
LOS MEDANOS COLLEGE

Midterm Report

Submitted by:

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

Submitted to:

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

October 15, 2017

Certification of Midterm Report

Date: October 15, 2017

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

From: Dr. Bob Kratochvil, President
Los Medanos College
2700 East Leland Road, Pittsburg, CA 94565

This Midterm Report is submitted to fulfill the requirements from the 2014 Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation.

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Fred Wood, Chancellor, Contra Costa Community College District

Ms. Vicki Gordon, Governing Board President, Contra Costa Community College District

Dr. Bob Kratochvil, President, Los Medanos College

Mr. Silvester Henderson, President, LMC Academic Senate

Ms. Linda Kohler, President, LMC Classified Senate

Mr. Israel Castro-Cortez, President, LMC Associated Students

Dr. Kevin Horan, Accreditation Liaison Officer, Los Medanos College

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Statement of Midterm Report Preparation

The President of Los Medanos College received the Action Letter from the Commission on February 6, 2015. The letter stated that, after reviewing the College's Institutional Self Evaluation Report and the Report of the External Evaluation Team, the Commission took action at its January meeting to reaffirm accreditation for Los Medanos College. The Commission required the College to submit a Follow-Up Report by October 15, 2015, and to subsequently host a visit by Commission representatives. The President immediately notified the College community by email ([MRP-1](#)), and both the Action Letter and External Evaluation Report were posted on the College website the same day ([MRP-2](#)).

The Action Letter and External Evaluation Report were discussed at subsequent meetings of the President's Cabinet and the Accreditation Steering Committee ([MRP-3](#), [MRP-4](#)). The timeline for the Follow-Up response and the membership of the Recommendation Response Teams (RRTs) were finalized by the end of February 2015 ([MRP-5](#)). This information was then shared with the campus community at the College Assembly on March 2, 2015 ([MRP-6](#)).

At the College level, two Recommendation Response Teams were formed. The first RRT addressed College Recommendation 1 with reference to the Brentwood Center. The second addressed College Recommendation 2, which focused on improving the effectiveness of the Resource Allocation Process (RAP). College/District Recommendation 1 was addressed by the District Office as part of negotiations with the Faculty Union.

The RRTs met frequently between February 2015 and May 2015. They presented the first draft of the responses to: the Academic, Classified, and Student Senates the Shared Governance Council; and to the broader campus community for review and feedback at a College Assembly in April ([MRP-7](#), [MRP-8](#), [MRP-9](#), [MRP-10](#), [MRP-11](#), [MRP-12](#)). They continued to incorporate suggestions and additional data throughout April and completed the second draft by the end of that month. The close-to-final draft was again reviewed by the Senates and the Shared Governance Council and approved by all four groups in May ([MRP-13](#), [MRP-14](#), [MRP-15](#), [MRP-16 SGC May 2015 Meeting Minutes](#)).

The Accreditation Liaison Officer (ALO) compiled and edited the final document in June. The final formatted draft was presented to the College on Opening Day in August 2015 and then submitted to the Chancellor and the Governing Board for review and approval in August 2015 ([MRP-17](#), [MRP-18](#)). It was approved by the Governing Board in October 2015 ([MRP-19](#)).

In preparation for the submission of the mid-term report to the Board of Trustees, the Accreditation Steering Committee met on March 9, 2017 ([MRP-20](#)) to develop the timeline for presenting and receiving feedback from governance constituencies and the overall college community. The ALO collected data and input from designated

leads for each identified Action Improvement Plan (AIP) and the various data requirements for the mid-term report.

The ALO presented the draft mid-term report for a first read to the Classified Senate on March 17, 2017 (MRP-21 Classified Sen Meeting Minutes), Student Senate on March 27, 2017 (MRP-22 LMCAS Meeting Minutes), and Academic Senate on April 17, 2017 (MRP-23 Academic Senate Meeting Minutes). The Accreditation Steering Committee reviewed and incorporated feedback on March 30, 2017 (MRP-24 ASC Meeting Minutes). The ALO presented the revised mid-term draft report to the Classified Senate on April 21, 2017 (MRP-25 Classified Senate Meeting Minutes), Student Senate on April 24, 2017 (MRP-26 LMCAS Meeting Minutes), and Academic Senate on May 1, 2017 (MRP-27 Academic Senate Meeting Minutes). The Accreditation Steering Committee reviewed and approved the final report on May 11, 2017?? (MRP-28 ASC Meeting Minutes). The final mid-term report was presented as an information item to the Shared Governance Council on May 10 or 24, 2017??? (MRP-29 SGC Meeting Minutes) and Planning Committee May 4, 2017 (MRP-30 Planning Committee Meeting Minutes).

The Final Mid-Term Report was submitted to the Board of Trustees and approved on June 28, 2017 (MRP-31 GB Meeting Minutes).

