3.2-19 PDAC Meeting Minutes – discussing/reviewing PD survey results and/or attendance**
- 3.2-20 Local One Contract 2022-2027_Article24**
- 3.2-21 LMC-Professional Development Webpage-Equity in Action**
- 3.2-22 CCCC-HR Procedure-ClassifiedTrainingMgmtProgram_3040.05**
- 3.2-23 CCCC-Classified Professional Development Overview**
- 3.2-24 CCCC-Classified Confidential Educational Reimbursement Application**
- 3.2-25 LMC-Events Calendar Flex WeekWorkshops_GROW@4CD**
- 3.2-26 LMC-Professional Development Webpage -PIP**

- 1.3-17 Professional Development & Learning – Flex Information Webpage Screenshot
- 3.2-27 CCCCD-Becoming an Effective Online Instructor-GROW
- 3.2-28 LMC-DECommittee-WebpageScreenshot_BEOL
- 3.2-29 LMC-OER-Webpage Screenshot_ 9.16.26
- 3.2-30 Utilizing Pronto to Enhance RSI Email_02.23.2026
- 3.2-31 4CD Professional Development Overview_Pgs.8-9
- 3.2-32 CCCCD-BP2026-Evaluation Program_Managers-Supevisors-Confidential
- 3.2-33 CCCCD-HR Procedure-Academic Management Training_2020.02
- 3.2-35 LMC EquityandInclusionLongTalk_08.22.24
- 3.2-36 LMC Professional Learning Opportunities Webpage Screenshot 2025-26
- 3.2-37 Updated Business Office Process Email_11.20.2025
- 3.2-38 LMC-2026APAHE-PD-Employee Application
- 3.2-39 LMC-Email-Opportunity to Attend 2026 APAHE Conference_11-6-25
- 3.2-40 LMC-Email-Re_2026 APAHE Conference Orientation_4-10-26
- 3.2-41 LMC-2024 ADES Employee Application
- 3.2-42 LMC-2024-ADES-Student-Application
- 3.2-43 LMC-Request for PD & Conference Funding Form
- 3.2-44 LMC-2026 A2MEND PD Employee Application Form
- 3.2-45 LMC A2MEND PD Conference Orientation Powerpoint_3.4-3.6.26
- 3.2-46 LMC-Email-Conference Opportunities for Students and Employees-A2MEND2026Conference_11-18-2025
- 3.2-47 LMC Conference Evaluation Form
- 3.2-48 LMC-Email-2026 A2MEND Conference Evaluation Form_3-12-26
- 3.2-49 LMC-Email-Re_ A2MEND followup_ 4-3-26
- 3.2-50 Spring 2025 Flex Week Schedule_Grow@LMC
- 3.2-51 CCLC-CLI Webpage Screenshot 9.18.26
- 3.2-52 LMC-CS Approved Minutes 08.31.26_Item8f
- 3.2-53 LMC-Nexus Mentorship Program Coordinators Announcement Application
- 3.2-54 LMC-CSLO_PSLO Assessment Coordinators Announcement Application
- 4.2-28 CCCC Bylaws
- 4.2-29 FSCC Bylaws

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

The District conducts regular evaluations for administrators, managers, faculty, classified professionals, and confidential staff in accordance with collective bargaining agreements, District policies and procedures, and applicable laws and regulations. Each evaluation process is based on established, clearly defined criteria connected to the responsibilities and duties articulated in job descriptions and designed to provide constructive feedback that supports continuous professional growth and acknowledges exemplary performance. Performance evaluations include discussions between evaluators and employees regarding strengths, expectations, and areas for improvement. Completed evaluations are maintained in each employee’s personnel file.

Los Medanos College (LMC) implements comprehensive, systematic employee evaluation practices that align with Contra Costa Community College District (4CD) policies, negotiated agreements, and institutional procedures. **(3.3-1, 3.3-2, 3.3-3)** These evaluation processes apply to all employee groups including faculty, classified professionals, managers, supervisors, confidential employees, and administrators and use clear, role-appropriate criteria tied to professional responsibilities, student learning, and the College’s mission of equitable access, academic excellence, and student success.

Evaluation processes at the college vary by employee group. Faculty evaluation timelines, criteria, procedures and forms are published in negotiated guidebooks that collectively constitute Appendix X of the United Faculty contract. **(3.3-4)** The guidebooks are organized by faculty status part-time; full-time probationary; and full-time tenured) and assignment type classroom; hybrid; online synchronous; online asynchronous; counselors; librarians; and learning disability specialists) and are accessible on the HR Website as well as the United Faculty website. **(3.3-5, 3.3-6)** Evaluations include student surveys, observation forms and a self-evaluation component aligned to specific criteria that reflect the District's mission and values. Faculty evaluations at LMC include multiple measures, such as classroom or online observations, student feedback, and faculty self-evaluations, all grounded in clearly articulated performance standards. **(3.3-8)** These criteria emphasize effective instruction, student engagement, and alignment with learning outcomes and institutional priorities. At LMC, department chairs and academic deans actively coordinate and track evaluation timelines, ensuring evaluations are conducted consistently and on schedule. In addition to procedural support, LMC reinforces the institutional value of faculty evaluation through structured recognition of evaluator labor. The College applies the District's Faculty Evaluation Stipend process to compensate faculty members who serve as peer evaluators, chairs, or committee members beyond the one required unpaid evaluation per semester. **(3.3-7)** This practice supports timely completion of evaluations, encourages faculty participation in the peer review process, and underscores the College's commitment to equitable, sustainable evaluation practices.

The District and United Faculty have also created a Canvas site, the Faculty Evaluation Hub, that serves as a centralized repository for all evaluation forms, training videos, checklists, and related resources. **(3.3-9)** Evaluation training is offered in person at the College each semester and asynchronously through the Hub, with completion required every three years for evaluators. Evaluation training completion is tracked in GROW," the District's professional development platform, and evaluation timelines and completion are tracked by academic deans and communicated to department chairs every semester. By requiring evaluator training completion every three years and linking completion tracking through the District professional development system, LMC ensures evaluators remain current and consistent in their application of evaluation standards. **(3.3-10)** Off-schedule evaluations may be initiated by management, following Article 18 of the United Faculty Contract. **(3.3-3)**

Classified employee evaluation process and timelines are described in Article 14 of the Local 1 Contract, "Evaluation", Appendix D. **(3.3-2)** Evaluations use specific, negotiated criteria and are completed by the employee's supervisor, reviewed by the next-level manager, and discussed with the evaluatee. LMC administers classified evaluations through the District's online evaluation system (GROW/Cornerstone), which provides clear workflows, automated notifications, and documented review steps. The process includes an initial evaluation by the hiring manager, a secondary review by an indirect manager, and a formal discussion between the supervisor and employee to review performance, clarify expectations, and identify opportunities for professional growth. **(3.3-11, 3.3-12)** Employees formally acknowledge the evaluation and may provide written comments, reinforcing transparency and dialogue. Completed evaluations are submitted to Human Resources and maintained in personnel files.

Evaluation processes for managers, supervisors, and confidential employees at LMC follow District policies outlined in the Management, Supervisory, and Confidential Employee Personnel Manual. These evaluation processes and timelines are described in Section 6 of the Management, Supervisory, and Confidential Employee Personnel Manual. **(3.3-13)** Managers and supervisors are evaluated on a four-year cycle following probation, with goal reviews in the first and third years, a regular evaluation in the second year, and a comprehensive evaluation in the fourth year that includes broad-based feedback from direct reports and others familiar with the evaluatee's performance. **(3.3-15, 3.3-16)** Confidential employees are evaluated annually by their immediate supervisor (after successful completion of the probationary period) and may create a Career Development Plan as part of the evaluation process. The form for confidential employee performance review is posted on the District's Human Resources website as Appendix B of the Management,

Supervisory, and Confidential Employee Personnel Manual. **(3.3-14)** Evaluation forms and procedures are standardized District-wide and implemented locally at LMC to ensure consistency and fairness.

Evaluation processes and timelines for contract administrators are defined in Human Resources Procedure 3080.05. **(3.3-17)** Contract administrators, including the Chancellor, Vice Chancellors, and College Presidents, are evaluated annually based on progress toward established goals and include broad-based input from direct reports, constituency group leaders, and others familiar with the administrator's work.

All evaluations include self-evaluation components, clearly defined criteria aligned with the District's mission, and opportunities for discussion. **(3.3-18)** When improvement plans are required, evaluators and evaluatees collaboratively identify goals, timelines, and needed support. **(3.3-19)** This approach reinforces continuous professional growth while maintaining accountability.

STANDARD 3.3 EVIDENCE LIST

- 3.3-1 CCCC HR Procedure-Academic Management and Supervisory Performance Evaluations_ 2030.10**
- 3.3-2 LocalOne 2022-2025 Contract_Article14-AppendixD**
- 3.3-3 UFContract2024-2027_Article18**
- 3.3-4 LMC-Evaluation Guidebook for PT Faculty-Appendix-X 404 pgs**
- 3.3-5 CCCC-HR-Website Screenshot_ 02.28.2026**
- 3.3-6 UnitedFaculty-Evaluations-WebsiteScreenshot_02.28.2026**
- 3.3-7 CCCC-Faculty Evaluation Stipend Form**
- 3.3-8 LMC-OOI-Resources for Faculty-Evaluations-Webpage Screenshot_9.17.26**
- 3.3-9 Canvas Faculty Evaluation Hub**
- 3.3-10 CCCC-Evaluation Guidebook for PTFaculty**
- 3.3-11 LMC-Classified Evaluation Instructions**
- 3.3-12 LMC-Evaluation Notification Email To Supervisor_Templates**
- 3.3-13 CCCC-Mgmt-Supervisors-Confidential Personnel Manual-Section 6**
- 3.3-14 CCCC-Mgmt-Supervisors- Confidential Personnel Manual-AppendixB**
- 3.3-15 CCCC-AppendixA-3-Manager-Supervisor FinalEvaluation**
- 3.3-16 LMC-ManagerEvaluationSchedule2025 -26**
- 3.3-17 CCCC HR Procedure-Contract Administrators_3080.05**
- 3.3-18 CCCC-AppendixA-4-SelfEvaluationRevisedMCEB**
- 3.3-19 CCCC-Faculty Improvement Plan**

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

Fiscal governance and accountability are guided by Board Policy 5031 (Fiscal Management) and Board Policy 5033 (Budget Development), which establish principles for sound fiscal management, alignment with institutional plans, maintenance of adequate reserves, and attention to long-term obligations. **(3.4-1, 3.4-2)** Supporting procedures, including Business Procedures 18.01 (General Fund Budget), 18.02 (Parameters for Budget Development and Preparation), and 18.06 (Budget Preparation), define the budget allocation methodology, development timelines, administrative controls, and roles and responsibilities, emphasizing support for essential instructional, student support, and operational functions. **(3.4-3, 3.4-4, 3.4-5)**

The District distributes the majority of its unrestricted revenues to its colleges through an internal revenue allocation model aligned with Senate Bill 361 and codified in Business Procedure 18.01. The District is currently in a hold-harmless funding status and is pursuing a thoughtful, data-informed approach to transitioning to an allocation model more closely aligned with the Student-Centered Funding Formula. **(3.4-6)** As demonstrated in the 2025–26 Tentative and Adoption Budget presentations, LMC proactively responds to

changes in the state budget environment, including the expiration of SCFF hold harmless provisions and the establishment of a new district funding floor. **(3.4-7)** College leadership engages in multiyear fiscal planning to assess the impact of enrollment trends, benefit cost increases, and compensation obligations, using data-informed projections to guide sustainable decision-making. These practices ensure continuity of services while addressing structural budget pressures.

Under the current model, revenues and designated expenses, including statutory, regulatory, and contractual obligations, are allocated to each college in proportion to its share of total budgeted FTES. Each college receives a total operating allocation that serves as the foundation for its local budget. This approach supports the College's financial stability by supporting consistent course offerings and ensuring sufficient resources for essential instructional, student support, and operational functions. It also sustains strong fiscal viability through required reserves, including a minimum of two months of operating reserves at the district level and an additional minimum of one-percent reserve at the college level, as required by Board Policy 5033. LMC promotes transparency and shared understanding of fiscal decisions through regular budget communications and presentations to campus employees and shared governance bodies. **(3.4-8)** Budget assumptions, enrollment targets, and multiyear projections are shared openly, allowing constituents to understand fiscal constraints, risks, and opportunities. **(3.4-9)** This transparency supports informed participation in governance and reinforces trust in institutional fiscal practices.

The College's budget is developed and resources allocated in alignment with the institution's mission, strategic goals, and program review outcomes. **(3.4-11)** College resource allocation processes prioritize instructional needs, adequate staffing, and program effectiveness, consistent with district policies and procedures. The Resource Allocation Process (RAP) explicitly ties resource allocation decisions to the College's Educational Strategic Plan goals, including improving access to academic and financial support, increasing early college and enrollment pathways, strengthening persistence and completion, and enhancing institutional effectiveness. **(3.4-10, 3.4-12)** By requiring requestors to connect budget proposals to specific institutional objectives and program review findings, LMC ensures that fiscal decisions are evidence based and mission driven. **(3.4-13)** This intentional linkage between planning and budgeting demonstrates LMC's commitment to using fiscal resources not only to sustain operations, but to advance equitable student outcomes. **(1.4-10)** Requests are evaluated with attention to how proposed expenditures support disproportionately impacted students, remove barriers to access, and improve the quality and effectiveness of instructional and support services. **(3.4-14, 3.4-15)**

In addition to unrestricted general fund allocations, the College relies on federal and state grants to support its mission and establish new and innovative programs and services. Restricted and categorical funds are allocated in accordance with approved program plans and aligned with institutional goals and program review priorities. Board Policy 5038 and Business Procedure 3.30 (Grants) govern the internal review and approval process to ensure proposed grants align with the College's mission and strategic objectives. **(3.4-16, 3.4-17)** In addition, Los Medanos College strategically leverages restricted and categorical resources, including federal Carl D. Perkins Career and Technical Education (CTE) funds, to enhance educational services aligned with workforce preparation and economic mobility. **(3.4-20, 3.4-21, 3.4-22)** Perkins funds at LMC are administered in accordance with District grant procedures and detailed College specific spending guidelines that define allowable and unallowable expenditures, documentation requirements, and compliance expectations. **(3.4-18, 3.4-19)**

The Los Medanos College (LMC) Foundation Mini-Grant program provides a critical mechanism for addressing institutional needs that fall outside of traditional college, district, state, and federal funding allocations. **(3.4-23)** Funded through philanthropic contributions from individuals, corporations, and community partners, these competitive grants are intentionally designed to support projects, equipment, programs, and student-centered initiatives that may not be prioritized or feasible within standard budget processes. Preference is given to proposals that demonstrate direct benefit to students and that lack alternative funding sources, ensuring that limited public resources are supplemented by flexible, innovation-focused funding. **(3.4-24)**

Through a structured application, review, and accountability cycle, these mini-grants enable timely investment in instructional improvements, student support resources, and program enhancements.

Through an effective budget allocation model, a mission-driven budget development process, and adherence to sound fiscal management principles, the District and College effectively leverage fiscal resources to support student achievement and sustain essential educational and operational functions. These practices promote institutional effectiveness and continuous improvement while ensuring long-term fiscal stability, as reflected in the District's consistently strong fund balances over the past decade. For example, over the past three years, the District's fund balances have ranged from approximately 16% in 2021-2022 to over 21% of total expenditures in 2024-25, exceeding minimum reserve requirements. **(3.4-26)**

Through consistent application of District fiscal policies and procedures, coupled with locally defined processes that promote shared governance and accountability, Los Medanos College demonstrates that its financial resources are used effectively to support its mission and promote equitable student success, fully meeting the expectations of Standard 3.4.

