

Date Feedback Received	From	Substandard	Feedback	Tri-Chair Direction/Suggestion	Notes/Modifications Made	Where to Locate Modifications
9/21/2026	Management	2.2	2.2, bullet 4 - Evidence to include minutes from CTE Advisory Board meetings and minutes from MESA advisory meetings with STEM transfer partners. Exemplar could include Business Department advisory meeting in Spring 2024 that led to new approved courses in Nonprofit operations; further aligns with \$1M county grant awarded to establish public-private partnership for nonprofit capacity building in East Contra Costa County.	RECOMMENDED: See Line 11 for final narrative recommendation.	Added this sentence and evidence: One example of career education programs drawing on labor market and community partners includes the Nonprofit Capacity Building Program which will lead to a certificate program through the Business Department in Nonprofit Management. (2.2-14, 2.2-15.)	2.2 - Paragraph 7.
9/21/2026	Management	3.8	Evidence could include renovation of Welding lab to meet modern needs - replacement equipment validated by employer input ensuring sustainability of in-demand program; upgraded electrical infrastructure to support current and future equipment requirements; incorporated modern ADA and seismic standards to increase accessibility and safety	RECOMMENDED NARRATIVE: Paragraph 6: 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. An example of this work includes the renovations of the Welding lab to meet modern needs and replacing equipment validated by employer input to ensure sustainability of in-demand programs. (3.8-22, 3.8-23) 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) Paragraph 7: 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. There has been updated electrical infrastructure to support future equipment requirements and we have incorporated modern ADA and seismic standards to increase accessibility and safety. (3.8-24) 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 comply 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)	Added this sentence and evidence to Paragraph 6: An example of this work includes the renovations of the Welding lab to meet modern needs and replacing equipment validated by employer input to ensure sustainability of in-demand programs. (3.8-22, 3.8-23) Added this sentence and evidence to Paragraph 7: There has been updated electrical infrastructure to support future equipment requirements and we have incorporated modern ADA and seismic standards to increase accessibility and safety. (3.8-24) (added)	3.8 - Paragraphs 6 & 7.
9/21/2026	Management	3.9	The new IT manager does not currently "participate in College planning committees..." Suggested correction would be to delete that portion of the sentence and add a new sentence prior to it with something like: "After a change in IT management in 2026, we expect the new College IT Manager to participate in College planning committees as he becomes more familiar with his role.	RECOMMENDED NARRATIVE: 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) After a change in IT management in 2026, LMC expects their new College IT Manager to participate in College planning committees, monthly meetings 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 after acclimating more to the college community and work expectations.	Modified last sentence of paragraph 2: After a change in IT management in 2026, LMC expects their new College IT Manager to participate in College planning committees, monthly meetings 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 after acclimating more to the college community and work expectations.	3.9 - Paragraph 2
9/21/2026	Management	3.9	The language ladies are likely to catch this, but references to TAG should be in the past tense, especially since it specifically states that it has been deactivated.		addressed	3.9 - various
9/23/2026	Classified	2.4	Classified Staff are not mentioned in this standard explicitly.	Note from Ryan: Often there are many practices and examples listed with standards with no particular reference to which constituent group is primarily responsible for implementing the practice. This standard has many examples of practices that are supported by classified staff (in many cases primarily). We should consider if Standard 4 is the more appropriate place to discuss various roles of constituent groups in decision-making. RECOMMENDED: See Line 8 for final narrative recommendation.	Added this sentence to Paragraph 5: Much of this onboarding communication is planned, coordinated, and delivered by classified professionals, who provide one-on-one assistance to students and help connect them with the resources they need.	2.4 - Paragraph 5.
9/23/2026	Classified	2.7	Classified Staff are not mentioned in this standard explicitly.	Note from Ryan: See comment above. Same may apply here. RECOMMENDED NARRATIVE: The Library is another central academic support, giving students access to research materials, study tools, technology-related support, and direct help from librarians and library technicians. 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	Modified first sentence of Paragraph 5: The Library is another central academic support, ..., and direct help from librarians and library technicians.	2.7 - Paragraph 5.