A. Recommendation Response Teams and Members

Recommendation	Co-Chairs	Members
College Recommendation 1	Gail Newman (CSSO, Sr. Dean of Student Services) Kevin Horan (CIO, Vice President of Instruction & Student Services)	Michael Becker (Technology Systems Manager) Christina Goff (Librarian) Sharon McLean (Business Coordinator, Brentwood Center) Sharen Ramirez (Counselor, Brentwood Center)
College/District Recommendation 1	Gene Huff (Executive Vice Chancellor, Administrative Services)	Dr. Helen Benjamin Mojdeh Mehdizadeh Ray Pyle Dio Shipp Peter Garcia Dr. Bob Kratochvil Tim Leong Jonah Nicholas Sally Montemayor-Lenz
College Recommendation 2	Aderonke Olatunji (CBO, Director of Business Services) Ann Starkie (Business Office)	Jennifer Adams (Sr. Executive Assistant to President) A'kilah Moore (Dean of Math & Sciences) Virginia Richards (DSPS Counselor and SGC Member)

Data Trend Analysis

Institution Set-Standards

STUDENT COURSE COMPLETION			
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)			
Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	69%	69%	69%
Stretch Goal	n/a	n/a	n/a
Actual Performance	71.1%	70.4%	72.5%
Difference between Standard and Performance	2.1%	1.4%	3.5%
Difference between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data: LMC has demonstrated an overall increase in our course completion rate and have continuously surpassed our institution set standard. (DTA-1)			
DEGREE COMPLETION			
(Students who received one or more degrees must be counted only once.)			
Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	411	411	411
Stretch Goal	n/a	n/a	n/a
Actual Performance	1,030	1,161	1,219
Difference between Standard and Performance	619	750	808
Difference between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data: LMC has demonstrated a consistent year over year increase in the total number of degree completions. LMC has instituted numerous initiatives designed to positively impact degree completion, including the creation of over 20 Associate Degrees for Transfer and piloting the Online Education Planning Tool. The consistent increase has provided enough confidence in our success rate that we will be discussing in fall 2017 the recalibration and set point for our institution set standard for degree completion (DTA-1).			
CERTIFICATE COMPLETION			
(Students who received one or more certificates must be counted only once.)			
Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	110	110	110
Stretch Goal	n/a	n/a	n/a
Actual Performance	701	829	962
Difference between Standard and Performance	591	719	852
Difference between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data: LMC has demonstrated a consistent year over year increase in the total number of certificate completions. LMC has instituted numerous initiatives designed to positively impact certificate completion, including the			

creation of a new Career Technical Education (CTE) focused Counselor position and the pilot of the Online Education Planning Tool. The consistent increase has provided enough confidence in our success rate that we will be discussing in fall 2017 the recalibration and set point for our institution set standard for certificate completion (DTA-1).

TRANSFER			
(The number of students who transfer each year to 4-year colleges/universities.)			
Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	300	300	300
Stretch Goal	n/a	n/a	n/a
Actual Performance	639	664	681
Difference between Standard and Performance	339	364	381
Difference between Stretch Goal and Performance	n/a	n/a	n/a
<i>* Data is not yet available for In-State Private Out-of-State Colleges/Universities</i>			
Analysis of data: LMC has demonstrated a consistent year over year increase in the total number of transfers. LMC has instituted numerous initiatives designed to positively impact transfers, including the Transfer Academy, the creation of over 20 Associate Degrees for Transfer, and increased activities and events through our Career & Transfer Center, including hosting the first regional Transfer Fair for Historically Black Colleges & Universities (HBCUs) in 2015, and increased frequency of transfer tours of 4 Year Institutions throughout California. The consistent increase has provided enough confidence in our success rate that we will be discussing in fall 2017 the recalibration and set point for our institution set standard for certificate completion (DTA-1).			

LICENSURE PASS RATE											
(Based on the number of students that took the licensure examination)											
Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Registered Nursing	80%	90%	82%	88%	15%	2%	8%	n/a	n/a	n/a	n/a
Vocational Nursing	90%	82%	0%*	n/a	8%	-90%	n/a	n/a	n/a	n/a	n/a
Emergency Medical Services	80%	55%	47%	n/a	25%	33%	n/a	n/a	n/a	n/a	n/a
<i>* The LVN Program was on a one year hiatus, no graduates taking the NCLEX-PN for 2015</i>											
(DTA-2, DTA-3, DTA-4)											

JOB PLACEMENT RATE

(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who graduated from the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Administration of Justice	40%	100%	80%	n/a	60%	40%	n/a	n/a	n/a	n/a	n/a
Appliance Technology	40%	89%	82%	n/a	49%	42%	n/a	n/a	n/a	n/a	n/a
Automotive Technology	30%	89%	82%	n/a	49%	42%	n/a	n/a	n/a	n/a	n/a
Accounting	40%	29%	90%	n/a	-11%	50%	n/a	n/a	n/a	n/a	n/a
Child Development	40%	89%	82%	n/a	49%	42%	n/a	n/a	n/a	n/a	n/a
Computer Science	60%	0%	100%	n/a	-60%	40%	n/a	n/a	n/a	n/a	n/a
Electrical & Industrial Technology	70%	92%	93%	n/a	22%	23%	n/a	n/a	n/a	n/a	n/a
Emergency Medical Services	40%	88%	94%	n/a	48%	54%	n/a	n/a	n/a	n/a	n/a
Fire Technology	40%	100%	80%	n/a	60%	40%	n/a	n/a	n/a	n/a	n/a
Graphic Arts	30%	33%	100%	n/a	-7%	70%	n/a	n/a	n/a	n/a	n/a
Process Technology	40%	92%	93%	n/a	52%	53%	n/a	n/a	n/a	n/a	n/a
Recording Arts	40%	33%	100%	n/a	-7%	60%	n/a	n/a	n/a	n/a	n/a
Registered Nursing	60%	88%	94%	n/a	28%	34%	n/a	n/a	n/a	n/a	n/a
Travel Marketing	40%	89%	82%	n/a	49%	42%	n/a	n/a	n/a	n/a	n/a
Vocational Nursing	40%	88%	94%	n/a	28%	34%	n/a	n/a	n/a	n/a	n/a
Welding Technology	40%	92%	93%	n/a	52%	53%	n/a	n/a	n/a	n/a	n/a

(DTA-5)