STANDARD 3.4 EVIDENCE LIST

- 3.4-1 CCCCDBoardPolicy-FiscalManagement-5031**
- 3.4-2 CCCCDBoardPolicy-Budget Development-5033**
- 3.4-3 CCCCDBusinessProcedure-GeneralFundBudget-18.01**
- 3.4-4 CCCCDBusinessProcedure-Parameters-BudgetDevlp-Prep-18.02**
- 3.4-5 CCCCD BusinessProcedure-BudgetPreparation-18.06**
- 3.4-6 CCCCDAdoption Budget2025-26 **110 pgs****
- 3.4-7 FY2025-26_AdoptionBudget Presentation_ GovBdMtg_10Sep2025 **34 pgs****
- 3.4-8 LMCBudgetUpdateOpening DayPresentation_January2026**
- 3.4-9 LMC-SGCMminutes-Item5BudgetUpdate_04.23.25**
- 3.4-10 LMC-Educational-Strategic-Plan 2026-31_Final_Pgs.12-15**
- 3.4-11 LMC EducationalStrategicPlan2026-2031Overview_04.27.2026 **23 pgs****
- 3.4-12 CCCCD BudgetRequestsfor2025-2026_Cmontoya_Email _02.05.2026**
- 3.4-13 LMCBudgetRequests Emailfor2025-26FallResourceAllocationProcess**
- 1.4-10 SGCRAPPresentation_2025-26_9-10-25**
- 3.4-14 FY2024-25RAPProposalRatingSheet_Adopted**
- 3.4-15 LMC2025-26FallRAPApprovalMemo**
- 3.4-16 CCCCDBoard Policy-Grants-5038**
- 3.4-17 CCCCD Business Procedure-Grants-3.30**
- 3.4-18 LMC-PerkinsGrant_SpendingGuidelines**
- 3.4-19 LMC-PerkinsProposal_ ScoringRubric2**
- 3.4-20 LMCNews-NonProfitCapacityBuilding**
- 3.4-21 LMCNews-Oakley_LMC-EconDevAward**
- 3.4-22 LMCNews_FireApparatusUpdated**
- 3.4-23 LMC-SP25MiniGrantSpendingProcess**
- 3.4-24 LMC-2025SpringLMCMini-Grant Application_Fire**
- 3.4-26 CCCCDBudgetForum-April2025 **43 pgs****

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The mission and goals of the College serve as the foundation for financial planning, and meaningful stakeholder engagement is a core component of fiscal decision-making at both the District and College levels.

Board Policy 5031 (Fiscal Management), Board Policy 5033 (Budget Development), Business Procedures 18.02 (Parameters for Budget Development), and 18.06 (Budget Preparation) detail the parameters, practices, and values that guide budget development and ensure financial planning reflects a realistic assessment of available and projected fiscal resources. **(3.4-1, 3.4-2, 3.4-4, 3.4-5)** These criteria emphasize alignment with institutional strategic plans, data-informed decision-making, a student-centered focus, and open, honest dialogue with constituency groups regarding fiscal realities. LMC's financial planning processes are explicitly aligned with the College's mission and Educational Strategic Plan (ESP). **(1.1-23)** In November 2025, the College engaged the campus community in a College Assembly to review and refine updated institutional goals, reinforcing their role as the foundation for planning and resource allocation. **(3.5-1)** The revised goals adopted in Spring 2026 as part of the ESP planning process: Campus Culture; Equitable Student Access, Learning, and Outcomes; Partnerships; and Continuous Improvement of Practices and Infrastructure provide a clear framework for prioritizing fiscal decisions and evaluating resource needs. **(1.2-14)**

These goals are intentionally embedded into LMC's planning and budgeting cycles. As part of the ongoing ESP development process, program review activities and resource requests are thematically organized under College goals, ensuring that financial planning decisions support institutional priorities, equity, and student success. By sequencing goal development, program review, and budget planning, LMC demonstrates an intentional and coherent approach to mission aligned fiscal decision making. **(3.5-13)**

The District and College use established shared governance structures to ensure broad stakeholder participation in financial planning, prioritization, and budget development. The District Governance Council (DGC) serves as the districtwide budget advisory body and includes representatives from faculty, classified professionals, managers, and students from each site across the District. **(3.5-2)** Each year, budget assumptions for the Tentative Budget are presented to DGC in February, providing an early opportunity for dialogue and feedback before assumptions are finalized. **(3.5-3)** DGC also reviews the adoption budget in September each year. **(3.5-4)** All constituency groups have opportunities to provide input, raise questions, and communicate concerns through their representatives.

The LMC Business Services website serves as a centralized, accessible repository for fiscal information related to planning and budgeting. The site provides detailed guidance on the College's Resource Allocation Process (RAP), including submission timelines, required documentation, evaluation criteria, and links to forms and databases. **(1.4-3)** By making this information publicly available, the College ensures transparency and supports stakeholders in developing well informed, mission aligned budget requests. **(3.5-5)** In addition, Business Services communicates realistic expectations regarding available funding at the beginning of each RAP cycle, allowing departments and programs to plan responsibly within known fiscal parameters. **(3.5-6)** This proactive dissemination of financial context reinforces trust, supports effective prioritization, and aligns local budget decisions with broader institutional and District fiscal realities.

Budget assumptions, fiscal projections, and anticipated commitments are shared through multiple venues, including monthly College Business Officer (CBO) meetings and open Budget Forums at each college. **(3.5-7, 3.5-8)** During Budget Forums, the District Chief Financial Officer and College Chief Business Officer present the current fiscal status and the outlook for the upcoming year, ensuring that consistent information is disseminated across all locations. **(3.4-26)**

Financial information is presented at Governing Board meetings through reports and presentations that include financial statements, budget transfers, investment reports, and updates on fiscal trends and projections. **(3.5-9)** Annually, the Tentative and Adopted Budgets are presented to the Governing Board in conjunction with information on budget assumptions, fiscal conditions, and priorities aligned with the District's mission. **(3.5-10, 3.5-11)** Additionally, in September each year, the Governing Board holds a public hearing on the Adoption Budget. **(3.5-12)**

Through the deliberate alignment of mission, goals, program review, and fiscal decision making, LMC ensures that its financial planning processes are coherent, participatory, and focused on continuous improvement. Stakeholders are not only informed about fiscal conditions and constraints but are also actively engaged in shaping how resources are allocated to support student learning, equity, and institutional effectiveness. Through these integrated planning, governance, and communication processes, the District and College ensure that financial planning is mission-driven, transparent, and grounded in realistic assessments of available resources.

STANDARD 3.5 EVIDENCE LIST

- 3.4-1 CCCCDBoardPolicy-FiscalManagement-5031**
- 3.4-2 CCCCDBoardPolicy-Budget Development-5033**
- 3.4-4 CCCCDBusinessProcedure-Parameters-BudgetDevlp-Prep-18.02**
- 3.4-5 CCCCD BusinessProcedure-BudgetPreparation-18.06**
- 1.1-23 LMC Educational Strategic Plan 2020-2025 Webpage Screenshot_08.25.2026**
- 3.5-1 LMCCollegeAssembly_11-24-25–RefiningOurNewEducational StrategicPlanGoals_Email-11_21_25**
- 1.2-14 College Assembly Presentation _NewGoal Statements _Pgs 2-6_02.09.2026**
- 3.5-2 CCCCD-DGCWebsiteScreenshot_02.28.2026**
- 3.5-3 DGCAgenda_2-11-2025_BudgetAssumptions**
- 3.5-4 DGCAgenda_9-2-2025_AdoptionBudget**
- 3.5-5 LMC-SGCMinutes-Item6Budget_12-10-25**
- 3.5-6 LMC CSMinutes_11.17.25approved_p1**
- 1.4-3 Resource Allocation Webpage Screenshot_01.23.2026**
- 3.5-7 CBO Agenda Packet wAssumptions_02.06.2025 9 pgs**
- 3.5-8 CBO Agenda Packet_09.04.2025**
- 3.4-26 CCCCDBudgetForum-April 2025**
- 3.5-9 2025-26_GBMasterPlanning Calendar_Review of Fiscal Info**
- 3.5-10 GB Agenda_6-3-2025_Tentative Budget**
- 3.5-11 GB Agenda_9-10-2025_Adoption Budget**
- 3.5-12 GB Agenda_9-10-2025_Budget Hearing**
- 1.2-14 College Assembly Presentation – New Goal Statements_Pgs.2–6_02.09.2026**
- 3.5-13 LMC-Biology Dept Program Review Activities Mapped to Strategic Plan_Activities SP26**

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Board policies and supporting procedures that support strong internal controls, accountability, and the responsible use of financial resources include Board Policy 5031 (Fiscal Management); Board Policy 5001 (Delegation of Authorized Signatures); Board Policy 5013 and Business Procedure 11.10 (Purchasing); Board Policy 5014 (Contracts) and Business Procedure 11.01 (Bids and Contracts); Board Policy 5007 (External Audit of District Funds); and Board Policy 5034 (Internal Audit Services). **(3.4-1, 3.6-1, 3.6-2, 3.6-3, 3.6-4, 3.6-5, 3.6-6, 3.6-7)**

The District maintains effective internal controls and clearly defines roles and responsibilities for the preparation, review, and approval of financial transactions. The District uses the Ellucian Colleague Enterprise Resource Planning (ERP) system for financial and purchasing activities. **(3.6-10, 3.6-11)** This ERP system includes built-in internal controls that trigger different approval levels based on dollar thresholds before a requisition can be converted to a purchase order. All journal entries and budget transfers initiated at the College level are routed to the District Office for review, approval, and entry into the ERP system. **(3.6-8)** Additionally, Board approval is required for changes between major expenditure classifications and for transfers from reserves to any expenditure classification (Board Policy 5031). **(3.4-1)** These internal controls

help safeguard assets, maintain accurate financial records, and ensure compliance with laws and regulations. LMC implements these policies locally through District business processes and required approvals, ensuring consistency and fiscal integrity across the District. Managers regularly monitor their budgets, encumbrances and expenditures utilizing the District budget tool through the InSite portal. **(3.6-12)** The College ensures fiscal accuracy and accountability through carefully structured year-end closing processes. The LMC FY 2024–25 Year-End Schedule establishes detailed deadlines and procedures for purchasing, payroll, accounts payable, cashiering, accounting, and record retention. **(3.6-9)** Clear communication of year-end expectations to all College employees reinforces compliance, internal controls, and responsible financial management.

The District and College manage financial resources with integrity, as demonstrated by independent external audit results. **(3.6-13)** Over more than a decade, the District has consistently received external audit reports with no findings, with only two exceptions: the June 2021 and June 2025 audit reports. **(3.6-14)** In both cases, the District promptly implemented corrective action plans to strengthen internal controls, and no similar findings were identified in subsequent audits.

For example, the 2021 audit identified a procurement-related internal control issue. In response, the Governing Board reviewed its oversight responsibilities during its annual retreat, including Board Policy 1010 (Code of Ethics) and the Governing Board's Rules and Regulations, a practice that now occurs annually. **(3.6-15, 3.6-16, 3.6-17, 3.6-18)** In addition, the Director of Purchasing and Contracts conducts annual training on ethics in procurement, which includes a review of Business Procedure 11.24 (Code of Ethics for Purchasing) and Administrative Procedure 1020.01 (Conflict of Interest). **(3.6-19, 3.6-20)**

Similarly, in response to the 2025 audit finding regarding student enrollment status reporting to the National Student Loan Data System (NSLDS), the District revised its NSLDS upload file and internal transmission cadence to align with NSLDS requirements, thereby ensuring successful, timely transmission. These corrective actions were implemented prior to the finalization of the audit report. External audits encompass the District's financial statements, foundations, investment trust, and bond programs. **(3.6-21, 3.6-22)** Independent Financial Audit reports are presented annually to the Governing Board and posted publicly. **(3.6-23, 3.6-13)** The Bond audit reports are also presented to the Citizens' Bond Oversight Committee annually (CBOC Agenda February 5, 2025) and an annual bond report is shared with the community. **(3.6-24, 3.6-25, 3.6-26)**

Annual financial reports, fiscal condition updates, and audit information are presented to the Governing Board and District Governance Council and shared through public postings and employee forums. Multiple financial presentations are also conducted for college staff, ensuring transparency, accountability, and the opportunity for participation in the ongoing evaluation of fiscal outcomes and practices. As demonstrated in the LMC Budget Update Opening Day Presentation (January 2026), the College evaluates its adopted budget, expenditure composition, enrollment targets, and multi-year projections annually. **(3.4-8)** The presentation documents budget assumptions, identifies structural deficits, and analyzes the long-term fiscal impact of rising compensation and benefit costs relative to constrained revenue growth. These analyses inform strategic discussions about fiscal sustainability and alignment of resources with institutional mission and student success priorities.

LMC places particular emphasis on regular budget monitoring throughout the fiscal year. College business services staff provide guidance and training to departments on budget oversight, use of financial reports, and adherence to District purchasing and accounting procedures. **(3.6-27, 3.4-26, 3.4-8, 3.6-28, 3.6-29)** These practices promote shared responsibility for fiscal stewardship and ensure that expenditures align with approved budgets and institutional goals.

The District regularly evaluates the effectiveness of its financial management practices and internal controls through reviews of past financial performance, multi-year projections, and ongoing consultation with College Chief Business Officers (CBOs). **(3.6-30)** The District Chief Financial Officer uses the Sound Fiscal Health

Checklist in collaboration with College CBOs to assess financial practices and internal controls, document recommendations, and implement improvements. **(3.6-31)** As a result of these evaluations, policies and procedures are reviewed and updated as needed to reflect current practices. **(3.6-32)** Recent policy updates in response to internal evaluations include Business Procedure 9.10 (Payment of Special Services Contractors) and Business Procedure 10.55 (Asset Control), both of which were subsequently approved and implemented. **(3.6-33, 3.6-34)** LMC manages its financial resources responsibly through integrated planning, transparent budget development processes, and continuous monitoring of fiscal performance. The College receives budget allocations based on District-developed multi-year fiscal projections that reflect statewide funding conditions, including the Student-Centered Funding Formula (SCFF), cost-of-living adjustments, and enrollment assumptions. College leadership reviews these allocations in the context of local priorities, enrollment trends, and operational needs.

Through robust internal controls, disciplined budget development and monitoring, transparent communication, structured year-end processes, and regular internal and external evaluations, Los Medanos College ensures the integrity and responsible use of its financial resources. These practices, implemented in accordance with District guidance and procedures, support fiscal stability, informed decision-making, and the effective allocation of resources in service of the College's mission and sustained institutional effectiveness.