9/22/2026	IDEA Committee	Various	The work we do to support women is understated in the ISER. Consider adding Women in STEM or the Child Care Center (in relationship to supporting women in particular) as example practices that promote equity.	RECOMMENDED NARRATIVE: LMC also communicates proactively at the beginning of the student journey. The online orientation webpage provides admitted students with information about programs, services, policies, procedures, requirements, inSite access, and available help options, with orientation offered in both 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 resources, tutoring, and other support services. Much of this onboarding communication is planned, coordinated, and delivered by classified professionals, who provide one-on-one assistance to students and help connect them with the resources they need. The Child Study Center serves as an important resource for women by reducing childcare barriers and providing access to quality childcare. (2.4-37) These services help student parents balance their educational goals with family responsibilities while creating greater access to educational and career opportunities. To support Adult Education concurrent enrollment, LMC hosts two Welcome Days each year, one in the fall and one in the spring, introducing prospective students to the campus, available programs, and the Transition Specialist. (2.4-36)	Added this sentence and evidence to Paragraph 5: The Child Study Center serves as an important resource for women by reducing childcare barriers and providing access to quality childcare. (2.4-37) These services help student parents balance their educational goals with family responsibilities while creating greater access to educational and career opportunities. integrated	2.4 - Paragraph 5. added narrative
9/22/2026	IDEA Committee	Institutional Context	Change the title of the chart on student Race/Ethnicity to "Racial/Ethnic Self-Identification" with the language surrounding it as well to this to better articulate the conflation of race and ethnicity and make the fact that this conflation is related to a self-identified description for clarity.	RECOMMENDED: Add a Note to Figure 5 of Institutional Context	Added last sentence to Figure 5 Note: Students self-identify their ethnic/racial groupings. done	Institutional Context - Figure 5.

9/28/2026	Classified	3.9	TAG mentioned extensively. It was disbanded, meetings didn't occur because there was nothing to meet about. Why is it even mentioned if people never met.	RECOMMENDED: Leave as is but change verb tense per Line 5.	done	3.9 - various
9/28/2026	Faculty	2.2	Consider including Early Childhood Education and the Child Study Center as an additional example of career education that connects curriculum, industry standards, supervised field experience, and workforce preparation. The Child Study Center serves as an on-campus laboratory setting where ECE students apply course learning through observation, fieldwork, practicum, and student teaching with children under the supervision of qualified professionals. ECE also works with community mentor teachers and employer partners to provide field-based learning experiences. This seems especially relevant to the discussion of programs that prepare students for employment through external standards and applied/clinical learning.	RECOMMENDED NARRATIVE: 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. One example of career education programs drawing on labor market and community partners includes the Nonprofit Capacity Building Program which will lead to a certificate program through the Business Department in Nonprofit Management. (2.2-8, 2.2-9, 2.2-10, 2.2-14, 2.2-15) One example of trauma informed practice within trauma informed career education programs includes these courses in Early Childhood Education, ECE/30 and ECE/31, which are part of the Certificate of Achievement of Science in Early Childhood Education Master Teacher and the Certificate of Achievement of Science in Early Childhood Education Site Supervisor. (2.2-16)	Added sentence and evidence to Paragraph 7: One example of trauma informed practice within trauma informed career education programs includes these courses in Early Childhood Education, ECE/30 and ECE/31, which are part of the Certificate of Achievement of Science in Early Childhood Education Master Teacher and the Certificate of Achievement of Science in Early Childhood Education Site Supervisor. (2.2-16) (integrated)	2.2 - Paragraph 7.
9/28/2026	Faculty	1.4	Consider including the Child Study Center as an example of mission-driven, community-engaged and applied learning. The CSC provides a unique connection between instruction, student learning, workforce preparation, and service to children and families in the community. ECE students are able to connect classroom learning directly to observation, field experience, practicum, and student teaching in an authentic early childhood setting. This may provide another strong example alongside the Art, Theater, and Music examples currently included in this section.	RECOMMENDED: Leave as is.		