Student Learning Outcomes Assessment

Category	Reporting Year		
	2014	2015	2016
Number of Courses	619	619	627
Number of Courses Assessed	465	433	408
Number of Programs	125	119	110
Number of Programs Assessed	71	71	71
Number of Institutional Outcomes	5	5	4
Number of Outcomes Assessed	3	3	4

Analysis of Data: There are 627 courses in the 2016-2017 catalog. Of those, 48 courses were either deactivated and/or not offered during the years of cycle 1 (2012-2017). Therefore, we had an actual count of 579 actively offered courses during cycle 1. Of the 579 actively offered courses during cycle 1, 408 were assessed in the assigned cohort timelines. Numerous challenges were encountered during Cycle 1 that negatively impacted our ability to assess all actively offered courses, including vacant faculty positions and unfortunately timed turn over in departments/disciplines that house only one full-time faculty position. In conjunction with the current year of Program Student Learning Outcomes (PSLO), an analysis of these areas will likely result in additional courses being deactivated and removed for the 17-18 catalog year. Faculty in these areas are working with the Teaching Learning Committee (TLC) to complete the missing CSLO assessments in actively offered courses by Fall 2017.

LMC currently utilizes the 5 General Education Student Learning Outcomes (GELSO) as the Institution Learning Outcomes (ILO). The GE committee has assessed 4 out of the 5 outcomes and has determined that one of the 5 GESLOs is no longer appropriate to maintain as either a GESLO or ILO. The committee is currently discussing the discontinuation of this GESLO. Additionally, the committee will be making a recommendation to create new ILOs in Fall 2017 and will then be assessed in Cycle 2.

There are currently 110 actively offered Programs at LMC. Of these 110 programs, 71 have been assessed and the remaining 39 are currently being assessed in 2016-2017, which is aligned with the Cycle 1 requirements.

(DTA-6 Report/Data where numbers come from for SLOs Assessment)

Annual Fiscal Report

General Fund Performance			
Category	Reporting Year		
	2014	2015	2016
Revenues	195,269,491	209,489,811	247,397,837
Expenditures	196,634,827	212,683,836	237,808,199
Expenditures for Salaries and Benefits	159,496,128	168,982,154	185,334,831
Surplus/Deficit	(1,365,336)	(3,194,025)	9,589,638
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-0.70%	-1.52%	3.88%
Reserve (Primary Reserve Ratio)	29.22%	29.79%	30.14%
<p><u>Analysis of the Data:</u> The past three fiscal years has seen substantial revenue growth at the District, mostly through increased ongoing and restricted allocations from the state. District and college staff continually monitor reserve levels, expenditure and revenue line items, and budget to actual comparisons in order to spot any trends that may be of concern. In addition, regular reports are given to executive leadership at the District and college level, as well as to the Governing Board. The strong financial position of the District is further noted by external rating agencies; Standard & Poors has given the District a credit rating of “AA” which is the third highest rating available and considered “high grade”. Further, Moody’s has given the District a rating of “Aa1” which is the second highest rating available and is also considered “high grade”. With strong reserves and an escalating primary reserve ratio, the District is in a solid financial position. (DTA-7)</p>			

Other Post-Employment Benefits			
Category	Reporting Year		
	2014	2015	2016
Actuarial Accrued Liability (AAL) for OPEB	\$198,489,326	\$221,603,131	\$221,603,131
Funded Ratio (Actuarial Value of Plan Assets/AAL)	23%	31%	31%
Annual Required Contribution (ARC)	\$16,564,389	\$17,198,348	\$17,198,348
Amount of Contribution to ARC	\$17,234,197	\$17,977,436	\$16,878,284
<p><u>Analysis of Data:</u> While the District has a substantial OPEB liability, it has taken aggressive steps in the past decade to buy down this liability. At this juncture, the unfunded portion of the liability is at an all-time low with an irrevocable trust having a current market value of \$89.4 million. The District has also identified sufficient funds to continue making its ARC payment for at least the next four years. Finally, the District has negotiated substantially reduced retiree health benefits for new hires, stunting the long-term growth of this liability. (DTA-7)</p>			

Enrollment			
Category	Reporting Year		
	2014	2015	2016
Actual Full Time Equivalent Enrollment (FTES)	32,388	26,850	32,807
Budgeted Full Time Equivalent Enrollment (FTES) (Annual Target)	30,860	31,117	31,117
<p>Analysis of Data: The FTES differential between 2015 versus 2014 and 2016 is due to a strategic decision by the District to shift reportable FTES from its summer session. This creates an impression of a substantial year-over-year drop; however, this shift of summer FTES was done to maximize available revenue from the state and is a common practice within the California community college system. Measured purely within an academic year, the District's FTES has been stable for several years, with enrollment variances of less than 1% when measured against a five-year average. (DTA-7)</p>			

Financial Aid			
Category	Reporting Year		
	2014	2015	2016
USDE official cohort Student Loan Default Rate (FSLD -3 year rate)	16%	12.9%	7.5%
<p>Analysis of Data: It is important to note that the default rates listed above correspond as follows: 2016 = 2014, 2015 = 2013, and 2014 = 2012. The rate listed for 2016 (7.5%) is the draft rate, which will be finalized in Fall 2017. The 2015 rate will not be available until Fall 2018. (DTA-8)</p>			

