

Employee Engagement Survey Report 2019

Planning

Q96. Which employee group do you belong to for your primary assignment at the College?

Faculty	42.86%	66
Classified Professional	23.38%	36
Administrator	10.39%	16
Student Senate/Student Workers	23.38%	36
Answers		154
Skipped		79
Total		233

Q97. Are you full-time or part-time?

Full-Time	58.82%	90
Part-Time	41.18%	63
Answers		153
Skipped		80

Q98. Which LMC campus are you primarily located (more than 50% of the time)?

Pittsburg Campus	91.54%	119
Brentwood Center	8.46%	11
Answers		130
Skipped		103

Employee Engagement Survey 2019--Planning Section (N=230) <3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green; √ = 30%+ don't know/NA	Faculty	Classified Professional	Administrator	Student Senate	Total	Faculty	Classified Professional	Administrator	Student Senate	Total	TOTAL (233)	Don't know/NA
	#					Mean						
V1. The mission statement of the College accurately reflects the college's educational purposes, its intended student population, the types of degrees offered and its commitment to student learning and achievement. (ACCJC Standard IA1)	63	33	16	35	147	3.41	3.21	3.13	3.34	3.32	3.35	
V2. The College uses data to determine how effectively it is accomplishing its mission. (ACCJC Standard IA2)	55	30	15	24	124	3.18	3.37	3.20	3.13	3.22	3.20	
V3. The College evaluates accomplishment of its mission through Program Review goals, Strategic Plan Goals, objectives, student learning outcomes, and student achievement. (ACCJC Standard IB5)	62	32	15	33	142	3.23	3.41	3.40	3.21	3.28	3.31	
V4. I am given the opportunity to participate in activities that relate to program review, planning, and resource allocation. (ACCJC Standards IB1, IB9)	62	32	16	26	136	3.32	3.31	3.63	3.15	3.32	3.24	
V5. The College uses disaggregated data for the purposes of decision-making, planning, and evaluation. (ACCJC Standard IB6)	41	15	15	18	89	3.10	3.20	2.93	2.94	3.06	3.03	48%
V6. The College uses data and organizes its processes to support student learning and student achievement. (ACCJC Standard IB4)	55	30	14	28	127	3.09	3.37	3.14	3.18	3.18	3.20	

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Planning

	Faculty	Classified	Administrators	Student	Total	Faculty	Classified	Administrators	Student	Total	TOTAL	Don't
	y	Profes	tor	Senat		y	Profes	tor	Senat		(230)	Know/NA
V7. I personally use data that I receive for purposes of decision-making, planning and evaluation. (ACCJC Standard IA2)	58	30	15	23	126	3.14	3.10	3.40	3.09	3.15	3.06	
V8. The College's program/unit review process is effective and useful in improving instruction, student support services, and student learning. (ACCJC Standards IB5, IB7)*Note-please respond to this question only as it pertains to the program/unit review process. Evaluation of the assessment process will be requested in Section III.	52	25	16	22	115	2.81	3.12	2.88	3.14	2.95	2.96	30%
V9. The College broadly communicates the results of its evaluation activities so that the campus community has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (ACCJC Standard IB8)	58	31	16	30	135	3.05	3.10	2.88	3.07	3.04	2.99	
V10. I have collaborated with or provided services and support to another College program/unit. (ACCJC Standard IB9)	56	29	15	25	125	3.02	3.28	3.60	2.64	3.07	2.97	
V11. The District Office provides effective direction and support to the College. (ACCJC Standard IVD1)	44	24	16	26	110	2.61	2.79	2.94	3.19	2.84	2.82	31%

Overall the planning process with regards to instruction has been communicated well and uses data efficiently. I do not think that the district office nor the business office communicate very well with those they work with. Dave vigo has been very good however with communication in the business office. It also feels like we should be setting stronger goals and communicating them to the college.

None

N/A

I think that with anything that the college is requiring an employee to create (such as program plans, etc.) there should ALWAYS be an example to show us, so we can work from that. Examples are very helpful for us that don't have support, and is required to do some of these planning reports, etc and a lot of the time it is our first time doing so, and it is hard to know what it should look like.

All policies must include and enforce the need to having fair hiring practices that hire people of color in all positions in the college. It is not possible to have student success as a priority if people of color are not hired to teach, mentor, and support the population that is comprised of a majority students of color.

It has been my experience that program review/assessment is claimed to be important, but its mostly obligatory in practice. That is, we want it to be meaningful, but the culture of the campus either doesn't know how to make meaning from it or doesn't have the resources to make meaningful changes.

No Comment.

changes in terms of ab705 need to embraced and supported by institutional planning and restructuring as a whole

N/A

NA

Allow students to help with the planning processes.

Our IT department is always ready and willing to listen and trouble shoot our issues. Betsy Hernandez Dye is another person who we can count on for information & direction.