STANDARD 3.6 EVIDENCE LIST

- 3.4-1 CCCC BoardPolicy-FiscalMgmt_5031**
- 3.6-1 CCCC BoardPolicy5001-Designation of Authorized Signatures**
- 3.6-2 CCCC BoardPolicy5013-Purchasing**
- 3.6-3 CCCC Business Proc11.10-Blanket Purchase Orders**
- 3.6-4 CCCC BoardPolicy5014-Contracts**
- 3.6-5 CCCC BusinessProc11.01-Bids and Contracts**
- 3.6-6 CCCC BoardPolicy5007-External Audit of District Funds**
- 3.6-7 CCCC BoardPolicy5034-Internal Audit Services Charter**
- 3.6-8 CCCC BusinessProc3.23-JournalEntry**
- 3.6-9 LMC FY2024-25 Year End Schedule**
- 3.6-10 LMCColleagueTrainingHandout-GLSAR Report**
- 3.6-11 LMCColleagueTrainingHandout-XGLRR Report**
- 3.6-12 LMC InSite Access Budget**
- 3.6-13 CCCC-GB-Agenda_Audit Reports_01.21.2026**
- 3.6-14 CCCC-Annual Financial Report_06.30.2021 and 2020 104 pgs**
- 3.6-15 CCCC Board Policy 1010-Code of Ethics**
- 3.6-16 GB Retreat Agenda_7-24-21_BP 1010**
- 3.6-17 GB Retreat Agenda_7-24-21_Rules & Regs**
- 3.6-18 CCCC-Gov Bard-Rules and Regulations**
- 3.6-19 CCCC Bus Procedure-Code of Ethics_11.24**
- 3.6-20 CCCC -Administrative Proc-Conflict of Interest_AP1020.01**
- 3.6-21 CCCC Investment Trust Fin Stmt Website Screenshot_02.28.2026**
- 3.6-22 CCCC-Bond Prgrms-Audits-Stmts Website Screenshot_02.28.2026**
- 3.6-23 GB Agenda_1-15-2025_Audit Reports**
- 3.6-24 CCCC-Measure A and E Website Screenshot_02.28.2026**
- 3.6-25 CBO Agenda_02-05-2025-Bond Audit**
- 3.6-26 CCCC-Measure A Annual Reports Website Screenshot_02.28.2026**
- 3.4-8 LMC Budget Update Opening Day Presentation, January 2026**
- 3.6-27 Governor January Budget Proposal_02.14.2024 27 pgs**
- 3.4-26 CCCC Budget Forum-April 2025**
- 3.6-28 LMC Business Office Training AP Purchasing Process Presentation_20250626 39 pgs**
- 3.6-29 LMC Manager Fiscal Training_J Tharchin Email**
- 3.6-30 Multi-Yr Projections_26-27 budget development**

- 3.6-31 AppendixE-SoundFiscalHealthMngmChklist_2025-26
- 3.6-32 CBOAgendaPacket-PolicyReview_09.05.2024
- 3.6-33 CCCCD-BusProcedure-PymtSpecSvContract_9.10
- 3.6-34 CCCCDBusProcedure-Asset Control _10.55

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The District and College ensure financial solvency through a robust budget development process, integrated short- and long-range financial planning, disciplined reserves, proactive management of long-term obligations, and continuous monitoring of fiscal outcomes.

The review and analysis of prior year actuals, current fiscal conditions, and long-term planning is a foundational component of the District and College budget development process, as described in Board Policy 5031 (Fiscal Management), Business Procedure 18.01 (General Fund Budget), Board Policy 5027 (Investments), and Business Procedure 3.43 (Debt Issuance and Management) further ensure ongoing fiscal stability and long-range planning. **(3.4-1, 3.4-3, 3.7-1, 3.7-2)** Budget assumptions are updated regularly to inform multi-year budget and cash flow projections, assess sustainability, and proactively identify potential risks. **(3.7-3, 3.7-4, 3.6-30)** LMC's shortrange financial planning is grounded in a structured annual budget development process that incorporates review of prior year actuals, current fiscal conditions, and Districtwide long range financial assumptions. The District provides standardized budget development templates and multiyear projections that include updated enrollment assumptions, cost of living adjustments (COLA), retirement cost projections, and revenue forecasts under the Student Centered Funding Formula (SCFF). This integrated approach ensures that LMC's annual budget decisions are evaluated within a multiyear context to assess ongoing structural balance and fiscal sustainability.

Because the majority of the College's expenditures are employee salaries and benefits, reliable position control is central to fiscal management. Annually, the District provides a budget development template to the College, which includes all permanent positions and associated salaries and benefits, FTE trends, and prior-year non-personnel allocations. The College identifies anticipated vacancies and makes adjustments as necessary, in accordance with Business Procedure 3.07. **(3.7-5)** LMC's financial solvency is closely tied to State funding through the SCFF. The College actively monitors FTES trends, enrollment targets, and student success metrics to align instructional offerings and budget allocations with anticipated revenue. As reflected in the 2025-26 Tentative Budget Update, LMC incorporates District FTES targets, SCFF funding floors, and stability protections into its revenue assumptions, mitigating the financial impact of enrollment fluctuations while planning for the post-hold harmless funding environment beginning in 2025-26. **(3.1-2, 3.4-7, 3.7-6)** The College's Faculty Prioritization (Box 2A) process further links fiscal planning with long term academic priorities. **(3.7-7)** The revised Faculty Prioritization timeline promotes early planning, equitable evaluation of instructional needs, and alignment with District recruitment and budget cycles. **(3.7-8)** This process ensures that new faculty hires are strategically planned, fiscally sustainable, and consistent with programmatic and enrollment trends.

The District and College continually monitor, evaluate, and adjust institutional budgets and cash management strategies to ensure both short-term and long-term solvency. Budgets are monitored throughout the fiscal year to identify revenue or expenditure variances, with adjustments made as needed. **(3.7-9, 3.7-10)** Cash management and investment practices align with Board Policy 5027 (Investment Policy) and are coordinated with the County Treasurer. **(3.7-1)** LMC and the District continuously monitor budget performance throughout the fiscal year through formal financial statements and variance analyses. **(3.7-6)** Adjustments are made as necessary to address revenue or expenditure changes, ensuring that the College remains fiscally balanced in both the short and long-term. District level cash management and investment

practices, guided by Board Policy 5027 (Investment Policy), further support liquidity and long-term financial health.

The college engages managers and deans in an annual, structured budget development cycle that includes departmental review of positions, funding allocations, and resource alignment, followed by shared governance review through the Shared Governance Council and campus-wide presentations. The Business Office supplements this process by providing regular quarterly budget and expenditure reports, enabling divisions and departments to monitor performance, identify variances, and implement timely corrective action when needed. **(3.7-12, 3.7-13, 3.7-14)** These practices are reinforced by detailed financial reporting and formalized processes for budget adjustments, including transfers and reallocations, ensuring appropriate review, approval, and alignment with programmatic and institutional priorities. **(3.7-16, 3.7-17)** Additionally, consistent communication regarding state allocations, fiscal guidance, and funding requirements supports coordinated planning and informed decision-making, demonstrating systematic fiscal oversight and accountability across the institution. **(3.7-11, 3.7-15)**

In 2013, the Governing Board established an irrevocable trust to meet long-term funding requirements for retiree health and welfare obligations and other post-employment benefits (OPEBs). **(3.7-18, 3.7-20)** The trust is administered by a Retirement Board of Authority and managed in alignment with the District's Investment Policy Statement. **(3.7-19)** While continuing to pay retiree health costs on a pay-as-you-go basis, the District contributes at least \$1 million annually toward OPEB expenditures. As of the June 2025 GASB 74/75 actuarial report, the OPEB trust is 87 percent funded. **(3.7-21, 3.7-22)** The District also maintains dedicated reserves for vacation and faculty load bank liabilities (Fund 29). As of June 2025, the vacation and load bank liability is 82 percent funded.

The District ensures that locally incurred debt repayment schedules do not adversely impact its ability to meet current and future obligations. Debt service amortization schedules, including those for General Obligation Bonds, are incorporated into multi-year financial forecasts and budget assumptions. **(3.7-23)** A Citizens' Bond Oversight Committee meets regularly to review compliance with Proposition 39 requirements. **(3.6-24)**

The District has maintained a strong Aa1 rating from Moody's since 2010 and an equally solid AA+ rating from Standard & Poor's since 2018. **(3.7-24, 3.7-25)** These credit ratings support favorable borrowing terms, reduce costs to taxpayers, and demonstrate the District's ability to sustain operations and meet long-term financial commitments.

Through adherence to District fiscal policies, disciplined budget development, integrated enrollment and staffing planning, and continuous monitoring of financial performance, Los Medanos College ensures financial solvency while aligning shortrange financial plans with long range institutional priorities. These practices demonstrate that LMC meets Standard 3.7 by responsibly stewarding resources, planning for future fiscal challenges, and sustaining its mission over time

STANDARD 3.7 EVIDENCE LIST

- 3.4-1 CCCCDBoardPolicy-FiscalMgmt_5031**
- 3.4-3 CCCCD-BusinessProc18.01-GeneralFundBudget**
- 3.7-1 CCCCDBoardPolicy-InvestmentPolicy-5027**
- 3.7-2 CCCCDBusiness Proc3.43-DebtIssuanceandManagement**
- 3.7-3 CCCCD2024-25AdoptionBudgetAssumptions**
- 3.7-4 CCCCD2025-26AdoptionBudgetAssumptions**
- 3.6-30 Multi-YrProjections_2026-27budgetdevelopment**
- 3.7-5 CCCCDBusProc-AcademicMonthly PersonnelBudgAcct-3.07**
- 3.1-2 FTF_StaffMeeting_2025_Final 15 pgs**
- 3.4-7 FY2025-26_AdoptionBudget Presentation_ GovBdMtg_10Sep2025**

- 3.7-6 LMCBudgetUpdate_2025-26Tentative_April 2025 26 pgs
- 3.7-7 LMC-Box2A-Fall2023Memo
- 3.7-8 LMCRevisedFacultyPrioritization-Box2aProposal
- 3.7-9 CCCC2024-25Q3Financial Statements_ 03.31.2025 44 pgs
- 3.7-10 CCCC2025-26Q1FinancialStatements_AllFunds
- 3.7-11 LMC-TentativeBudgetDevMgrMeeting_JTharchinEmail
- 3.7-12 LMC-QuarterlyReportQ22025-26Email_MInzunza
- 3.7-13 LMC-Q2 FY2025-26 Operating Budget & Expense Report _Sr. Dean Planning & IE_
Departmental Summary
- 3.7-14 LMC-CategoricalFundRFB_MInzunzaEmail_02.26.26
- 3.7-15 LMC-Dream Resource RFB Email_ MInzunza_01.06.2026
- 3.7-16 LMC-BT 20260408 Child Study Center Summer Camp Budget
- 3.7-17 LMC-BT 20260410 Student Retention & Enrollment Carryover Set up
- 3.7-18 CCCC-FuturisAnnualNotificationsWebsiteScreenshot
- 3.7-19 CCCC-Retirement BoardofAuthorityWebsiteScreenshot
- 3.7-20 CCCCInvestmentPolicy Statement2018-10-18
- 3.7-21 CCCCActuarialStudyofRetireeHealthLiabilities06.30.2025 31 pgs
- 3.7-22 Adopted Budget_2025-2026_Compensated Absences
- 3.7-23 CCCC-2025-26CCCRates Signed
- 3.6-24 CCCC-MeasureAandEWebsiteScreenshot_02.28.2026
- 3.7-24 Credit_ Opinion-CCCC-01Nov2024-PBM_1426656
- 3.7-25 RatingsDirect_4CD Credit Rating_March 2024

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

The College and District plan, construct, maintain, and evaluate physical resources to support educational services and operational functions. Facilities planning and maintenance are aligned with the College’s mission, goals, and the needs of instructional and student support programs through a coordinated district–college planning process. **(1.1-2)** The College ensures that facilities are safe, effective, and sufficient at all locations where instruction, student services, and learning support are offered.

Facilities planning is informed by the Los Medanos College Facilities Plan, which integrates enrollment trends, space utilization, facilities condition assessments, safety and accessibility requirements, and sustainability goals. **(3.8-1)** The plan was developed collaboratively with input from administrators, faculty, staff, and students and is grounded in the college’s mission, vision, and values and aligned with its Educational Strategic Plan. **(1.1-23)** The Facilities Plan integrates enrollment trends, space capacity and utilization data, program needs, infrastructure and building systems assessments, anticipated costs, and funding strategies, providing a comprehensive roadmap for current operations and future development. Major renovations, deferred maintenance, and new construction projects are implemented through established District facilities planning and capital outlay processes and comply with California Department of the State Architect (DSA) standards for structural integrity, accessibility, and fire-life safety.

The District Facilities Planning team oversees the planning and implementation of major bond-funded and locally funded capital projects in collaboration with the College. **(3.8-2)** The 2014 Measure E capital improvement program has supported multiple projects at the College and continues to fund additional improvements. **(3.8-4)** In addition, districtwide facilities planning collaboration has supported locally funded energy efficiency projects focused on replacing end-of-life building systems, including HVAC, building controls, and lighting.

Facilities planning and evaluation are guided by state standards and required planning processes. District facilities are evaluated and planned in accordance with the Board of Governors of the California Community Colleges Facilities Space and Utilization Standards, which link space capacity to enrollment projections. **(3.8-5)** The District utilizes the Facilities Planning Manual for the California Community Colleges and the Facilities Utilization Space Inventory (FUSION), a database used to analyze space utilization on campus. **(3.8-6)** FUSION space inventories for District facilities are reviewed, updated annually, and submitted to the California Community Colleges Chancellor's Office (CCCCO). **(3.8-7, 3.8-8)** These evaluation processes support continuous improvement and alignment with District planning cycles.

To comply with all CCCCCO requirements and Business Procedures 5.01 (Scheduled Maintenance and Special Repair Program), 5.10 (Planning for Construction, Renovation, or Alternation Projects), and 5.11 (Furniture, Fixtures, and Equipment for Capital Outlay Projects), the District collaborates with each college to complete and submit the Five-Year Scheduled Maintenance Plan, the Annual Energy Plan Update, and the Five-Year Capital Outlay Plan (5-YR CP). **(3.8-9, 3.8-10, 3.8-11, 3.8-12, 3.8-13)** The District also actively seeks support for capital projects through local and state bond dollars. The 5-YR CP completed in 2025 included Initial Project Proposals and three Final Project Proposals forming a request for State funding match for the priority projects from the 2024 Facilities Plans, including both new construction and renovation projects. **(3.8-14, 3.8-15)**

District and colleges coordinate facilities planning and implementation through bi-weekly Facilities Planning meetings that include the Vice President of Business and Administrative Services (VPBAS) and the Director of Maintenance and Operations. **(3.8-16)** This coordination ensures that projects align with Measure E priorities and locally funded initiatives and that budgets, regulatory requirements, emergency needs, and institutional priorities are addressed effectively. LMC maintains its facilities through an organized Facilities, Maintenance, and Operations structure, with clearly defined responsibilities for custodial, grounds, receiving, and maintenance services. **(3.8-18)** The Facilities Department's mission emphasizes maintaining a safe, effective, and supportive physical environment that enhances the instructional mission of the College. **(3.8-17, 3.8-19)**

Both College and District facilities planning teams place students, staff, and public safety as their highest priority. **(3.8-20)** All buildings are designed and constructed in compliance with the California Department of the State Architect (DSA) to ensure fire-life safety, structural, and accessibility. Facilities maintenance and operations comply with the California Occupational Health and Safety Act (Cal/OSHA) requirements and applicable regulations related to repairs and maintenance work. In addition, the Colleges complies with requirements set forth for handling and disposal of hazardous materials and waste. Faculty and staff submit maintenance and safety concerns through a standardized work order request system, which documents, prioritizes, and tracks requests using published criteria that emphasize safety, essential instructional and student service functions, preventive maintenance, and conservation of institutional resources. Site maintenance teams conduct routine facilities reviews, and employees who identify facilities or safety concerns communicate them to the Maintenance and Operations teams, which in turn communicate reported issues to the VPBAS. **(3.8-21)** In cases that require an engineering team review or assessment, the District Facilities Planning team provides guidance, professional expertise, and resources to ensure timely resolution in compliance with building codes and DSA requirements. Campus safety is supported through compliance with Cal/OSHA, hazardous materials regulations, and District safety procedures, as well as through the work of the LMC Safety Committee, which reviews emergency preparedness, evacuation procedures, signage, and campus safety concerns. Regular coordination among Facilities, Campus Safety, and District Facilities Planning ensures timely response to identified issues and consistent application of safety standards across all locations. **(3.8-2, 3.8-3, 3.8-17)**

The District and the College regularly evaluate the effectiveness and sufficiency of facilities and equipment, taking space utilization data, program needs, and changing technology requirements into account. Formal evaluation also occurs through Facilities Condition Assessments conducted by the State Chancellor's Office, which reflect campus needs, educational and facilities goals, space capacity analysis, and the adequacy of existing instructional and student support spaces. Results from these assessments inform the District's Five-

Year Capital Outlay Plan projects and ongoing facilities planning and are used to improve facilities in alignment with institutional and educational goals. Through integrated district–college planning, transparent maintenance systems, and ongoing evaluation, Los Medanos College ensures that physical resources are safe, effective, and sufficient to sustain educational services, student support, and operational functions, thereby meeting ACCJC Standard 3.8.