Response to Self-Identified Actionable Improvement Plans

Standard	Improvement Plan	Responsible Parties	Timeline
<p>I / II A</p>	<p>The College will evaluate, revise and codify a sustainable process for reviewing and responding to annual program review updates and comprehensive reviews.</p>	<ul style="list-style-type: none"> ❖ Office of Instruction ❖ Planning Committee 	<p>On-Going</p>
	<p>Progress Update: In 2015-2016, the Instructional Deans collaborated with department chairs to create a rubric for providing departments with systematic feedback on the following aspects of Program Review (AIP.IA-1):</p> <ul style="list-style-type: none"> • Description of Unit/Members • Mission • Program Standards • Program Level Assessment • Course Level Assessment • New Objectives • Past Objectives • Use of SQL data in setting objectives • Department Successes • Professional Development <p>The Program Review Submission Tool typically “opens” in September/October for the updating of objectives. (It is “open” year round for uploading assessments.) When the tool “closes”, usually in late January/early February prior to RAP, the deans read each department/unit program review and complete the rubric in order to provide detailed feedback on all of the above listed elements. In February/ March, the deans meet with department chairs to discuss the feedback, particularly noting the need to update any assessments and COORs, and to discuss program goals and resource needs. We completed this process in 2015-2016 for the 2016- 2017 Program Review year, and are currently engaged in this process now, 2016-2017, for the 2017-2018 Program Review year. (Note that Program Review is labeled for the upcoming year to indicate the year for which we are planning.) Although this is only the second time we have engaged in this process, it seems to be an effective way to monitor the updating of assessments and COORs, and to provide support in helping departments/units set and achieve goals. (AIP.IA-2, AIP.IA-3)*- <i>We need a brief description and template for Student Services Program Review Rubric and Administrative Units Program Review Rubric</i></p>		

<p>IIA</p>	<p>The College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting completion of certificates and degrees and; analyze data on success and completion rates of online and hybrid courses to inform efforts to improve student learning and success.</p>	<ul style="list-style-type: none"> ❖ Distance Education Committee ❖ Office of the Vice President of Instruction & Student Services 	<p>On-going (Next Survey-FA17)</p>
<p>Progress Update: The Distance Education Committee is currently working on the following initiatives:</p> <p>Standardized hybrid course schedules. LMC currently has a variety of hybrid course schedules with no standard in place. We have hybrid courses that meet onsite less than 10% and some more than 50%. This creates confusion for students as they schedule their classes and determine when they need to meet on campus for class. Due to the variety of hybrid offerings, it is difficult to effectively utilize on-site classroom space. By developing a recommended hybrid course scheduling model for Academic Senate approval, LMC will not only be able to better utilize facilities, but students will be able to build a cohesive course schedule (AIP.IIA-1 Hybrid Course Scheduling Model).</p> <p>Distance Education Strategic Plan. LMC completed a draft of our Distance Education Strategic Plan in May 2015. That plan was presented to the District Distance Education Committee, who in turn used our plan as the foundation of the Districtwide Distance Education Strategic Plan. The District plan was revised, presented to and approved by the Districtwide Governance Council in December 2016. With the Districtwide Distance Education Strategic Plan approved, LMC will revisit and update our own DE Strategic Plan to align it with the District's plan and then present it to our Academic Senate for approval (AIP.IIA-2 Districtwide Distance Education Strategic Plan, AIP.IIA-3 LMC DE Strategic Plan Draft).</p> <p>Faculty training. Faculty training in online teaching, instructional technology, and learning how to use our current learning management system (Canvas) is a significant part of our strategic plan. During the Fall 2016 Flex week, LMC offered various online workshops on best practices in Canvas, how to use video conferencing tools, and online teaching tips. We duplicated and extended this training for the Spring 2017 Flex, and we continue to take steps to improve faculty training in order to improve student success in online courses. New data from a Fall 2016 end-of-semester student survey about Canvas was provided by the District IT department in January 2017, and our DEC is using the survey responses to make necessary updates to current Canvas trainings. Since the survey did not represent all students currently utilizing a learning management system, as we are running D2L and Canvas parallel until June 2017, we plan on distributing another survey at the end of Fall 2017, when we complete a full semester with all students using Canvas (AIP.IIA-7 FA16 Canvas FLEX Workshops List, AIP.IIA-8 SP17 Canvas FLEX</p>			

	<p>Workshops List, AIP.IIA-9 District IT FA16 Canvas Student Survey Results, AIP.IIA-10 Canvas and D2L Webpage, AIP.IIA-11 Canvas Transition Webpage, AIP.IIA-12 Classroom Technology).</p> <p>Online proctoring solutions. Faculty interest in online proctoring, coupled with the OEI's proctoring options, has led the LMC DEC to explore proctoring solutions in order to improve test integrity. The committee has reviewed Proctorio, a proctoring software solution support by the OEI. Proctorio will be piloted by select courses during Summer 2017. We will continue to research and evaluate proctoring solutions (AIP.IIA-13 Proctorio Information).</p> <p>Student online readiness program. The OEI has provided all California Community Colleges with free access to the QUEST by SmarterMeasure Online Readiness Program. The LMC DEC will explore the program options for prospective, novice, and experienced online students. We will work with online course instructors on how to best incorporate and promote the QUEST program in their courses (AIP.IIA-14 QUEST Program Information).</p> <p>Department Distance Education Plan. The LMC DEC is developing an inquiry letter to all departments in order to gauge their plans for online course offerings. The intent of the inquiry is multifaceted – firstly, the inquiry will provide information on each department's position regarding the 50% online rule (insert official name??); secondly, to collect information on possible fully online degree and certificate programs; lastly, to better plan for future online faculty training needs (AIP.IIA-15 Online Course Offerings Inquiry Letter-Draft).</p>	
<p>IIB</p>	<p>Will identify diversity issues on campus and strategize to expand student awareness of the value of being a part of a diverse college community.</p>	<ul style="list-style-type: none"> ❖ Dean of Student Success ❖ Dean of Counseling & Student Support ❖ IDEA Committee ❖ LMC Associated Students
<p>Progress Update: Beginning in 2014-15 and continuing into the present, Los Medanos College has strengthened its efforts to identify diversity related issues on campus and to increase the value of being a part of a diverse campus community. These efforts have been the result of planning and support by multiple campus departments, committees and organizations including LMCAS (the college student government), Student Life, IDEA committee, Student Equity Plan Advisory Committee, academic departments and college leadership.</p> <p>Key efforts by LMCAS and Student Life include the Elevating Diversity series in 2014-15 which featured a variety of student focused diversity and social justice related programs including hosting guest speakers such as Janet Mock (a bestselling author,</p>		