9/28/2026	Faculty	2.5	ECE may provide an additional example of intentional course sequencing and completion planning. ECE pathways include sequenced coursework and field-based requirements, including field experience and student teaching practicum. Because students must coordinate academic coursework with supervised field experience, predictable scheduling and intentional sequencing are particularly important to timely completion. Consider including ECE as an example of how dual enrollment creates an intentional pathway from high school into college and career education. ECE has partnered with local high schools to offer dual enrollment coursework that allows students to begin an Early Childhood Education pathway while still in high school and continue into LMC's ECE degree/certificate pathways. This work supports access, pathway completion, and early entry into a high demand workforce field.	RECOMMENDED NARRATIVE: The College's departments have mapped course sequence patterns to ensure timely completion of degree and general education requirements. One example of intentional course sequencing and completion planning can be found on the ECE website. ECE pathways include sequenced coursework and field-based requirements. Because students must coordinate academic coursework with supervised field experience, predictable scheduling and intentional sequencing are particularly important to timely completion. (2.5-10, 2.5-11, 2.5-12, 2.5-13, 2.5-14, 2.5-17) 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.	Added this sentence and evidence to Paragraph 8: One example of intentional course sequencing and completion planning can be found on the ECE website. ECE pathways include sequenced coursework and field-based requirements. Because students must coordinate academic coursework with supervised field experience, predictable scheduling and intentional sequencing are particularly important to timely completion. (2.5-17) integrated	2.5 - Paragraph 8.
9/28/2026	Faculty	3.7	The Child Study Center Summer Camp Budget is included in the evidence list (3.7-16), but the narrative does not explain the Child Study Center or provide context for why this evidence demonstrates the standard. Consider briefly identifying the CSC and explaining how its budgeting and operational planning illustrate the College's fiscal planning processes.	RECOMMENDED NARRATIVE: 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, so needed resources are funded to ensure student success, such as the Child Study Center Summer Program for students who need childcare during summer schedule. (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)	Added sentence to Paragraph 5: so needed resources are funded to ensure student success, such as the Child Study Center Summer Program for students who need childcare during summer schedule. (integrated)	3.7 - Paragraph 5.

9/28/2026	Faculty	2.6	"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." This line is confusing to me. CVC-OEI refers to the California Virtual Campus-Online Education Initiative. They manage the Online Education Rubric that is connected to best practices in online teaching, as well as the Exchange that allows students to view online courses across the state. The rubric is what we use when reviewing courses for POCR. I am not sure of the intention of the sentence. I think it could read: "Distance Education is supported institutionally by participation in the CVC-OEI Consortium, and collaboration with Academic senate, distance education, CMS/LMS, student services, financial aid, admissions and records, DSP&S, counseling, instruction, institutional research, IT, public information, and professional development."	Note from Renée: Text received was highlighted yellow but I can't highlight only a section of a cell in Excel. Existing ISER text is noted in green font. Line referred to in the feedback is showing as a bold, black font. Suggested change in text is in pink font.	"Distance education quality is supported through the Distance Education Committee (DE), online course addendum review, RSI checklist, DE resources, faculty drop-in support, and curriculum processes." replaced with "Distance Education is supported institutionally by participation in the CVC-OEI Consortium, and collaboration with Academic senate, distance education, CMS/LMS, student services, financial aid, admissions and records, DSP&S, counseling, instruction, institutional research, IT, public information, and professional development." with no italics (integrated)	<i>Change added to Standard 2.6, page 34 (on doc) 37 in sequence.</i>
9/28/2026	Classified	1.5	Equity in Action workshops have not been held for over a year, to my knowledge. We may want to schedule some more before the accreditation committee begins their inquiry for continuity reasons or choose a different workshop series for this section. Additionally, the term "identity recognitions" does not adequately capture the ways that we affirm and celebrate our students and employees, in my opinion. Is there a better way to phrase this or give more specific examples?	RECOMMENDED: Leave as is but send Classified member an email asking for their wording recommendation in order to rephrase the sentence for next draft if necessary.		