STANDARD 3.8 EVIDENCE LIST

- 1.1-2 LMC-Mission-Vision-Values-Webpage-Screenshot_1.30.2026**
- 1.1-23 LMC Educational Strategic Plan 2020–25 Webpage Screenshot_ 08.25.2026**
- 3.8-1 LMCFacilitiesMasterPlan2024_02.12.2026 55 pgs**
- 3.8-2 DVC-LMC_ EmergencyProjectsProcessExample**
- 3.8-3 LMCSafety CommitteeAgenda_02.12.2026**
- 3.8-4 LMCFacilities PlanDesignGuidelines2024_02.12.2026 44 pgs**
- 3.8-5 BOG-2020Revision_PolicyonUtilization and Space Standards**
- 3.8-6 CCCCC FacilitiesPlanning Manual 362 pgs**
- 3.8-7 FUSION-Space Inventory CCCCCFPU-Submitted**
- 3.8-8 4CD-Certification ofInventoryFY2025-26_ FUSION Report17_4cdSigned_10.03.24**
- 3.8-9 CCCCCBusiness Procedure5.01-Scheduled Maintenance and Special Repair**
- 3.8-10 CCCCCBusinessProcedure 5.10**
- 3.8-11 CCCCC Business Procedure5.11**
- 3.8-12 ProjectList5Year 12_15_2025 10_48_34 AM**
- 3.8-13 CCCCC-Energy Plan Approved**
- 3.8-14 CCCCCD0725-22A-FP 5Year Capital Outlay Plan 194 pgs**
- 3.8-15 LMC Five Year Capital Outlay PlanFY27-31_02.17.2026 194 pgs**
- 3.8-16 CCCCCD-Facilities PlanningMeetings2025 26 pgs**
- 3.8-17 LMC Safety CommitteeWebpageScreenshot_02.17.2026**
- 3.8-18 LMC Facilities OrgChart_02.17.2026**
- 3.8-19 LMCFacilitiesHomeWebsite Screenshot_ 04.01.2026**
- 3.8-20 CCCCCD HR Procedure -Safety-Illness-Injury_1080.15**
- 3.8-21 LMC Facilities Work Order Request System_02.17.2026**

- 3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

The College and District implement, enhance, and secure technology resources in direct support of educational services, student learning, and operational continuity. Technology planning, implementation, and maintenance are purposefully aligned with the College mission, Educational Strategic Plan, and Facilities Plan, as well as with Districtwide strategic technology priorities. **(1.1-2, 1.1-23, 3.8-1, 3.9-1, 3.9-2)**

College and District Information Technology (IT) departments collaborate closely to ensure that technology systems and services are responsive, reliable, and mission-aligned (District IT Roles and Responsibilities). **(3.9-3)** LMC Information Technology & Services (IT&S), in collaboration with District Information Technology, provides comprehensive technology infrastructure and support across the Pittsburg Campus, Brentwood Center, and remote learning environments. **(3.9-4)** The College IT Manager participates in College planning committees and meets monthly with the District IT Director and other College IT managers to coordinate districtwide initiatives, address emerging needs, and ensure that technology resources remain up to date, secure, and compliant with industry standards.

Technology resources at LMC are guided by participatory governance and continuous planning. The Technology Advisory Group (TAG) serves as the College's primary shared governance advisory group for technology planning and recommendations. **(3.9-5)** TAG includes representation from faculty, classified professionals, students, and administration. TAG meetings are open to the campus community and are held regularly to review instructional technology needs, infrastructure priorities, software and hardware standards, and implementation of the LMC Technology Plan 2022–2028. **(3.9-2)** The Shared Governance Council decided to deactivate the Technology Advisory Group (TAG) as part of efforts to improve governance structures, following its partial transition toward a broader technology-focused role. **(3.9-6)** The college plans to form a new task group to design a re-envisioned committee that better supports students, staff, and faculty in leveraging technology. The Distance Education Committee plays a central role in ensuring that technology resources support high quality online and hybrid instruction. **(2.6-10)** Serving as a recommending body on academic and professional matters related to distance education, the committee reviews and recommends standards for online pedagogy, faculty training, student authentication, curriculum requirements, and use of instructional technologies, including the learning management system.

District IT is responsible for the enterprise-level systems and infrastructure, including the Ellucian Colleague Enterprise Resource Planning (ERP) system, districtwide network infrastructure, Wi-Fi, firewalls, access management, and the Zoom phone system. **(3.9-7, 3.9-8, 3.9-9, 3.9-10)** College IT provides localized end-user support for faculty, staff, and students while managing campus hardware, maintaining classroom and instructional technologies, and ensuring timely support and troubleshooting for on-campus technology needs. This also includes student computer labs, instructional software, smart classroom audiovisual systems, videoconferencing, virtual desktop infrastructure (VDI), virtual reality (VR), and mobile and cloud-based technologies. Technology standards guide procurement and deployment to ensure interoperability, accessibility, data security, and long-term sustainability. College IT also collaborates on facilities and construction projects to ensure technology design is integrated into new and renovated instructional and operational spaces. **(3.9-44)**

The District and college support the effective, ethical, and secure use of AI and emerging technologies through professional development and clear policy frameworks. The AI Communities of Practice program builds faculty capacity to integrate AI into teaching in equitable, transparent, and discipline-specific ways, while the Responsible Technology and AI Use Guidance ensures strong standards for data privacy, FERPA compliance, and ethical use. **(3.9-11, 3.9-12)**

At the same time, the transition to SoftDocs exemplifies innovative processes by implementing a cloud-based document management and workflow system that modernizes operations and improves efficiency. **(3.9-13)** The migration from legacy systems, combined with training and workflow automation, reflects the District's commitment to leveraging emerging technologies to enhance effectiveness and deliver secure, streamlined services. **(3.9-14)**

LMC maintains a centralized, web-based IT service request and ticketing system that provides timely, structured support for students, faculty, and staff. **(3.9-4)** The system allows users to report issues, request assistance or equipment, and access technology guidance related to instructional software, classroom technology, network connectivity, and administrative systems. **(3.9-15)** Help desk and ticketing data are used to monitor system performance, identify trends, evaluate service effectiveness, and prioritize infrastructure or support improvements. **(3.9-16, 3.9-17, 3.9-18)** The ticketing system also supports faculty instructional technology needs, including Canvas assistance and individualized support through designated technology trainers. These evaluation practices contribute to continuous improvement of technology services and ensure the reliability of systems that support teaching, learning, and operations.

The District maintains InSite, a comprehensive portal that provides personalized, role-based access for students and employees. **(3.9-19, 3.9-23)** Students use InSite to register for classes, access financial aid and other services, make payments, access their email, track important deadlines and tasks, view College

announcements and deadlines, and access Canvas, the District's learning management system. **(3.9-20, 3.9-21, 3.9-22)**

Students and employees use Microsoft 365's OneDrive and SharePoint for secure document storage, version control, and collaboration. LMC employs effective protocols for network and data security through a layered, districtwide security framework. The District maintains a multi-layered backup and disaster-recovery framework that includes on-premises backups and immutable cloud-based storage. **(3.9-24)** This redundancy strengthens data protection, reduces the risk of data loss, and helps ensure the District can recover quickly in the event of a system failure or disaster. **(3.9-25, 3.9-26)** The Protected Objects report demonstrates that LMC maintains comprehensive data protection practices, with 77 total systems backed up, a 100% successful backup rate, and active snapshot coverage across all objects, including VMware, Microsoft SQL, and network storage. **(3.9-28)** The Wasabi dashboard further evidences institutional capacity for secure cloud-based storage management, tracking active storage, deleted storage, object counts, and bucket structures. **(3.9-27)**

The College and District clearly communicate requirements for the safe and appropriate use of technology to all users through District policies and procedures on acceptable technology use (Board Policy 5030, Business Procedure 10.06), access to technology assets (Business Procedure 10.54), data classification standards (Business Procedure 22.22), and destruction of District records (Administrative Procedure 1900.01). **(3.9-29, 3.9-30, 3.9-31, 3.9-32, 3.9-33)** Requirements are reinforced through regular email communications, mandatory cybersecurity training, and resources published on the District Information Technology website. **(3.9-34, 3.9-35, 3.9-36)** The District IT website is accessible through InSite and includes policies, standards, and security protocols (e.g., the Vulnerability Management Standard and the Written Information Security Program (WISP)). **(3.9-37)** Mandatory cybersecurity awareness training and phishing simulations promote shared responsibility for data protection and reinforce user awareness of evolving digital threats. Students receive guidance on secure system access and appropriate use of technology through IT resources, instructional support, and online documentation. **(3.9-38)**

In accordance with the IT industry standards, District IT employs a multi-faceted approach to information security that addresses network, data protection, and access control. **(3.9-39, 3.9-42)** Protective measures include role-based access controls and authentication requirements to limit system access to authorized users, regular vulnerability scans of server and system environments, continuous threat monitoring, mandatory monthly phishing simulations for all employees, and annual cybersecurity training. **(3.9-40, 3.9-41, 3.2-6)**

The College and District regularly evaluate the technology infrastructure, including network performance, system reliability, and information security. **(3.9-1, 3.9-2)** District IT assesses technology resources in several ways, including system monitoring, periodic penetration testing, and reviews of network and server capacity to ensure systems remain effective and secure (IT Infrastructure and Systems Evaluation Matrix). **(3.9-43)** Input from users, help-desk data, and feedback from College and district-level governance committees also inform technology improvements. **(3.9-5, 3.9-4, 3.9-15)** These continuous evaluation practices ensure that technology resources effectively support educational services, student learning, and day-to-day operations. **(2.6-10)**

Through coordinated planning, shared governance, service desk evaluation, and instructional oversight, Los Medanos College continuously assesses and improves its technology resources. Feedback from governance committees, distance education evaluation, system monitoring, and IT service data informs ongoing enhancements. These practices ensure that technology resources are sufficient, secure, and sustainable and that they effectively support educational services, student learning, and institutional operations.

STANDARD 3.9 EVIDENCE LIST

1.1-2 LMC-Mission-Vision-Values-Webpage-Screenshot_1.30.2026

1.1-23 LMC Educational Strategic Plan 2020-2025 Webpage Screenshot_08.25.2026

- 3.8-1 LMCFacilitiesMasterPlan2024_02.12.2026 55 pgs
- 3.9-1 LMCTechnologyPlan2025MindMap 28 pgs
- 3.9-2 LMCTechnologyPlan2022-2028 16 pgs
- 3.9-3 District IT Roles and Responsibilities
- 3.9-4 LMCIT Webpage_02.17.2026
- 3.9-5 LMCTAG Website_02.17.2026
- 3.9-6 LMC-TAG Deactivation_PRalstonEmail
- 2.6-10 DE Committee Webpage_Screenshot_4-29-2026
- 3.9-7 CCCCDColleagueAccess from OffsiteLocation
- 3.9-8 CCCCDCistrict Information Technology
- 3.9-9 CCCCDCInformation Security
- 3.9-10 CCCCDCITDepartment-Website Screenshot_03.21.2026
- 3.9-11 CCCCDAI CoP Program Description
- 3.9-12 CCCCDCResponsible Technology and AI Use
- 3.9-13 CCCCDSoftdocs UpdateEmail_KOrtega
- 3.9-14 CCCCDSoftdocsProjectScheduleProposal
- 3.9-15 LMC ITTicket System_02.17.2026
- 3.9-16 LMCITHelpTicket-Adobe PDF Issues #REQ-53108
- 3.9-17 LMCITHelpTicket-Chromebook Recovery #REQ-53213
- 3.9-18 LMCITHelpTicket-LMC Media Request #REQ-52794
- 3.9-19 InSite Portal
- 3.9-20 LMCInsiteWebpage_02.17.2026
- 3.9-21 District IT Information in InSite
- 3.9-22 LMCInsiteWifiInstructions_02.20.2026
- 3.9-23 LMCInsiteEmployee Resources_02.17.2026
- 3.9-24 District Technology Resources Backup Strategy
- 3.9-25 LMC- IT Server Backup Strategy
- 3.9-26 CCCCDEmergency OperationsPlan 298 pgs
- 3.9-27 LMC-Wasabi_Dashboard
- 3.9-28 LMC-Protected-Objects_2026-04-14-1602
- 3.9-29 CCCCDBoardPolicy-5030
- 3.9-30 CCCCDBusinessProcedure-10.06
- 3.9-31 CCCCDBusinessProcedure-10.54
- 3.9-32 CCCCDBusinessProcedure-22.22
- 3.9-33 CCCCDCAdministrativeProcedure_1900.01
- 3.9-34 Employee Email - Summer Technology Update
- 3.9-35 CCCCDCITHowToArticles
- 3.9-36 CCCCDCITPoliciesandStandards
- 3.9-37 CCCCDCVulnerabilityManagementStandard
- 3.9-38 CCCCDCWrittenInformationSecurityProgramWebsiteScreenshot_03.03.2026
- 3.9-39 CCCCDCInformation Security
- 3.9-40 Employee Email - Phishing Tests
- 3.9-41 LMC-Email_Phishing-It'snotjustemailanymore_4_27_26
- 3.2-6 Required Cybersecurity Awareness Training Email_02.10.2025
- 3.9-42 CCCCDCAccessandUsageofNetwork
- 3.9-43 IT Infrastructure and Systems Evaluation Matrix
- 3.9-44 LMC-IT Webpage Screenshot 9.18.26

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The District has appropriate strategies for risk management and policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies. Board Policy 5033 and Business Procedure 18.01 require the District to maintain unrestricted general fund reserves of no less than two months of operating expenditures. **(3.4-2, 3.4-3)** The District regularly exceeds this minimum; for example, the District's 2025-2026 Adopted Budget exceeds the required reserve level, providing a financial buffer to address unforeseen circumstances and ensure continuity of operations. **(3.4-7)** Prudent fiscal management at both the District and College levels has allowed for the maintenance of reserves that are available during periods of economic uncertainty to meet cash flow needs when necessary. Furthermore, the District's Irrevocable Trust for Other Post-Employment Benefits (OPEB) is currently funded at 91%. At the operational level, the College follows structured District timelines and controls that support fiscal stability and risk mitigation. The 2024–25 Fiscal Year-End Schedule demonstrates clearly defined processes for purchasing, payroll, accounts payable, cash management, and budget reconciliation. **(3.6-9)** Adherence to these timelines reinforces the College's ability to maintain financial continuity during periods of transition or emergency.

In addition, the District manages financial risk through participation in three joint powers authorities (JPAs): the Bay Area Community College District (BACCD)/Golden State Community College District (GSCCD) JPA; Statewide Association of Community Colleges (SWACC) JPA; and Contra Costa County Schools Insurance Group (CCCSIG) which provide self-insurance coverage for property, liability, cyber risk, equipment breakdown, and workers' compensation. **(3.10-1, 3.10-2, 3.10-3)** JPA members meet regularly to ensure fiscal stewardship, share risk-management strategies, and review and mitigate risk exposures. The District routinely reviews and updates its insurance coverage and meets annually with the BACCD manager to review coverage and program offerings. These arrangements ensure the District has sufficient insurance coverage, enabling it to pool risk, maintain appropriate coverage levels, and manage claims effectively.