speaker and advocate for trans women's rights) and Kumu Hina (a speaker focused on transgender identity in the Pacific Islander and Asian-American community) ([AIP.IIB-1](#), [AIP.IIB-2](#)). In Fall 2016, Student Life hosted the IMPACT Student Leadership retreat focused on the theme of “student activism” and featured a guest speaker discussing the distinctive legacy of civil rights activism among foreign and American-born Chinese, Japanese, and Filipino students ([AIP.IIB-3](#)). Most recently, in Spring 2017, student leaders in collaboration with the Office of Student Life have developed and opened a student staffed Food Pantry to bring support to students facing food insecurity due to their low socioeconomic status and to raise awareness of this specific challenge facing nearly one third of community college students ([AIP.IIB-4](#)). Furthermore, Student Life has begun hosting a regular dialogue series for students entitled, A Place to Talk, as a forum for difficult discussions related to current issues such as immigration issues and hate speech ([AIP.IIB-5](#)).

The IDEA Committee has adopted the Standard IIB Action Improvement Plan goal as a continuing committee charge ([AIP.IIB-6](#) **Need updated charges on IDEA website**). Through another of the committee charges (related to providing recommendations on Student Equity Plan mini-grant funding), significant support for numerous programmatic activities focused on increasing the value of diversity has occurred. Some highlights of supported programs include:

- Fixed – Celebrating Disability Awareness Month ([AIP.IIB-7](#))
- Fall 2015 Series of Programs & Events including Benson Ocean, a celebration of the African Diaspora, Ruined (play), and an evening with award winning director John Singleton ([AIP.IIB-8](#))
- Where Did We Sit on the Bus (a play about a young Latino artist finding acceptance in his home and self through the history of his culture) ([AIP.IIB-9](#))
- Support for student attendance at multiple conferences including the Latina Leadership Network (LLN), African American Male Educational Network and Development (A2MEND), and Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) ([AIP.IIB-10](#), [AIP.IIB-11](#), [AIP.IIB-12](#))

With regard to improving diversity awareness and education through curriculum, college faculty worked to develop a new Social Justice Studies degree which will be available for enrollment beginning in Fall 2017 ([AIP.IIB-13](#) **Need Document showing new Instructional Program**). In an effort to support the instructional efforts in this area and to further develop ethnic studies and social justice curriculum and degrees, the college approved the hiring of its first full-time tenure track professor of Ethnic Studies in Spring 2017 ([AIP.IIB-14](#)).

In an effort to better understand diversity and equity issues facing the college, during 2015-16, the college engaged in a significant external evaluation project which examined the college’s commitment and ability to strengthen its commitment to fostering equity. Through support of the Student Equity Plan, RDP Consulting was selected to conduct the college-wide

	<p>evaluation project. This project involved significant input from staff, faculty, managers, and students through a series of focus groups. Diverse student populations were intentionally recruited for participation including students from the Umoja Scholars Program, MESA Program, DSPS Program, ESL Program, and current and former foster youth. The results of the evaluation will assist the college in developing a more comprehensive vision of how to build and maintain a college culture and a collective movement to create and maintain an inclusive and equitable learning environment (AIP.IIB-15, AIP.IIB-16).</p> <p>Through the support of the Student Equity Plan (SEP), numerous areas have been addressed that provide support and engagement opportunities to historically underserved diverse student populations. These include increased staffing for the Umoja Scholars Program (supporting African American students) and annual Black History Month activities (AIP.IIB-17 Need document showing recent Umoja Staffing Hires, AIP.IIB-18).</p> <p>Additionally, through the Student Equity Plan (SEP) substantial effort has been put into providing increased professional development for college employees in working with diverse students. Key efforts have included the creation of the faculty Equity-focused professional learning facilitators, the Faculty Advisor Mentor (FAM) program, and the Equity Core Team training (AIP.IIB-19). More recently, in Spring 2017 the college created and hired a new Dean of Equity & Inclusion. This cabinet level position, which reports directly to the college President, will provide leadership college-wide in fostering a more equitable and inclusive environment at the college (AIP.IIB-20 Need email from Bob announcing Sabrina Kwist).</p> <p>Lastly, in 2016-17, a group of college employees worked with Contra Costa Community College District colleagues to develop recommended language for a District-Wide resolution Reaffirming Support of Contra Costa Community College District Students and Employees in Defense of Diversity and Inclusion. In alignment with the goals of the resolution, multiple workshops have been held for students and the campus community focused on sharing information for undocumented students related to the Deferred Action for Childhood Arrivals (DACA) and Know Your Rights information workshops in collaboration with the International Institute of the Bay Area (AIP.IIB-21, AIP.IIB-22).</p>	
<p>III A</p>	<p>Upon adoption of the College and District five-year strategic plans, and with guidance from the state’s EEO Plan, College and District Human Resource Offices will take action to review any policy and procedure changes necessary in current hiring practices to ensure that hiring pools are representative of the service area, and that all state and local policies and procedures are followed precisely.</p>	<ul style="list-style-type: none"> ❖ Equal Employment Opportunity Committee ❖ Business Services ❖ CCCCDC Human Resources Department

Progress Update: Significant work related to this actionable improvement plan has taken place since the LMC self-evaluation and Visit Team reports.