9/28/2026	Classified	1.2	If we could replace "equity gaps" with something like "service gaps" where the onus is firmly placed on the institution instead of our underserved student populations. Equity gaps is too reminiscent of achievement gaps, to me.	RECOMMENDED: Leave as is.		
9/28/2026	Classified	2.2	In the third paragraph from the end, it says "CTE-level dialogue reinforces this connection between curriculum, outcomes, and workforce relevance." What is meant by CTE-level dialog? Is this standard language? If not, is there a way to make the meaning more clear?	RECOMMENDED NARRATIVE: CTE collaborative conversation among faculty, classified professionals, administrators, and students 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.	Modified first sentence of Paragraph 8: CTE collaborative conversation among faculty, classified professionals, administrators, and students reinforces this connection between curriculum, outcomes, and workforce relevance. (Added)	2.2 - Paragraph 8.
9/28/2026	Classified	2.4	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...Much of this onboarding communication is planned, coordinated, and delivered by classified professionals in student services, outreach, admissions, financial aid, and counseling support roles who help ensure students receive timely information and personal assistance as they transition to college.	Note from Renée 9/28/26 - Paragraph 5: Existing ISER text is noted in green font. Suggested addition is in pink font. RECOMMENDED: See Line 8 for narrative recommendations.	Added this sentence to Paragraph 5: Much of this onboarding communication is planned, coordinated, and delivered by classified professionals, who provide one-on-one assistance to students and help connect them with the resources they need. added.	2.4 - Paragraph 5.
9/28/2026	Classified	2.4	Start-of-term newsletters give students practical information when they are most likely to need it. These communications are developed through collaboration among instructional and student services areas, with classified professionals playing a key role in gathering information, coordinating content, and connecting students with essential services and resources.	Note from Renée 9/28/26 - Paragraph 6: Existing ISER text is noted in green font. Suggested addition is in pink font. RECOMMENDED: Leave as is.		

left as is

9/28/2026	Classified	2.4	LMC also uses targeted communications when students need to take specific action. Classified employees are often responsible for implementing and managing these outreach efforts, ensuring students receive accurate, timely messages regarding registration, financial aid, graduation, and other critical milestones.	Note from Renée 9/28/26 - Paragraph 7: Existing ISER text is noted in green font. Suggested addition is in pink font. RECOMMENDED: Leave as is.	
9/28/2026	Classified	2.4	Los Medanos College treats communication as part of student success...Classified professionals are central to the delivery of Basic Needs communications, maintaining resource information, coordinating outreach campaigns, responding to student inquiries, and connecting students with services that support their academic success and overall well-being.	Note from Renée 9/28/26 - Paragraph 1: Existing ISER text is noted in green font. Suggested addition is in pink font and requested to be added at the end of the paragraph. RECOMMENDED: Leave as is.	left as is
9/29/2026	Classified	2.4	Suggesting the following addition to section 2.4: "Classified employees in student-facing roles offer one-on-one assistance to students, connecting them with resources and delivering accurate, timely information regarding registration, financial aid, graduation, and other critical milestones."	Note from Renée 9/29/26 - Paragraph 5: Line editors and drafting group can decide where it would fit best. RECOMMENDED: Leave as is.	Left as is
10/5/2026	Line Editing & Office of P&IE	1.4	Paragraph 6 was moved from 1.4 to 2.8. This information was modified to adress 2.8 directly since it was strategically more effective at adressng substandard 2.8.	REMOVED PARAGRAPH 6: "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."	Left as is
10/5/2026	Line Editing & Office of P&IE	1.4	See Line 24		Modified Paragraph 4: LMC's engagement opportunities reflect ...tnership (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). 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). Modified Paragraph 5: Civic and community engagement connects 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). The Theater program's outreach to local high schools demonstrates faculty-led integration of curriculum with community engagement, providing culturally relevant experiences (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 engagement (1.4-16).
10/5/2026	Line Editing & Office of P&IE	1.4	Paragraph 4: Deleted last sentence and evidence 1.4-12 because it is already being discussed in substandard 1.5 which is more relevant to the subject.	RECOMMENDED NARRATIVE: 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)	Modified Paragraph 4 by deleting the following sentence: 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)