District IT maintains a multi-layered backup and disaster-recovery framework that includes on-premises backups and immutable cloud-based storage for sensitive data systems, including student and employee information. **(3.9-24)** These safeguards reduce the risk of data loss and support timely system restoration in the event of a system failure, cyber incident, or other disruption. **(3.9-25)** In addition, the District has an established 4CD Technology Incident Response Plan (adopted November 2024) that defines roles, escalation procedures, communication protocols, and recovery processes to ensure coordinated, secure, and efficient response to technology incidents affecting institutional operations. **(3.10-4)**

The College has comprehensive procedures in place to respond to environmental and physical emergencies, as demonstrated in the LMC Emergency Procedures Flipchart, the college's evacuation maps and evacuation procedures. **(3.10-5, 3.10-6, 3.10-7, 3.10-8)** This resource provides institution-wide guidance for a broad range of scenarios, including earthquakes, severe weather, hazardous materials incidents, fire, power outages, medical emergencies, active threats, and evacuation or shelter-in-place situations. The flipchart establishes clear before, during, and after actions for each type of emergency, ensuring employees and students understand their roles and responsibilities during a crisis. It includes emergency contact information, evacuation protocols, lockdown and shelter-in-place guidelines, and accommodations for individuals with disabilities. The document emphasizes preparedness through training, regular review, and individual and departmental emergency planning, reflecting a proactive, prevention-oriented approach to risk management.

Emergency procedures are reinforced through multiple communication channels, including campus emergency notification systems, digital displays, email, text messaging, and the CampusShield app. **(3.10-9)** The expectation that departments develop localized emergency response plans in alignment with the flipchart further ensures that institutional contingency planning is both systematic and adaptive to specific operational contexts. **(3.10-5)**

The LMC Safety Committee plays a key role in campus risk management by promoting a safe environment, reviewing and updating emergency preparedness procedures, and recommending solutions to safety concerns. **(3.8-17)** The committee also coordinates trainings, drills, and communication improvements to strengthen emergency response and ensure ongoing evaluation of campus safety practices. **(3.10-10, 3.10-11, 3.10-12)**

Across financial, environmental, and technological areas, the College demonstrates an integrated approach to risk management aligned with District policies and processes. Regular training, documented procedures, budget controls, and insurance mechanisms collectively strengthen the College's ability to respond effectively to emergencies while maintaining institutional stability. Through coordinated fiscal safeguards, comprehensive emergency preparedness efforts, and technology risk management strategies, the College maintains appropriate policies, procedures, and contingency planning to mitigate risk and ensure continuity of operations.

STANDARD 3.10 EVIDENCE LIST

- 3.4-2 CCCCDBoardPolicy-Budget Development-5033**
- 3.4-3 CCCCDBusinessProcedure-GeneralFundBudget-18.01**
- 3.4-7 CCCC 2025-2026 Adoption Budget GB Presentation_09.10.2025**
- 3.6-9 LMC FY2024-25 Year End Schedule**
- 3.10-1 BACCD 09.30.25 Structure**
- 3.10-2 Contra Costa CCD - BACCD JPA Program Structure**
- 3.10-3 CCCSIG Website Screenshot 9.10.26**
- 3.9-24 District Technology Resources Backup Strategy**
- 3.9-25 LMC- IT Server Backup Strategy**
- 3.10-4 CCCC Incident Response Plan 15 pgs**
- 3.10-5 LMC-Emergency Procedures Flipchart**
- 3.10-6 LMC-Brentwood Center Evacuation Map**
- 3.10-7 LMC-Evacuation Procedures for LMC and Brentwood**
- 3.10-8 LMC-Pittsburg Campus Evacuation Map**
- 3.10-9 LMC-Campus Shield Application Screenshot_04.16.2026**
- 3.8-17 LMC Safety Committee Webpage Screenshot _02.17.2026**
- 3.10-10 LMC-Safety Committee Notes_10_16_2025**
- 3.10-11 LMC Fire Drill_JHolcombeEmail**
- 3.10-12 LMC Great Shakeout Drill_JHolcombeEmail**

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Suggested length for Standard 4 is no more than 12 pages.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Los Medanos College (LMC), as part of the Contra Costa Community College District (4CD), upholds an explicit and well-defined commitment to academic freedom, academic integrity, and freedom of inquiry through Board policies, College policies, instructional practices, and clearly communicated procedures. District Board Policy 2018 on *Academic Freedom* affirms the rights of faculty, administrators, and students to teach, learn, conduct research, write, and challenge ideas without undue restriction, while also emphasizing professional responsibility, intellectual accuracy, and respect for diverse viewpoints. **(4.1-1)** These principles are reinforced through the District's *Freedom of Expression* policy (Board Policy 2019), which guarantees students' constitutional rights to free expression on college campuses and ensures that institutional regulations focus solely on reasonable time, place, and manner considerations. **(4.1-2)** Together, these policies establish an institutional culture that values open inquiry, critical thinking, and the free exchange of ideas as foundational to the College's educational mission.

The College intentionally embeds First Amendment principles, academic freedom, and ethical integrity into its journalism curriculum and co-curricular learning experiences. In courses such as Journalism 115 and the Journalism 129–132 media production sequence, students actively produce Experience, the college's student-run newspaper and digital news site, which operates simultaneously as an instructional laboratory and a First Amendment forum for college communication. **(4.1-3, 4.1-4, 4.1-5, 4.1-15)** Within this authentic environment, students function as reporters, editors, and editorial board members who make independent decisions about content, editorial stance, and publication, fostering a direct, applied understanding of freedom of expression and the responsibilities that accompany it. Course learning outcomes and assignments require students to gather and evaluate information, present diverse perspectives with fairness and accuracy, and apply media law and ethics standards, reinforcing the importance of academic integrity and responsible journalism. Policies addressing plagiarism, original work, and ethical use of information further emphasize integrity as a core expectation of both the discipline and the institution. Through iterative practice, developing story ideas, engaging in editorial debate, meeting publication deadlines, and producing portfolios, students learn to navigate the balance between free expression and accountability, gaining practical experience in upholding First Amendment rights within a structured academic setting. Collectively, these experiences ensure that students not only acquire technical communication skills, but also develop a strong foundation in civic responsibility, ethical reasoning, and academic freedom consistent with LMC's institutional learning outcomes.

LMC communicates this commitment clearly and consistently to relevant stakeholders, including students, through multiple accessible and authoritative sources. **(4.1-9)** The College Catalog prominently affirms District policies on academic freedom and freedom of expression, ensuring that students are informed of their rights and responsibilities related to inquiry and expression from the outset of their academic experience **(4.1-7)**. In addition, the *Faculty Handbook* reinforces these principles for instructional staff, emphasizing academic freedom, academic balance, and professional responsibility in teaching and scholarship **(4.1-8)**. By embedding these commitments in official, widely distributed publications, the College ensures that expectations regarding freedom of inquiry are transparent, consistent, and shared across the institution.

At the course level, faculty operationalize these commitments by clearly articulating expectations for academic integrity, respectful discourse, and freedom of inquiry in syllabi shared directly with students. For example, the sample Humanities 20 syllabus explicitly frames academic freedom as essential to exploring complex and potentially challenging subject matter while establishing norms for civil exchange of ideas and adherence to the Student Code of Conduct. **(4.1-10)** The syllabus also communicates clear standards for academic integrity, defines academic dishonesty, and directs students to established institutional policies and consequences, ensuring transparency and consistency. Together, these documents demonstrate that LMC not only communicates its principles broadly and consistently, but also follows clearly articulated procedures for addressing academic dishonesty and upholding academic freedom and freedom of inquiry in both policy and instructional practice.

At the district level, 4CD has established formal guidance on acceptable Artificial Intelligence or AI use that emphasizes critical digital literacy, responsible application, and explicit adherence to academic integrity standards; students are required to cite or acknowledge AI use, and unapproved or unattributed use may constitute plagiarism under the Student Code of Conduct. **(4.1-11)** The guidance further affirms faculty authority to define course-specific AI policies, ensuring that expectations for AI use are clearly communicated in syllabi and aligned with course learning outcomes. Complementing this framework, LMC provides faculty and staff with resources, training, and governance structures through its Distance Education Committee, which curates AI resource materials, model syllabus language, and professional development opportunities grounded in statewide Academic Senate guidance. **(4.1-12)** These resources support varied instructional approaches ranging from open to restricted AI use while reinforcing principles of transparency, proper citation, and student accountability for the accuracy and integrity of AI-assisted work. In addition, LMC integrates AI considerations into broader online teaching support, including training in effective instructional design, accessibility, and regular and substantive interaction, ensuring that emerging technologies are used in ways that enhance equitable, student-centered learning. Together, district policy and college-level implementation demonstrate a comprehensive, intentional approach to AI that promotes ethical use, protects academic integrity, and equips faculty, staff, and students with the knowledge and tools necessary to engage thoughtfully with evolving technologies.

LMC also follows clearly communicated and well-established procedures for addressing instances of academic dishonesty and alleged violations of institutional principles related to academic freedom and freedom of inquiry. The *Student Code of Conduct* provides comprehensive definitions of academic and nonacademic misconduct, outlines reporting and investigation processes, and ensures due process through clear procedures for resolution, sanctions, and appeals. **(4.1-13)** Complementing this framework, the College's *Student Grievance* and "*Help with Difficulties You May Encounter*" webpages provide step-by-step guidance for resolving concerns with instructors, grades, or alleged violations of student rights, emphasizing informal resolution when appropriate and clearly identifying escalation pathways and appeal options. **(4.1-14)** These student-centered, publicly accessible processes are consistently followed.

Through clearly articulated Board and College policies, transparent communication to students and faculty, and consistent instructional and procedural practices, Los Medanos College demonstrates a sustained and explicit commitment to academic freedom, academic integrity, and freedom of inquiry. The College not only affirms these principles in policy, but also actively communicates expectations, embeds them in teaching and learning practices, and ensures accountability through clearly defined and accessible procedures.

STANDARD 4.1 EVIDENCE LIST

- 4.1-1** 4CDBoardPolicy-AcademicFreedom_2018
- 4.1-2** 4CDBoardPolicy-Freedom of Expression_2019
- 4.1-3** LMC-J115ABC_syllabus_SP25_Pg.2
- 4.1-4** LMC-J129-132_MediaProduction_syllSP26_Pgs.1-2
- 4.1-5** LMC-Experience p2-PERSPECTIVES-10_24_25
- 4.1-7** LMCCollegeCatalog 2025-26_AcFreedom-Expressn _Pg30

- 4.1-8 LMC Faculty Handbook-Academic Freedom _Pg6
- 4.1-9 LMC-Academic Senate-Academic Integrity Policy
- 4.1-10 Sample Syllabus-HUMAN20 _NNabas
- 4.1-11 4CD.AI.Guidance Language 12_2024
- 4.1-12 LMC-DE Committee-AI Resources Screenshot
- 4.1-13 LMC Student Code of Conduct Webpage Screenshot
- 4.1-14 LMC-Student Grievance Webpage Screenshot
- 4.1.15 LMC Experience About Us Webpage Screenshot 08.28.2026

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

Los Medanos College (LMC), guided by Contra Costa Community College District (4CD) policies and procedures, meets Accreditation Standard 4.2 by maintaining a clearly defined, well-documented, and participatory governance structure that ensures inclusive decision-making and accountability. District Board Policy 1009 and Administrative Procedure 1009.01 establish a comprehensive framework for institutional leadership and participatory governance, delineating lines of authority from the Governing Board to the Chancellor and college Presidents while mandating meaningful participation by faculty, classified staff, students, and management. **(1.1-17, 4.2-1)** These District policies provide the foundation for LMC's governance model, ensuring roles, responsibilities, and decision-making processes are appropriate to the institution's mission and consistently applied and communicated.

At the college level, governance responsibilities are clearly articulated and operationalized through constituent bodies, including the Academic Senate, Classified Senate, and Los Medanos College Associated Students (LMCAS). **(4.2-2, 4.2-3, 4.2-4)** Each group's authority and scope are defined in publicly available bylaws, position papers, and web-based resources, which document membership structures, election and appointment processes, meeting procedures, voting protocols, and participation pathways. The Academic Senate exercises primary responsibility for academic and professional matters through collegial consultation processes. The Classified Senate represents classified professionals in institutional planning and policy development, actively promoting equitable participation and broad engagement. LMCAS ensures that student perspectives are formally integrated into the College and District governance processes, including representation on shared governance committees, with clear expectations for accountability and transparency.

These structures extend to the District level through the District Governance Council (DGC) which provides a forum for strengthening the participation of representative groups to meet, discuss, and debate issues of Districtwide concern, influence Districtwide policies and procedures, evaluate the District's governance and decision-making structures and processes and serve as the District Budget Committee. **(3.5-2)** This council has a direct representative relationship with the Classified Senate Coordinating Council which serves as the collaborative venue for Classified Senate leadership across the District to support each other and represent Classified at the District level **(4.2-28)** Similarly, the Faculty Senates Coordinating Council provides this same collaborative structure for faculty senate leadership. **(4.2-29)** Together, these Districtwide governance bodies create formal mechanisms for communication, consultation, and collaboration among the colleges and the District, ensuring that the perspectives of faculty, classified professionals, students, and administrators inform District-level decision-making while maintaining strong connections to constituency groups at each college. **(4.2-30)**

Procedures for institutional decision-making and stakeholder participation are thoroughly documented and widely available through the *Academic Senate Bylaws*, which define Academic Senate composition, election

processes, meeting procedures, voting protocols, committee appointments, and avenues for faculty participation. **(2.1-1)** Representation is structured to include faculty from all instructional areas, including full-time, part-time, at-large, and discipline-specific representatives, ensuring broad and inclusive participation. Faculty opportunities for engagement are further reinforced through Academic Senate-confirmed appointments to college and district governance committees, as well as through formal consultation processes exemplified by the Academic Senate's documented feedback and recommended revisions to the Student Equity Plan, which directly influenced recent Shared Governance Council decisions. **(4.2-5)** Together, these practices demonstrate that LMC has established transparent, participatory, and mission-aligned decision-making structures in which roles, responsibilities, and opportunities for involvement are clearly defined and actively exercised by the Academic Senate.

In addition, the Classified Senate clearly communicates opportunities for participation and engagement through published goals, objectives, and regular campus communications. The *Classified Senate Mission, Core Values, and Goals (2021–2026)* collectively emphasize inclusive communication, equitable participation, and increased classified representation on college, district, and statewide committees, which reinforces the Classified Senate's role in broad stakeholder engagement and institutional planning. **(1.2-23)** Ongoing meeting updates further demonstrate transparent procedures for decision-making by regularly informing classified professionals of governance discussions, accreditation feedback opportunities, strategic planning initiatives, budget forums, and shared governance council requests for input. **(4.2-6, 4.2-7)** Together, these documents show that LMC has clearly defined and communicated the roles, responsibilities, and authority of the Classified Senate, and that the institution provides structured, accessible opportunities for classified professionals to participate in and inform institutional decision-making.