- The Contra Costa Community College District (CCCCD) Strategic Plan was approved by the Governing Board in May 2014 (AIP.IIIA-1 Governing Board Meeting Minutes_May2014).
- The Los Medanos College Strategic Plan was completed and approved by the Governing Board in January 2015 (AIP.IIIA-2 Governing Board Meeting Minutes_Jan2015).
- The District's EEO Plan for 2016-2019 was finalized and gained Governing Board approval at its May 25, 2016 meeting (AIP.IIIA-3 Governing Board Meeting Minutes_25May2016).

The District's EEO Plan is intended to be more than a compliance document, but instead is designed to develop best practices in recruitment and hiring approaches that will eliminate barriers to employment and cultivate hiring opportunities for all. It is the District's belief that fostering diversity and promoting excellence in its workforce takes aggressive actions to ensure equal employment opportunities and a working environment that is welcoming to all. The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices and the steps CCCCDD will take to diversify its workforce. The Plan also contains an analysis of the demographic composition of the District's employee population and an analysis of underrepresented groups.

Multiple District policies and procedures have been adopted by the Governing Board in support of EEO hiring practices. They include:

- Board Policy 2001 – Nondiscrimination Policy (AIP.IIIA-4)
- Board Policy 2004 – Selection, Retention and Termination of District Employees (AIP.IIIA-5)
- Board Policy 2052 – Equal Employment Opportunity (AIP.IIIA-6)
- Board Policy 2059 – Diversity (AIP.IIIA-7)
- HR Procedure 1010.01 – Equal Employment Opportunity Plan (AIP.IIIA-8)
- HR Procedure 1010.02 – Uniform Employment Selection Guide (AIP.IIIA-9)
- HR Procedure 1040.07 – Unlawful Discrimination and Unlawful Harassment (AIP.IIIA-10)
- Management, Supervisory, and Confidential Employees Personnel Manual (AIP.IIIA-11)

In an effort to promote the District's commitment to increasing diversity and expanding the applicant pool, a more focused outreach recruitment strategy has been implemented. Job openings are now advertised through a variety of job boards and publication – more than 30 in total – that target diverse populations. These advertising sources are utilized for faculty, staff, and management recruitments with the intent to attract a rich and diverse applicant pool. The District also provides professional

	<p>development instruction for employees to teach best practices in hiring and anti-bias training. Employees participating in hiring processes and interview committees are required to attend these training workshops or view them online.</p> <p>The LMC College EEO committee is a shared governance committee with representatives appointed by the three constituency groups and the President. The committee meets on a monthly basis, its agenda, minutes, and resources posted at (AIP.IIIA-12). Work of the committee has included discussion points about various aspects of the District EEO plan and its implementation, including: selection committee training, the role of the campus EEO committee in the hiring process, measurement/data in support of diversity, and maintaining an institutional commitment to diversity.</p> <p>These are highlights of work that has been done in the past two years to address this actionable improvement plan both at the District and College level. A routine review of applicable policies and procedures has been done by the Governing Board, and a presentation to the Board on diversity efforts within the District has been made as recently as June 22, 2016. See the following link: (AIP.IIIA-13).</p>		
<p>III C</p>	<p>A comprehensive <i>LMC Technology Strategic Plan</i>, aligned with the College’s <i>Educational Master Plan</i>, will be completed and will identify processes for technology infrastructure refresh and staffing for technology support and training. Approval of the <i>LMC Technology Strategic Plan</i> by campus shared governance bodies is expected by December 2014. With completion of the Plan, IT&S, Business Services, and the President’s Office will work to identify resources to support the Plan.</p>	<ul style="list-style-type: none"> ❖ Information Technology Services ❖ Technology Advisory Group ❖ Business Services ❖ President’s Office 	
<p>Progress Update: Completion and adoption of a comprehensive LMC Technology Strategic Plan was identified as an Actionable Improvement Plan (AIP) in section III.C.1.c of LMC’s Self Evaluation Report. To date, a Technology Strategic Plan has not been adopted at LMC, primarily due to a lack of member attendance at scheduled meetings of LMC’s Technology Advisory Group (TAG). Progress has been achieved toward the adoption of the plan as described in the next few paragraphs. The development and adoption of a Technology Strategic Plan is the responsibility of TAG which is a shared governance committee and falls under the requirements of the Brown Act. At the time of the draft of the development of the Plan, membership consisted of three voting members from each of the following constituency groups: students (appointed by the Los Medanos College Associated Student, LMCAS), faculty (appointed by the Academic Senate), classified staff (appointed by the Classified Senate) and managers (appointed by LMC’s President) (AIP.IIIC-1.List of current TAG members). The Technology Systems Manager acts as an Ex-officio chair and administrative support is supplied by the Information Technology and Services (IT&S) department.</p>			

	<p>Prior to February 21, 2017, attendance of seven voting members from the various constituency groups was required to achieve a quorum. Achieving a quorum under the seven-member requirement was rare from 2014 through 2016 (AIP.IIIC-2 Minutes from meetings in 2014, 2015 and 2016). At the February 21, 2017 meeting, a quorum was achieved and the committee by-laws were changed to constituency-based quorum and voting. The new by-laws allow for a quorum to be achieved when three of the four constituency groups are present (AIP.IIIC-3 February 21, 2017 TAG Minutes, AIP.IIIC-4 TAG Revised By-Laws). It is expected that a quorum will be achieved on a regular basis and completion of the Technology Strategic Plan will be the top priority of TAG. The original goal identified in the 2014 AIP was an expectation to have adoption of the Technology Strategic Plan by the end of the December 2014.</p> <p>Due to the inability to achieve a quorum in TAG meetings, this expectation was not met. The work on the Technology Strategic Plan continued in working groups and, in spring of 2015, a quorum was achieved in TAG and a draft of the Plan was approved for presentation to the shared governance constituency groups. This draft plan was presented to the President’s Cabinet in May, 2015 (AIP.IIIC-5 President’s Cabinet Notes May 2015). In October, 2015, the President’s Cabinet responded to the May presentation and requested additions, changes and updates to the May, 2015 draft.</p> <p>Though a quorum in TAG was not achieved between the time of the request by the President’s Cabinet in October 2015 and the February 21, 2017 meeting, work on implementing the changes recommended by the President’s Cabinet was still performed by working groups (AIP.IIIC-6 Notes/minutes from working group meetings). These changes are being discussed in current meetings. In addition, many of the tasks that were identified in the draft of the Plan have been implemented (AIP.IIIC-7 Evidence of tasks implemented). The goal of TAG is to have an approved Technology Strategic Plan by spring semester 2018.</p>		
<p>IIID</p>	<p>Starting in FY 2014-15, the Business Services Department will conduct an annual evaluation to determine the effectiveness of the allocation of resources towards supporting and achieving College goals.</p>	<ul style="list-style-type: none"> ❖ Business Services ❖ Shared Governance Council ❖ President’s Office 	
<p>Progress Update: The College has incorporated the evaluation of RAP-funded proposals into its existing Planning and Assessment Cycle (AIP.IID-1). In order to “close the loop”:</p> <ul style="list-style-type: none"> • The College’s Business Office identified all RAP proposals from the Fiscal Year (FY) 2014-15 Program Review and Planning process and confirmed that each request was aligned with at least one of the objectives below: <ul style="list-style-type: none"> ○ Student Learning Outcome Assessment and Departmental Goal ○ College Strategic Direction(s) ○ District Strategic Direction(s) 			

- The Recommendation Response Team developed and piloted a three-year “look-back” process to evaluate all funded RAP proposals: “Year 1” is the year in which the resources are requested; “Year 2” identifies when the resources are received and implemented; and “Year 3” is the year in which the impact of the resources is assessed to determine whether the expenditure improved student success and/or institutional effectiveness.

RAP REQUESTS FOR FY 2013-14			
Resources Requested	Funding Notifications	Resources Received/ Project Implemented	Impact of Resources Assessed/ Reported
Feb. 25, 2013 (Spring 2013)	May 24 & Sept. 19, 2013 (Spring & Fall 2013)	July 1, 2013 through June 30, 2014 (Fall 2013 - Fall 2014)	May 12, 2015 (Spring 2015)

To implement the pilot process, the following steps were undertaken:

- All RAPs funded for FY 2013-14 were identified
- A five-question assessment/reporting form, which addressed the impact of the allocated resources related to student success and/or institutional effectiveness, was developed and sent to all departments that received funds through the FY 2013-14 RAP cycle ([AIP.IID-2](#)).
- Assessment results were reviewed by the following groups, based on the categories of the funding request, and a worksheet was developed to help guide the evaluation process :
 - The President’s Cabinet reviewed the responses for all Program Maintenance proposals.
 - The Shared Governance Council is reviewing the responses for all proposals funded through Program Improvement & Development and Permanent Classified Staffing.
- Both groups provide the College President with feedback (including future process improvement recommendations) regarding the effective use of resources allocated for FY 2013-14 toward the enhancement of student success and/or institutional effectiveness.

The second phase, which will be implemented for FY 2015-16, includes:

- Utilizing the Planning and Assessment Cycle to ensure that the College systematically assesses the effective use of financial resources.