Procedures for Los Medanos College Associated Students (LMCAS) decision-making and opportunities for student participation are thoroughly documented and widely accessible. The LMCAS website publicly outlines eligibility requirements, election and appointment processes, meeting schedules, agendas and minutes, and opportunities for students to serve as senators or representatives on shared governance committees. **(4.2-8)** The bylaws are regularly reviewed and further detail LMCAS Senate composition, officer and senator duties, quorum and voting requirements, committee structures, budget authority, and compliance with the Brown Act and California Education Code, providing transparency and accountability in student governance operations. **(4.2-4, 4.2-9)** These roles and processes are further reinforced through the LMCAS Elections Packet, which outlines eligibility criteria, timelines, position descriptions, and ethical standards for candidates, ensuring students understand how leadership authority is established and exercised. **(4.2-10)** LMCAS also demonstrates the effective use of its decision-making authority to elevate student perspectives and advance institutional equity. Board Resolution No. 9, advocating for the support of Asian and Pacific Islander students, illustrates how LMCAS uses its formal governance power to pass resolutions, collaborate with campus leadership, and influence institutional dialogue and priorities. **(4.2-11)** Collectively, these practices confirm that LMC's student governance structure not only defines authority clearly but also ensures inclusive participation and the integration of diverse, relevant perspectives in institutional decision-making.

Additionally, LMCAS influence is evident throughout the College decision-making structures and beyond. Expanded student representation on participatory governance committees allow for increased opportunities for students to provide their perspectives and participate in institutional decision-making. **(4.2-24)** A key place where this was seen was in the review and eventual adoption of the college's Educational Strategic Plan where long-standing student participation on both the Planning Committee and the Shared Governance Council culminated in multiple reads of the plan at the LMCAS meetings where it was approved in May 2026. **(4.2-25)** Beyond the college, one can see student government voice expressed in letters to our elected officials including a recent letter to Governor Gavin Newsome advocating for AB1400 supporting the creation of Bachelor of Science in Nursing (BSN) pilot programs at California Community Colleges. **(4.2-26)**

Los Medanos College Associated Students (LMCAS) actively participates in statewide student governance and leadership development through engagement in conferences such as the Student Senate for California Community Colleges (SSCCC) General Assembly. **(4.2-12)** Meeting records demonstrate that LMCAS formally reviews, funds, and sends student delegates to this annual statewide convening, where student leaders engage in advocacy, policy discussions, and shared governance activities that influence community college systems across California. **(4.2-13)** Participation in the General Assembly provides LMCAS representatives with opportunities to attend workshops on leadership and student engagement, collaborate with peers from other colleges, and debate and vote on resolutions addressing critical issues such as counseling access, financial literacy, housing insecurity, and student support services. Through these experiences, LMCAS students not only bring forward campus perspectives to a statewide forum but also return with knowledge and strategies that strengthen local governance efforts, demonstrating LMC's commitment to cultivating student leadership, civic engagement, and meaningful participation in the broader California Community Colleges system.

Central to LMC's participatory governance structure is the Shared Governance Council (SGC), which serves as the College's primary forum for integrated decision-making related to planning, policy review, and resource allocation. The SGC Position Paper clearly defines the Council's role, authority, membership composition, voting processes, and relationship to constituent groups and the President. **(4.2-14)** The Shared Governance Council works with policy in a multi-faceted way: including policy creation and periodic evaluation/review. The Shared Governance Council is a collective review forum where representative leaders validate the support and integrity of recommendations. While policy initiation and recommendation can occur within numerous constituencies at the College, the Council is the most appropriate and formal step in final policy review and providing recommendation to the President for those matters that are not exclusive to the Academic Senate under AB 1725.

The Shared Governance Council also serves as the hub of a clearly structured and transparently operated participatory governance committee structure, which supports inclusive, mission aligned, institutional decision-making. The SGC website publicly identifies its standing subcommittees including Equal Employment Opportunity Advisory Committee (EEOAC), Institutional Development for Equity & Access (IDEA), Planning, Professional Development Advisory Committee (PDAC), Enrollment Strategy & Planning Committee (ESPC), Sustainability, the Student Success Team Committee, and the Technology Advisory Group (TAG, which is currently on hiatus as a group revises its purpose and function). **(4.2-20)** These committees are situated within the College's governance framework and address defined institutional priorities and reports through established governance pathways to the SGC, ensuring that policy development, planning, and recommendations reflect input from faculty, classified professionals, students, and administrators. The committee operational guidelines, which are publicly available and establish consistent expectations for roles, responsibilities, decision-making, communication, and evaluation across committees. **(4.2-21)** These guidelines define responsibilities for chairs, members, and recorders; require transparent agenda and minutes posting; articulate voting and participation practices; and emphasize equity minded decision-making and inclusive dialogue. This structure is appropriate to the College's mission and organizational complexity, as it distributes decision-making processes across focused bodies while maintaining accountability through a centralized governance council.

Equal representation from faculty, classified staff, students, and management on committees ensures that diverse perspectives inform high-level institutional decisions. The SGC subcommittee structure further supports focused analysis and inclusive participation across key institutional priorities, including planning, equity, professional development, sustainability, technology, and student success. Subcommittee roles, reporting relationships, and operational expectations are documented and publicly accessible through the SGC website and committee operational guidelines, which promote transparency, consistency, and equity-minded decision-making. Student leaders are strongly encouraged to serve on committees such as the Shared Governance Council, District Governance Council, and Student Trustee Advisory Council, creating consistent pathways for student input into institutional planning, policy development, and resource

allocation. **(4.2-14, 4.2-8)** Regular, open meetings with publicly posted agendas and minutes demonstrate transparent procedures for quorum, motions, voting, and public comment. Meeting minutes further show active student engagement in governance topics such as election planning, bylaws review, budget approvals, and shared governance discussions, reflecting informed participation and accountability in decision-making. **(4.2-9)**

LMC further demonstrates its commitment to effective governance through regular assessment and continuous improvement. The Participatory Governance Assessment Task Group Report (2024) reflects a comprehensive, cross-constituent evaluation of governance structures and practices, incorporating collegewide surveys, focus groups, assemblies, and comparative research. **(4.2-16)** The resulting recommendations, reviewed and considered by the SGC, reinforce clarity of roles, strengthen communication, broaden participation, and refine governance operations to maintain alignment with institutional priorities and accreditation standards. **(4.2-17)** Highlighted in the Report, SGC has called for the development of a budget and planning committee, supporting materials for which illustrate how SGC actively solicits input from all constituencies when considering new governance structures, such as the Budget and Planning Committee, further reflecting transparent, participatory decision making. **(4.2-15)** Together, these documents demonstrate that SGC's roles, responsibilities, procedures, and participation pathways are clearly documented, widely communicated, and actively used to guide informed, inclusive institutional decision-making at LMC.

Further examples of the college's efforts to improve participatory governance by ensuring committees are efficient and effective include SGC's call to intentionally restructure its Equal Employment Opportunity (EEO) Committee into the Equal Employment Opportunity Advisory Committee (EEOAC), strengthening participatory governance, clarifying roles, and enhancing alignment with district-level decision-making. The restructuring process was informed by a comprehensive participatory governance assessment and cross-committee collaboration, which identified overlapping responsibilities and inefficiencies and led to a more streamlined, mission-aligned model. **(4.2-22)** The revised EEOAC shifts the committee's focus from direct implementation to a strategic advisory role, working in coordination with District Human Resources and the District Equal Employment Opportunity Advisory Council (DEEOAC) to provide guidance, feedback, and recommendations on equity-focused hiring practices and programs. The updated structure also ensures broad, representative membership including faculty, classified professionals, students, managers, and equity leadership thereby strengthening inclusive participation and shared governance. Refined charges emphasize collaboration, professional development, and the promotion of equitable employment practices, while clearly defined reporting relationships and planned evaluation of the new model support accountability and continuous improvement. **(4.2-23)**

Borne out of the Participatory Governance Task Group Report, SGC's recently adopted recommendations for revised meeting times reflect a data-informed approach to inclusivity, intentionally scheduling meetings to accommodate instructional schedules, avoid conflicts with other governance bodies, and ensure access for employees with caregiving responsibilities, thereby supporting equitable participation across all groups. **(4.2-16, 4.2-19)** In addition, the adoption of a rotating quad-chair facilitation model, representing students, classified professionals, faculty, and managers, establishes a distributed leadership structure that fosters shared responsibility, professional development, and inclusive dialogue in institutional decision-making. **(4.2-27)** Defined roles, expectations for agenda development, and planned evaluation of the model further illustrate a systematic approach to strengthening governance effectiveness and communication. **(4.2-18)** LMC actively engages stakeholders, builds leadership capacity, and ensures that governance processes are participatory, equitable, and aligned with institutional improvement.

Together, District policies, college-level governance documents, and shared governance practices demonstrate that LMC clearly defines and communicates roles, responsibilities, and authority for institutional decision-making. Governance structures are mission-appropriate, procedures are thoroughly documented and widely accessible, and meaningful opportunities for participation are embedded across faculty, classified

professionals, students, and administrators. Collectively, these transparent processes, equitable representation, and ongoing evaluations, LMC ensures inclusive, effective, and well-communicated institutional leadership and governance.

STANDARD 4.2 EVIDENCE LIST:

- 1.1-17 4CD-BoardPolicy-InstitutionalLeadershipGovernanceDecision Making_BP1009
- 4.2-1 4CDAdministrativeProc-ParticipatoryGovernance_1009.01
- 4.2-2 LMC-AcademicSenate-Roles_ResponsibilitiesWebpage Screenshot
- 4.2-3 LMC-ClassifiedSenateBylaws_Rev10.10.22-BS **11 pgs**
- 4.2-4 LMC-AssociatedStudents-Bylaws_2024 **11 pgs**
- 2.1-1 LMC Academic Senate By Laws Revision-Approved Final-SP25
- 4.2-5 LMC-AS-Feedback-Recommended Revision to SEP
- 1.2-23 Classified Senate Goals and Objectives 2021–2026_Extended in SP25
- 4.2-6 LMC-CS Meeting Updates Email_04.15.2026
- 4.2-7 LMC-CS-Call for Nominations Email
- 4.2-8 LMC-Associated Students Webpage Screenshot_04.19.2026
- 4.2-9 LMCAS-Minutes-Retreat Debrief & Bylaws Review_02.02.2026
- 4.2-10 LMCAS_Election_Packet_2026-27
- 4.2-11 LMCAS-Resolution No 9 Support of LMC Asian-Pacific Island Students
- 4.2-12 SCCCC-LMCAS Presentation 2026 **17 pgs**
- 4.2-13 LMCAS MINUTES 11_17_2025-General Assembly Item #10
- 4.2-14 LMC-SGC Position Paper_Revised_05.13.2015
- 4.2-15 SGC-Budget-Planning Committee-Brainstorm-Fdbck_04.08.26
- 4.2-16 LMC Participatory Governance Assessment Task Group Report 2024 **30 pgs**
- 4.2-17 LMC-SGC_Minutes_2-11-26_DRAFT_Item 5c
- 4.2-18 LMC-SGC_Chair_Facilitation-Mtg Time_Recommendations_Revised_22 April 2026
- 4.2-19 LMC-SGC_Facilitation-Mtg Time_Recommendations_8 April 2026
- 4.2-20 SGC-Website-Sub Committee Screenshot_04.19.2026
- 4.2-21 LMC-SGC-Committee Operational Guidelines Webpage Screenshot
- 4.2-22 LMC-EEOAC_Committee Restructure Proposal_11_18_2025
- 4.2-23 LMC-EEOAC_Proposed Charges_Comparison_side_by_side_11_18_2025
- 4.2-24 LMCAS Representation on Participatory Governance Committees Fall 2026
- 4.2-25 LMCAS AGENDA 05_11_2026_Item #12
- 4.2-26 LMC_BSN Program Advocacy
- 4.2-27 SGC_8 Apr 2026_Minutes
- 3.5-2 CCCC-DGC Website Screenshot_02.28.2026
- 4.2-28 CCCC Bylaws
- 4.2-29 FSCC Bylaws
- 4.2-30 CCCC Minutes 06.30.26_Item #4

- 4.3. The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.**

Los Medanos College (LMC) employs clearly defined and consistently applied decision-making structures that support collaboration, innovation, and a sustained focus on equitable student outcomes. Through its participatory governance framework, the College ensures that faculty, classified professionals, students, and administrators meaningfully contribute to institutional decisions that advance the mission. The Academic Senate, Classified Senate, LMC Associated Students and Shared Governance Council (SGC) each play distinct yet interconnected roles in this framework, using transparent processes, shared accountability, and data-

informed practices to guide decision-making and continuous institutional improvement. **(4.3-1, 4.3-2, 4.2-8, 4.3-3)**

The Academic Senate demonstrates consistent and effective governance through established processes that ensure inclusion, transparency, and shared understanding of academic decisions. Academic Senate meetings follow structured agendas with first and second readings, recorded deliberations, and formal votes, providing multiple opportunities for faculty input and constituent feedback. **(4.3-6)** These practices ensure accountability while maintaining alignment with the College's mission and academic integrity. A notable example of the Academic Senate's effectiveness is its substantive engagement with the Student Equity Plan (SEP). **(4.3-4)** Faculty review of longitudinal, disaggregated equity data led to thoughtful feedback that prompted further analysis by the IDEA Committee and resulted in a refined, more precise prioritization of Hispanic male students for the persistence metric. **(4.3-5)** This iterative, data-driven collaboration strengthened the equity focus of the SEP and illustrates how Academic Senate decision-making supports innovation, mission advancement, and improved outcomes for disproportionately impacted students.

Through Focused Flex activities, such as the "AI is Here: Empowering Educators and Our Students" session in Fall 2025, or "Strengthening the Student Journey: Enhancing Our Craft and Collective Action" in Fall 2026, faculty engage in interactive, hands-on professional development that explores real-world classroom applications of artificial intelligence, ethical considerations, and strategies for integrating AI into instruction while promoting digital literacy and academic integrity. **(4.3-9, 4.3-23)** These structured trainings emphasize instructional improvement, innovation, and collaborative learning aligned with Title 5 professional development standards. **(4.3-7)** Complementing these large-scale events, LMC's Professional Development Workshop Series offers ongoing opportunities for employees to build practical skills, such as the "What Can We Do with AI?" workshop, which provides guidance on using emerging technologies responsibly, improving efficiency, and understanding issues of accuracy and data privacy. **(4.3-8)** LMC is committed to continuous improvement by equipping faculty and staff with current knowledge, fostering innovation, and ensuring that institutional practices evolve to support student learning and success.

The Classified Senate similarly demonstrates consistent and inclusive decision-making practices that elevate classified professional perspectives within college-wide governance. Classified Senate meetings follow formal procedures, including quorum, approved agendas, motions, and minutes, ensuring transparency and accountability. Through active participation in accreditation processes, review of the College mission, vision, and values, and governance structure discussions, classified professionals meaningfully contribute to institutional planning and evaluation efforts. The Classified Senate's formal feedback to SGC on the Mission, Vision, and Values statements exemplifies how classified voices are integrated into core institutional decisions. **(4.3-10, 4.3-11, 4.3-21)** In addition, classified-led initiatives such as Caring Campus reflect how decision-making practices foster collaboration, innovation, and a culture of care and belonging. **(4.3-12)** Engagement with Diversity, Equity, Inclusion and Belonging initiatives and programming and involvement in governance assessments further demonstrate the Classified Senate's role in evaluating practices and recommending improvements that strengthen institutional effectiveness and equity. **(4.3-13, 4.3-14)**

Los Medanos College Associated Students (LMCAS) demonstrates the consistent and effective use of institutional decision-making structures through regular participation in shared governance, cross-constituent collaboration, and evidence-informed discussion of student equity challenges. LMCAS representatives actively serve on key committees, including the Shared Governance Council, Curriculum Committee, IDEA Committee, and District Governance Council, and regularly report back to the Senate to inform deliberations and votes. The Director of Student Life facilitates meetings, serves as a liaison between the LMCAS and the campus community, and communicates events and activities to the college on behalf of Student Life. **(4.3-17)** Meeting records document LMCAS engagement in collegewide planning conversations, such as the formal appointment of student representatives to the Curriculum Committee and structured feedback on committee proposals and institutional initiatives, illustrating the reliable integration of student voice into established governance pathways. **(4.3-16)** Decision-making within LMCAS also supports a

collaborative and innovative climate by directly engaging students in discussions grounded in institutional data and equity-focused priorities. During Spring 2026 meetings, LMCAS reviewed and provided feedback on the draft Educational Strategic Plan goals, which emphasize equitable student access, learning, and outcomes, partnerships, and continuous improvement. This work aligns with themes presented during the Joint Senates FLEX Session, where faculty, classified professionals, and students jointly examined persistence, early connection, and equity gap data to inform collective action. **(4.3-15)** LMCAS representatives brought these shared insights into governance discussions, reinforcing a culture in which decision-making is transparent, data-informed, and responsive to student experience, particularly for disproportionately impacted populations.

LMC Associated Students (LMCAS) actively engage in conferences such as the annual IMPACT Conference, where students participate in workshops, team-building activities, and sessions focused on participatory governance, storytelling, and community engagement, strengthening leadership skills and encouraging student voice. **(4.3-18)** Beyond campus, LMCAS students represent the College at the National Student Advocacy Conference in Washington, D.C., where they participate in advocacy training, present on key issues, and engage directly with members of Congress and legislative staff on topics such as mental health, financial literacy, immigration policy, and student access to resources. **(4.3-19)** Through these experiences, students not only develop leadership competencies but also actively contribute to policy discussions and advocate for community college students at the national level.

At the college-wide level, the Shared Governance Council provides an integrative forum for cross-constituent collaboration and collective accountability. As defined in its charge sheet, SGC is intentionally structured to include balanced representation from faculty, classified professionals, students, and managers, operates under Brown Act principles, and uses clearly articulated procedures to guide deliberation and recommendations to the President. **(4.3-20)** SGC plays a central role in synthesizing input from the Senates and committees, managing resource allocation, and aligning institutional planning with the mission. Importantly, SGC has demonstrated its commitment to evaluating and improving decision-making practices by commissioning the Participatory Governance Assessment Task Group. **(4.3-22)** This comprehensive, evidence-based review engaged the campus community through surveys, focus groups, college assemblies, and comparative research, resulting in actionable recommendations to improve clarity, participation, communication, and equity in governance. The development of revised charge sheets, standardized guidelines, and proposed governance refinements reflects SGC's role in fostering a culture of continuous improvement and innovation.

In summary, Los Medanos College meets ACCJC Standard 4.3 through consistently applied, transparent, and inclusive decision-making structures that support collaboration and mission-driven innovation. The coordinated work of the Academic Senate, Classified Senate, LMC Associated Students, and Shared Governance Council ensures that decisions are informed by data, grounded in shared understanding, and responsive to equity considerations. Collectively, these practices demonstrate that LMC not only uses institutional decision-making structures consistently, but does so in ways that foster collaboration, encourage innovation, and prioritize equitable student outcomes in alignment with the College mission. Through regular evaluation and refinement of governance practices, the College demonstrates an ongoing commitment to effectiveness, accountability, and equitable student success.

STANDARD 4.3 EVIDENCE LIST:

- 4.3-1 AcademicSenateWebsite Screenshot**
- 4.3-2 ClassifiedSenateWebsiteScreenshot**
- 4.2-8 LMC-AssociatedStudentsWebpageScreenshot_04.19.2026**
- 4.3-3 SGCWebsiteScreenshot**
- 4.3-4 AcademicSenate-SEPDataAnalysisSummary**
- 4.3-5 AcademicSenate-SEPRcommendedRevisions**
- 4.3-6 Academic SenateMeetingAgenda-Item10c_11.17.2025**

- 4.3-7 LMC-Fall 2025 AI Focused Flex_GrowDetails_Screenshot_6_2_26
- 4.3-8 LMC-PDWorkshopSeries_WhatCanWeDoWithAI_10.10.25
- 4.3-9 LMC-AI-is-here-Fall-2026-Focused-Flex-flyer
- 4.3-10 CS-FeedbacktoSGC-MissionVisionValues
- 4.3-11 CSMinutes-Item#8-MVV_10.20.2025
- 4.3-12 CaringCampus-PDCollab_Workshop SeriesFlyer_11.14.2025
- 4.3-13 Caring Campus Overview 09.04.25
- 4.3-14 CSMinutes-Chatwith DEIBDeans_03.09.2026
- 4.3-15 LMC-JointSenates-FlexSessionMaterials_SP25 29 pgs
- 4.3-16 LMCAS-MINUTES-Item16-CurriculumCommitteeRepresentation_09.29.2025
- 4.3-17 DirectorofStudentLifeEmailToCampus-Invitation
- 4.3-18 LMCExperienceArticle-17thAnnualIMPACTConference
- 4.3-19 LMCAS Represent LMC at DC NationalStudentAdvocacy
- 4.3-20 AcademicSenate-SGC-2025ChargeSheetRevisions_Sep2025
- 4.3-21 LMC-CS-FeedbacktoSGC-MissionVisionValues
- 4.3-22 AcademicSenateMeetingMinutes-Items 9aAND9c_10.06.2025
- 4.2-16 LMCParticipatoryGovernanceAssessmentTaskGroup Report2024 30 pgs
- 4.3-23 LMC Fall 2026 Focused Flex - Strengthening the Student Journey_ Enhancing Our Craft and Collective Action
- 4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.
(ER 7)

The Governing Board takes responsibility for the overall quality and stability of the District by effectively acting through policy and governing in accordance with the authority granted and duties defined in California Education Code Section 70902, the Rules and Regulations of the Governing Board, and Board Policy 1009 (Institutional Leadership, Governance, and Decision-Making). **(4.4-1, 4.4-2, 3.6-18, 1.1-17)**

The Governing Board establishes and is accountable for policies that ensure academic quality and successful student outcomes, including policies governing educational planning, curriculum, standards of scholarship, equity, and degree requirements (Governing Board Policies and Administrative Procedures, Series 4000). **(4.4-3)** Representative policies include Board Policies 4001 (and companion Curriculum and Instruction Procedure 4001) - Standards of Scholarship, 4008 - Review, Establishment, Modification and Discontinuance of Courses and Programs, 4011 - Philosophy and Requirements for Associate Degree and General Education, 1023 - Equity in Student Achievement, and the Curriculum and Instruction Procedure Manual. **(4.4-4, 4.4-5, 2.1-8, 2.1-6, 4.4-6, 4.4-7)**

The Governing Board regularly reviews special reports and informational items that include key indicators of student learning and achievement, as well as institutional plans to improve academic quality and support successful outcomes for all students. **(4.4-8)** Regularly scheduled reports include special reports on Student Enrollment and Success Trends; High School Outreach, Enrollment, and Success; and updates on Student Equity and Achievement. **(4.4-9, 4.4-10, 4.4-11)** The Governing Board also reviews annual Educational Planning Reports from the Districtwide Educational Planning Committee as required in Curriculum and Instruction Procedure 4008, high school graduate studies, and college Student Equity and Achievement Plans. **(3.6-13, 2.1-8, 4.4-12, 4.4-13, 4.4-14)**

The Governing Board maintains responsibility for the fiscal health and stability of the District through clearly defined policies, including Board Policy 5031 (Fiscal Management), the Rules and Regulations of the Governing Board, the Governing Board Policies and Administrative Procedures (Series 5000), and the Business Procedure Manual. **(3.4-1, 3.6-18, 4.4-15, 4.4-16)**

The Governing Board regularly reviews key fiscal information and documents regarding the stability of the District, as outlined in the 2025-2026 Governing Board Master Planning Calendar. **(4.4-17)** Examples include special reports on the development of upcoming budgets, including budget assumptions; holding public hearings on the adoption budgets and reviewing the District’s annual attendance reports (CCFS-320); reviewing and approving the District budget schedule, quarterly budget transfers, and the financial status report (CCFS-311Q); and receiving annual independent audits. **(4.4-18, 4.4-19, 4.4-20, 4.4-21)**

The Governing Board has an established process for regularly evaluating and revising its policies in alignment with the Community College League of California (CCLC) policy review cycle. Recent policy review examples include Board Policy 3013 - Student Records, Directory Information and Privacy, Board Policy 5014 – Contracts, Rules and Regulations of the Governing Board, and Board Policy 4011 - Philosophy and Requirements for Associate Degree and General Education. **(4.4-22, 4.4-23, 4.4-2, 4.4-24)** Board Policy 1010, Board Policy 1020, and Administrative Procedure 1020.01 are reviewed each year at the Governing Board’s Annual Retreat. **(4.4-25, 3.6-15, 3.6-20, 4.4-26)**

STANDARD 4.4 EVIDENCE LIST

- 4.4-1 CaliforniaStateEducationCode-EDC70902**
- 4.4-2 CCCC DGoverning Board-PolicyReview_RulesRegulations_07.09.2025**
- 3.6-18 CCCC D-GoverningBoard-RulesandRegulations**
- 1.1-17 CCCC D-BoardPolicy-InstitutionalLeadershipGovernanceDecision Making_BP1009**
- 4.4-3 CCCC DGoverningBoard-Policies_AdminProcedures-AcademicSeries_4000**
- 4.4-4 CCCC D BoardPolicy-StandardsofScholarship_4001**
- 4.4-5 CCCC DCurriculumInstructionProcedure_4001**
- 2.1-8 CCCC DBoardPolicy-ReviewEstabModDC-CourseProg_4008**
- 2.1-6 CCCC D Board Policy-General Education-4011**
- 4.4-6 CCCC DBoardPolicy-Equityin StudentAchievement_1023**
- 4.4-7 CCCC D-Curriculum-InstructionProcedures_TableOfContents**
- 4.4-8 CCCC DGoverningBoard-MasterPlanningCalendar2025-26_StudentLearningReview**
- 4.4-9 CCCC DGoverningBoard-SpecialReport_StudentEnrollment-SuccessTrends 14 pgs**
- 4.4-10 CCCC DGoverningBoard-Special Report_HSO Outreach-Enrollment-Success 22 pgs**
- 4.4-11 CCCC DGoverningBoard-SpecialReport_SEAP 28 pgs**
- 3.6-13 CCCC D-GB-Agenda_AuditReports_01.21.2026**
- 4.4-12 CCCC D-GB-Agenda_HSGradStudy_11.12.2025**
- 4.4-13 LMC_2024-2025HSGradStudy 10 pgs**
- 4.4-14 CCCC D-GB-Agenda-SEAPPlans_11.12.2025**
- 3.4-1 CCCC DBoardPolicy-FiscalManagement-5031**
- 4.4-15 CCCC D-GB-Policies-AdminProcedures_TableOfContents**
- 4.4-16 CCCC D-GB-BusinessProcedures_Table OfContents**
- 4.4-17 CCCC D-GB2025-26MasterPlanningCalendar_FiscalInformationReview**
- 4.4-18 CCCC D-GB-Agenda-BudgetDevelopment_04.16.2025**
- 4.4-19 CCCC D-GB-Agenda-Items#8-12-13-19_09.10.2025**
- 4.4-20 CCCC D-GB-Agenda-Item#15_11.12.2025**
- 4.4-21 CCCC D-GB-Agenda-EdPlanningReports_01.21.2026**
- 4.4-22 CCCC D-GBAgenda-PolicyReview BP3013_02.19.2025**
- 4.4-23 CCCC D-GB-Agenda-PolicyReviewBP5014_02.19.2025**
- 4.4-24 CCCC D-GB-Agenda-PolicyReviewBP4011_08.13.2025**
- 3.6-15 CCCC D Board Policy1010-CodeofEthics**
- 4.4-25 CCCC D-BoardPolicy-ConflictofInterest_BP1020**
- 4.4-26 CCCC D-GB-SpecialMtgAgenda_06.12.2025**
- 3.6.20 CCCC D -AdministrativeProc-ConflictofInterest_AP1020.01**

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Governing Board selects and evaluates the Chancellor, who serves as the District's chief executive officer, and delegates to the Chancellor full authority to implement board policies, ensure effective operations, and fulfill the District's mission.

Board Policy 2057 and Human Resources Procedure 1010.06 define the processes for selecting the Chancellor and were followed most recently in the 2024 hiring of the current Chancellor. **(4.5-1, 3.1-21, 4.5-2, 4.5-3, 4.5-4, 4.5-5)** The Chancellor's evaluation is governed by Human Resources Procedure 2030.13. **(4.5-6)** The Chancellor is evaluated annually using established criteria and processes, including the development of annual goals and objectives aligned with the District's strategic plan, which are jointly reviewed by the Governing Board and the Chancellor.

Board Policy 1009 and the Rules and Regulations of the Governing Board formally delegate full administrative authority to the Chancellor to implement Board policies and ensure effective District operations in fulfillment of the District's mission. **(4.5-7, 1.1-17)** The Chancellor, in turn, delegates operational authority to College presidents while remaining accountable to the Governing Board for institutional performance and policy implementation.

STANDARD 4.5 EVIDENCE LIST:

- 4.5-1 CCCCD-BoardPolicy-HiringofContractAdmin_ BP2057**
- 3.1-21 CCCCD-HRProcedure_ Hiring ContractAdministrators_1010.06**
- 4.5-2 CCCCD-GB-Agenda-ChancellorRecruitment_07.22.2023**
- 4.5-3 CCCCD-GB-Minutes-ChancellorRecruitment_07.22.2023**
- 4.5-4 CCCCD-GB-Agenda-ChancellorRecruitment_08.09.2023**
- 4.5-5 CCCCD ChancellorRecruitmentTimeline**
- 4.5-6 CCCCD-HRProcedure-EvalContractAdmin_HR2030.13**
- 4.5-7 CCCCD-GoverningBoard-RulesandRegulations_#17**
- 1.1-17 CCCCD-BoardPolicy-InstitutionalLeadershipGovernanceDecision Making_BP1009**

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Governing Board functions as a collective entity in support of the District's mission, values, and fiduciary responsibilities through clearly articulated policies, ethical standards, and established self-governance practices. The Rules and Regulations of the Governing Board and Board Policy 1010 define the Board's authority, expectations for collective action, ethical conduct, and decision-making in the best interest of students and the institution. **(3.6-18, 3.6-15)** The regulations and policy emphasize accountability and affirm the Board's commitment to operating as a unified body once collective decisions are made.

The Board demonstrates independence and integrity through Board Policy 1020 and Administrative Procedure 1020.01, which outline requirements for avoiding conflicts of interest and delineate incompatible activities. **(4.4-25, 3.6-20)** These policies, together with Board Policy 1010, reinforce the Governing Board's commitment to act free from undue influence. **(3.6-15)** Documented procedures for effective self-governance and addressing conduct that does not align with Board expectations are established in Board Policy 1010 and Board Policy 1022. **(4.6-1)** Board Policy 1022 defines standards for communication among Board members, between the Board and the Chancellor, and for responding to concerns raised by individual Board members, ensuring ethical behavior and adherence to best practices in board governance.

The Governing Board regularly evaluates and improves its effectiveness through formal evaluation, orientation, and professional development. Board Policy 1015 and Administrative Procedure 1015.01 outline a comprehensive evaluation process that includes an annual self-evaluation and a biennial 360-degree evaluation with input from individuals who regularly interact with the Board. **(4.6-2, 4.6-3)**

The Governing Board conducts an annual Board Retreat at which Board evaluation results are discussed, progress toward prior-year goals is assessed, and goals for the upcoming year are established in alignment with the District Strategic Plan. **(1.2-8, 4.6-4)** The Governing Board also reviews Board Policies 1010 and 1020 and engages in professional development focused on foundational governance practice, Board effectiveness, delegation of authority to the CEO, and avoidance of conflicts of interest. **(4.6-5)** The most recent 360-degree Governing Board evaluation was conducted in May 2025.