	<ul style="list-style-type: none"> • Using the three-year “look-back” process to evaluate RAP-funded proposals. • Reviewing and determining the appropriate composition of the committee(s) and/or group(s) responsible for the ongoing evaluation of the effective use of allocated resources. • Considering feedback received from these committee(s)/group(s) during future funding decisions as a means for continuously improving RAP, the impact of approved proposals, and – by extension – institutional effectiveness. <p>The Planning Committee is currently finalizing a revised Integrated Planning Model for the College. The assessment of allocated resources will then be included in the Institutional Effectiveness Report, which is in the development stage. – Need to update this language</p>			
<p>IVA</p>	<table border="1" data-bbox="315 516 2005 630"> <tr> <td data-bbox="315 516 1144 630"> <p>The College will formalize consistent, bi-directional communication standards, strategies and procedures between shared governance committees, senates and constituents.</p> </td> <td data-bbox="1144 516 1669 630"> <ul style="list-style-type: none"> ❖ President’s Office ❖ Shared Governance Council </td> <td data-bbox="1669 516 2005 630"></td> </tr> </table> <p>Progress Update: Simultaneous to the writing of Standard IVA, the standard committee determined there was a need to improve campus-wide communication particularly pertaining to policy and decisions recommended by shared governance committees. This resulted in one of eight actionable improvement plans: “In collaboration with the President’s Office, the Shared Governance Council will formulate consistent, bidirectional communication standards, strategies and procedures between shared governance committees, senates, and constituents.” The result of this recommendation was a formal, routine examination at Shared Governance Council (SGC) meetings of “report outs” by the constituent Council members (Academic Senate, Classified Senate, Associated Students) that should be shared by respective constituents at their meetings. In other words, at the conclusion of the SGC meetings the President delineates and reaches agreement with constituent members on issues and decisions reached at SGC meetings that should be shared at subsequent constituent meetings. In turn, constituent members have been tasked with bringing issues from their groups to the Shared Governance Council.</p> <p>This “bidirectional” communication – to and from each constituent group from SGC – is intended to ensure that important information is being widely transmitted and understood by representative bodies of the college. The impact of this effort has been particularly evident in Spring 2017 as discourse between SGC and the Academic Senate regarding the budget process has occurred (AIP.IVA-1 SGC Meeting Minutes/Agendas of bi-directional communication, AIP.IVA-2 Academic Senate Meeting Minutes/Agendas of bi-directional communication, AIP.IVA-3 Classified Senate Meeting Minutes/Agendas of bi-directional communication, AIP.IVA-3 LMCAS Meeting Minutes/Agendas of bi-directional communication). Having followed this process now for several years since the AIP was formulated, SGC has asked the constituent groups whether this bidirectional approach is working and satisfactory. In addition, the College continues to broaden the scope of this bidirectional communication mechanism should it be determined that it is sufficient and effective in meeting constituents’ needs.</p>	<p>The College will formalize consistent, bi-directional communication standards, strategies and procedures between shared governance committees, senates and constituents.</p>	<ul style="list-style-type: none"> ❖ President’s Office ❖ Shared Governance Council 	
<p>The College will formalize consistent, bi-directional communication standards, strategies and procedures between shared governance committees, senates and constituents.</p>	<ul style="list-style-type: none"> ❖ President’s Office ❖ Shared Governance Council 			

<p>IVB</p>	<p>The College will assess and address areas for improvement in technology by soliciting feedback from various college constituencies on an ongoing basis.</p>	<ul style="list-style-type: none"> ❖ Information Technology Services ❖ Technology Advisory Group ❖ CCCCD Information Technology Services 	
<p>Progress Update:</p> <p>The District Information Technology (IT) department worked with the technology units at all three colleges to solicit feedback from various constituencies on technology-related needs through an all employee technology survey in spring 2016. Survey topics included information security, campus wi-fi for students, faculty and staff email access, and help-desk availability. Based on the survey responses, prioritized improvements were first made to wi-fi coverage and the student search portal. Responses also included requests for more frequent technology updates (IVB3b.01-IVB3b.07). In order to address the feedback, joint District and college IT presentations were given in fall 2016 at each of the campuses, along with the development of a new technology newsletter which will be distributed every semester (IVB3b.08-IVB3b.17). The District IT webpage was also updated and shared as an important resource for technology-related informational instructions to help support users.</p> <p>In addition to the employee survey, a student survey was conducted on the District’s adopted learning management system, Canvas, in 2016. Results of the survey were shared with faculty to improve student usability and success. For example, students indicated difficulty understanding the gradebook in Canvas, so an informational handout of instructions was created and distributed to faculty and students (IVB3b.18-IVB3b.24).</p> <p>In fall 2016, the District embarked on a strategic planning process focused on providing equitable access to innovative and high-quality online learning opportunities and student support services. Feedback was solicited districtwide to identify strategic priorities for distance education through a districtwide strategic planning event on September 16, 2016, an online survey, and distance education and academic senate committee meetings. Improving technology infrastructure and support was an identified need and was adopted as one of the five strategic goals with associated objectives and timelines (IVB3b.25-IVB3b.28). The District Distance Education Strategic Plan 2017-2022 was presented to the governing board in December 2016 (IVB3b.29). The District IT Department participates in standing districtwide committees to solicit feedback and address areas for improvement (IVB3b.30-IVB3b.34). Immediate requests that require are submitted through an online work order system called SysAid. IT departments at the colleges and the District Office use this system to prioritize repair activities (IVB3b.35-IVB3b.37).</p>			

Appendices

Statement of Midterm Report Preparation Evidence List (listed in alpha-numeric order)

MRP-1
MRP-2
MRP-3
MRP-4
MRP-5
MRP-6
MRP-7
MRP-8
MRP-9
MRP-10
MRP-11
MRP-12
MRP-13
MRP-14
MRP-15
MRP-16
MRP-17
MRP-18
MRP-19
MRP-20
MRP-21
MRP-22
MRP-23
MRP-24
MRP-25
MRP-26
MRP-27
MRP-28
MRP-29
MRP-30
MRP-31

Data Trend Analysis Evidence List (listed in alpha-numeric order)

DTA-1
DTA-2
DTA-3
DTA-4
DTA-5
DTA-6
DTA-7
DTA-8

Response to Self-Identified Actionable Improvement Plans Evidence
List (listed in alpha-numeric order)

AIP.IA Evidence

AIP.IA-1 Instructional Program Review Rubric Template for 2017-18 Planning

AIP.IA-2 Student Services Program Review Rubric Template for 2017-18
Planning

AIP.IA-3

AIP.IIA Evidence

AIP.IIA-1

AIP.IIA-2

AIP.IIB Evidence

Janet Mock Event Flyer or Website

Kumu Hina Event Flyer or Website

IMPACT Student Activism Retreat

[Fall 2015 Program & Events Brochure](#)

Equity in Action Website

Student Equity Plan External Evaluation

Social Justice Studies Degree

Dean of Equity & Inclusion Position Announcement

Ethnic Studies Professor Position Announcement

Black History Month Calendar of Events

CCCCD Resolution 1-S

Know Your Rights Flyer