New Board members receive a comprehensive orientation coordinated by the Board President and Chancellor, covering Board roles and responsibilities, District operations, governance processes, and strategic priorities. **(4.6-6)** The Board President and Chancellor also provide orientation and ongoing support to the student trustee, consistent with the Rules and Regulations of the Governing Board related to student representation. **(3.6-18)**

Governing Board members are further supported through regular study sessions and are encouraged to participate in state and national professional development opportunities, including those offered by the Community College League of California. Conferences and training opportunities for Governing Board members are discussed annually at the December Board meeting. **(4.6-7)**

STANDARD 4.6 EVIDENCE LIST:

- 3.6-18 CCCCD Governing Board-Rules and Regulations**
- 3.6-15 CCCCD Board Policy 1010-Code of Ethics**
- 4.4-25 CCCCD-Board Policy-Conflict of Interest_BP1020**
- 3.6-20 CCCCD -Administrative Proc-Conflict of Interest_AP1020.01**
- 4.6-1 CCCCD-Board Policy-GB Communication Protocols_BP1022**
- 4.6-2 CCCCD-Board Policy-GB Evaluation Policy_BP1015**
- 4.6-3 CCCCD-Administrative Proc-Process Conduct GB Eval_AP1015.01**
- 1.2-8 CCCCD Strategic Plan Webpage Screenshot**
- 4.6-4 CCCCD-GB-Special-Mtg Agenda_06.12.2025**
- 4.6-5 CCCCD Governance PD_GB Special Retreat_June 2025 28 pgs**
- 4.6-6 CCCCD-GB-New Employee-Orientation Agenda**
- 4.6-7 CCCCD-GB-Agenda-Conferences_12.17.2025**

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

REQUIRED ITEM	DOCUMENTATION
I. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• CCCCD Board Policy 1000 Contra Costa Community College District • LMC About Us Webpage Screenshot-Accreditation • LMC Accreditation Home Webpage-Accredited Programs-3rd Party Comment • LMC Mismatch Report 2024 Commission Acceptance-Continued Accreditation Letter January 2025 • CCCCD Board Policy 4001 Standards of Scholarship • CCCCD Curriculum and Instruction Procedure 4004 Awards Issued by CCCCCD
II. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• LMC Educational Strategic Plan 2026-31 MVV Timeline March 2025 • Integrated Planning Graphic for Governing Board 01.28.26 • College Assembly Presentation Integrated Planning 2025-26 09.15.2025 • Academic Senate MentiMeter Results 12.1.25 • Classified Senate MentiMeter Results 12.1.25 • Expanded Cabinet MentiMeter Results 11.19.25 • MissionVisionValuesSurvey Student Data Spring2025 • MissionVisionValuesFeedbackEmail 10.10.25
III. Documentation of the governing board's approval of the institutional mission (ER 6) .	• CCCCD Governing Board Meeting Minutes Approval of LMC MVV 2-18-2026
III. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• Institutional Metrics Webpage Screenshot 01.22.2026 • LMC-Educational-Strategic-Plan 2026-31 May2026Draft • LMC Educational Planning Report – Fall 2025 Pgs.1-5 • LMC-AcademicSenate-Roles ResponsibilitiesWebpage Screenshot • ClassifiedSenateBylaws Rev10.10.22-BS • LMC-AssociatedStudents-Bylaws 2024 • SGCPositionPaper Revised 05.13.2015 • CCCCDBoardPolicy-Institutional-Leader-Govern-Decision BP1009 • CCCCDAdministrativeProc-ParticipatoryGovernance 1009.01
IV. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and	• Institutional Set Standards Workbook-Pgs.1–2 03.18.2025 • Institutional Metrics Webpage Screenshot 01.22.2026 • LMC 2025 ACCJC Annual Report • Academic Senate – Institution Set Standards Presentation-Pgs.1–3 03.11.2024

licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	
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Standard 2: Student Success

REQUIRED ITEM	DOCUMENTATION
I. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: - Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees - Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities - Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) - Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable	CCCCD Board Policy 4011-AA Degree-GE Requirements LMC Catalog 2025-26 AA Degree Requirements College Catalog-AA AS Degree Local GE Pattern 2025-26 LMC Catalog 2025-26 Associate Degrees Certificates LMC Catalog 2025-26 CalGETC Transfer Requirements CCCCD Curriculum & Instruction Procedure 4014 Prerequisites, Corequisites, Advisories CCCCD Curriculum Instruction Procedure 4007 Philosophy-Criteria AA and GE LMC Catalog Units of Credit-Hours-Guidelines CCC 2025 Student Attendance Accounting Manual
II. Documentation that the institution's transfer of credit policies include the following: - Any established criteria the institution uses regarding the transfer of credit earned at another institution - Any types of institutions or sources from which the institution will not accept credits - A list of institutions with which the institution has established an articulation agreement - Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning	LMC Catalog 2025-26 Transfer of Credit LMC Catalog 2025-26 CalGETC Transfer Requirements Transfer-GE Changes & Common Course Numbering LMC Catalog 2025-26 Transfer Information LMC High School Articulation Agreements List Webpage Screenshot LMC Early Credit-Adult Ed Articulation Webpage - COULD NOT LOCATE UC/CSU ARTICULATION AGREEMENTS – NEED TO FIND IF WE HAVE THEM – CHECK IN WITH ARTICULATION OFFICER &/OR ASSIST.ORG CCCCD Curriculum & Instruction Procedure 4016 Prior Learning Credit LMC Catalog 2025-26-CPL-Military Credit-CreditByExam-AP LMC Admissions and Records Webpage-Credit for Prior Learning Screenshot
III. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	LMC Marketing and Media Design 2023 Communications Plan LMC Outreach-Welcome Services Mission and Outcomes LMC Catalog 2025-26 Getting Started What You Need To Know CCCCD Board Policy 3022 Admissions and

	Enrollment CCCCD Student Services Procedure 3001 Admissions and Enrollment CCCCD Student Services Procedure 3002 Admission of HSandK-12 LMC Catalog 2025-26 Academic Policies and Standards
IV. Documentation of clear policies and procedures for handling student complaints, including: - Evidence that these policies/procedures are accessible to students in the catalog and online; - Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	LMC Student Complaint Form LMC Catalog 2025-26 Student Complaint Process LMC Discrimination Inquiries/Complaint Process Webpage LMC Complaint-Grievance Procedures Website Screenshot LMC Catalog 2025-26 Student Rights and Responsibilities LMC About Us Webpage Screenshot-Accreditation LMC Accreditation Home Webpage-Accredited Programs-3rd Party Comment
V. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: - Accurate and consistent implementation of complaint policies and procedures - No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
VI. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
VII. Documentation of the institution's policies and/or practices for the release of student records	LMC Catalog 2025-26 Student Records and Privacy LMC Student Records Webpage LMC Student Records Privacy-Release of Student Records Webpage CCCCD Board Policy 3013 Student Records-Directory Information and Privacy
VIII. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	CCCCD Board Policy 4008 Review, Establishment, Modification, Discontinuance of a Course or Program LMC Procedure 4008.01 Program Revitalization and Discontinuance Procedure LMC Teach-Out Plan Travel Marketing Submitted 05.06.2025 ACCJC LMC SCAA Program Deactivation Travel Marketing 05.19.2025 LMC Travel Marketing Students-InSite Email Notification 11.2023
FOR TITLE IV PARTICIPANTS	
IX. Documentation of institution's	Financial Aid Policies & Procedures Webpage-

implementation of the required components of the Title IV Program, including: - Findings from any audits and program/other review activities by the U.S. Department of Education (ED) - Evidence of timely corrective action taken in response to any Title IV audits or program reviews	Consumer Information Title IV CCCCD Annual Financial Report 06.30.2025
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION	
X. Documentation of institution's: - Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit - Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) - Policies regarding protection of student privacy	CCCCD Board Policy 4014 Distance & Correspondence Education LMC Distance Education Position Paper 2020 Pgs. 5-8 RSI and Pg.14 Student Authentication LMC Distance Education Best Practices - Establishing Attendance LMC Distance Education Regular-Effective Contact Policy LMC Catalog 2025-26 Student Records and Privacy CCCCD Board Policy 3013 Student Records- Directory Information and Privacy
REQUIRED ONLY IF APPLICABLE	
XI. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	CCCCD Board Policy 4011-AA Degree- GE Requirements LMC Catalog 2025-26 AA Degree Requirements College Catalog-AA AS Degree Local GE Pattern 2025-26 CCCCD Curriculum-Instruction Procedure 4006 Basic Skills Course Work and Limit CCCCD Board Policy 4001 Standards of Scholarship
XII. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	CCCCD Curriculum & Instruction Procedure 4016 Prior Learning Credit LMC Catalog 2025-26-CPL-Military Credit-Credit By Exam-AP
XIII. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	I DON'T BELIEVE THIS IS APPLICABLE, TIMELY CARE, FOOD PANTRY???
XIV. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	I DON'T BELIEVE THIS IS APPLICABLE

Standard 3: Infrastructure and Resources

REQUIRED ITEM	DOCUMENTATION
I. Written policies and procedures for human resources, including hiring procedures	• CCCCD Human Resources Procedures Table Of Contents • LMC Human Resources Website Screenshot • Uniform Employee Selection Guide • CCCCD Board Policy 2004 Selection, Retention & Termination of District Employees • CCCCD Human Resources Procedure 1010.06 Hiring of Contract Administrators • CCCCD Human Resources Procedure 2030.01 Employment of Academic Employees • CCCCD Human Resources Procedure 3010.01 Employment of Classified Employees • CCCCD Human Resources Procedure 1010.04 Pre-Employment Reference Checks • Employee Email-Diversity In Hiring Training 02.25.2025 • Board Policy 2057 • United Faculty Contract – Article 6.4.3 • Local 1 Contract, Articles 7.11 and 7.12 • Management, Supervisory, and Confidential Employees Personnel Manual – Section 3.0 • Uniform Employee Selection Guide
II. Employee handbooks or similar documents that communicate expectations to employees	• LMC Faculty Handbook 2024-25 • LMC Adjunct Faculty Handbook 4th Edition 2017 • United Faculty 2024-2027 Contract • Local 1 2022-2025 Contract • L1 4CD Tentative Agreement 2025-26 through 2027-28 • Local 1 Contract • Management, Supervisory, and Confidential Employees Personnel Manual
III. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• CCCCD Annual Financial Report June 30, 2023 • CCCCD Annual Financial Report June 30, 2024 • CCCCD Annual Financial Report June 30, 2025
IV. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• CCCCD Board Policy 5033 Budget Development • CCCCD Business Procedure 18.01 General Fund Budget • Business Procedures 18.02, 18.06 • CCCCD Business Procedure 3.07 Academic Monthly Personnel Budget Accounting • LMC Budget Update 2025-26 Tentative April 2025 • FY2025-26 Adoption Budget Presentation Governing Board Meeting 10Sep2025 • Multi-Yr Projections 2026-27 Budget Development • LMC Resource Allocation Process Webpage • SGC Fall 2025 RAP Proposal Rating Sheet-FY25-26 • SGCRAPPresentation 2025-26 09.10.2025

	• RAP Subcommittee Recommendations- Pg.2 11.12.2025 • Fall 2025 RAP Outcomes Email– President Ralston 12.11.2025
V. Policies guiding fiscal management (e.g., related to reserves, budget development)	• CCCCD Board Policy 5031 Fiscal Management • Board Policy 5033 • Business Procedures 18.01 • CCCCD Business Procedure 18.02 Parameters for Budget Development & Preparation • CCCCD Business Procedure 18.06 Budget Preparation CCCCCD Business Procedure 3.43 Debt Issuance and Management
VI. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• CCCCD Responsible Technology and AI Use • CCCCD Board Policy 5030 Acceptable Technology Use • CCCCD Business Procedure 10.06 Acceptable Technology Use • CCCCD Business Procedure 10.54 Access to Technology Assets • CCCCD IT Policies and Standards • CCCCD Access and Usage of Network
FOR TITLE IV PARTICIPANTS	
VII. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• DOE Official Notification Letter for LMC FY22 09.2025
REQUIRED ONLY IF APPLICABLE	
VIII. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	• Not Applicable
IX. Written code of professional ethics for all personnel including consequences for violations	• CCCCD Board Policy 1010 Code of Ethics • CCCCD Board Policy 2056 Code of Ethics • CCCCD Board Policy 1020 Conflict of Interest • CCCCD Board Policy 2040 Disciplinary Action for Classified Managers, Supervisors & Confidential Employees • UF Contract • Local One Contract • Human Resources Procedure 1040.08

Standard 4: Governance and Decision-Making

REQUIRED ITEM	DOCUMENTATION
I. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• CCCCD Board Policy 2057-Hiring of Contract Administrators (Chancellor/CEO) • CCCCD Board Policy 1016-Evaluation of Contract Administrators (Chancellor/CEO) • CCCCD HR Procedure 1010.06-Hiring of Contract Administrators (Chancellor/CEO) • CCCCD HR Procedure 2030.13-Evaluation of Contract Administrators (Chancellor/CEO) • CCCCD Chancellor Recruitment Timeline
II. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• CCCCD Board Policy 1008 Governing Board Term of Office, Absences, Wards, and Election Regulations • CCCCD Board Policy 1009 Institutional Leadership, Governance, and Decision-Making • CCCCD Chancellor Classification Specifications • CCCCD Governing Board Members Website • Rules and Regulations of the Governing Board
III. Governing board policies/procedures/bylaws related to Board Ethics	• CCCCD Board Policy 1010-Governing Board Code of Ethics • CCCCD Board Policy 2056-Code of Ethics • CCCCD Business Procedure 11.24-Code of Ethics for Purchasing
III. Governing board policies/procedures /bylaws related to conflict of interest	• CCCCD Board Policy 1020-Conflict of Interest • CCCCD Administrative Procedure 1020.01-Conflict of Interest

Other Federal Regulations and Related Commission Policies

CHECKLIST ITEM	DOCUMENTATION
I. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D	• LMC Accreditation Home Webpage-Accredited Programs-3rd Party Comment
II. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited	• LMC Accreditation Home Webpage Screenshot • LMC Homepage Accreditation Button Screenshot 8.6.26

Status	
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D. Appendix 1: Verification of Catalog Requirements (ER 20)

ER 20 requires colleges to provide specific information in their official catalog. In the table below, list the location in the current catalog where each element can be found. Your team will verify the locations in the current catalog that you submit with this ISER as part of their review process.

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	
Educational Mission	
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	
Course, Program, and Degree Offerings	
Student Learning Outcomes of Programs and Degrees	
Academic Calendar and Program Length	
Academic Freedom Statement	
Available Student Financial Aid	
Available Learning Resources	
Names and Degrees of Administrators and Faculty	
Names of Governing Board Members	
Requirements	
Admissions	
Student Tuition, Fees, and Other Financial Obligations	
Degrees, Certificates, Graduation and Transfer	
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	
Nondiscrimination	
Acceptance and Transfer of Credits	
Transcripts	
Grievance and Complaint Procedures	
Sexual Harassment	
Refund of Fees	
Locations or Publications Where Other Policies May be Found	
[Insert additional rows as needed]	

E. Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

[Insert organizational information.]

F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Los Medanos College Pittsburg Campus

2700 E. Leland Rd.
Pittsburg, CA 94565

Los Medanos College Brentwood Center

1351 Pioneer Square
Brentwood, CA 94513

Refer to [Board Policy 1000](#) for all locations in the Contra Costa Community College District