Thank you

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Planning

we don't often get surveys asking for student opinions but I do happen to be on committees that allow student input.
I believe the center for academic support is a great resource for students who want to succeed and take their education seriously. Everyone needs a little help with something and the CORE offers help in all subjects that cannot be found in the math lab or the MESA lab. Without the CORE, in my opinion, several students would lack the support they need to be successful in their college career.
Although I am part time faculty I feel that the planning processes are thorough and reflect input from many different sources within the college.
The college looks at a lot of data, but I don't necessarily see it changing or influencing practice or process. As for disaggregation, it is done at the program review level, but I think the data used at that level is not necessarily data that can be used for effective change. It simply shows what is not happening. Program review does not direct the programs toward taking a hard look at performance or a strategic view, or effective tools that challenge the units to set their goals toward addressing gaps in performance.
KEEP FUNDING OUR PROGRAM.
I am a relatively new adjunct, and haven't participated a great deal in college-wide evaluations.
n/a
They are really good planning processes for the students at lmc
N/A
Random selection of students to attend a planning process is recommended. Please contact them through their insite e-mail. Providing incentive is also recommended.
Not Applicable
N\A
n/a
District presence is needed more on the campuses to explain the direction of supporting the colleges.
Some demographics seem to be overlooked in support of others
I do not think the mission statement is discussed when planning occurs. Hence I cannot say that processes are designed to support the mission statement.
NA
First, we are doing really good for our community and district!
Using data from similar socioeconomic/disadvantaged areas/institutions that would better predict the needs/desired outcomes of student success, preparation and engagement/enrichment.
none
I believe that the Planning processes here are satisfactory and should continue to use it until there is a flaw or bug that the school can fix
Data is extremely difficult to access. Reports that are populated in Insite are not comprehensive. There is not an enrollment management process that properly informs scheduling of courses.
petition the state to get rid of assessments and program review. They are a waste of time.
I have no comment about planning processes at this time.
I think program review has come a long way! It's so helpful to have something more compact and thoughtful to work with... gives us a greater chance to make meaning when we're not bogged down by a lot of questions
I appreciate the trend in recent years to streamline processes and reduce paperwork/busy work

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Planning

Could have used better planning and coordination, and broader participation, in the decision-making and implementation processes regarding the move to the new 16-week semester.

As an adjunct, perhaps it's just me, but I do not receive much of this information.

I know the increasing demands for all this reporting and data must be somewhat hard for admin. as well, and of course we do need to be accredited. But, it feels increasingly time-consuming, disconnected from actual classroom practice, and that we are confusing data with knowledge. Intrusive. Admin. need to have classroom experience to understand how demanding teaching is, even without all the extra reports.... just now you made it harder/more work to add students during the first two weeks of school, without any warning changing the system-- you took away faculty ability to look up student phone numbers, which is putting up a block to communication. Neither of these are huge things, but every time you make teachers spend more time on administrative tasks, you are taking a little wind out of our sails. We need to spend as much time thinking about how to streamline these processes (admin. should be writing the reports and, yes they can ask for help!) as we do setting up plans, goals, and filling out forms with columns.

Mission statement needs to be more explicit regarding the diverse community it serves.

We may want to expand our current college mission to reflect more clearly our commitment to the equity and inclusion of our community of color. The mission should also include reference to our innovative curricula. The knowledge and ability to apply advanced technology skills will be vital to our students' future employment preparation.

It's very hard to tell which practices--program review, assessments, use of data, various committees--have the best effect on student learning.

**LMC Employee Engagement Survey 2019
Shared Governance System**

Employee Engagement Survey 2019--Shared Governance System (N=230) <3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green; 30%+ don't know/NA	Facul	Clas	Ad	Stu	Total	Facul	Class	Admi	Stud	Total	Don't Know
	ty	sifie	mini	den		ty	ified	nistr	ent		
	#					Mean					
V13. The College has an effective shared governance model. (ACCJC Standard IVA3)	49	28	16	25	118	2.92	3.14	3.38	3.28	3.11	
V14. Members of the campus community have an opportunity to bring forth their ideas, suggestions, and feedback through the shared governance committee structure and process. (ACCJC Standard IVA2)	57	32	16	27	132	3.30	3.31	3.38	3.33	3.32	
V15. Regularly scheduled campus-wide meetings provide opportunities for engagement and dialogue around significant policies, issues, and ideas. (ACCJC Standard IVA5)	61	35	16	25	137	3.23	3.23	3.50	3.16	3.25	
V16. Information regarding the work of shared governance committees is regularly communicated to the campus community. (ACCJC Standard IVA6)	57	28	16	25	126	3.04	3.00	3.06	2.92	3.01	
V17. I am given the opportunity to participate actively in shared governance committees and/or other College committees. (ACCJC Standards IVA5, IVA6)	61	31	15	25	132	3.33	3.19	3.47	3.00	3.25	
V18. The Resource Allocation Process (RAP) and forms at the College are clear and easily understood. (ACCJC Standards IVA5, IVA6)	40	25	15	19	99	2.35	2.76	2.87	3.00	2.66	36.14%
V19. The RAP decision-making process at the College is transparent. (ACCJC Standards IB9, IVB3)	40	22	15	13	90	2.38	2.59	2.80	3.00	2.59	44.83%
V20. The RAP results and outcomes are equitable. (ACCJC Standards IB9, IVB3)	27	14	12	11	64	2.56	2.71	2.83	3.00	2.72	60.40%
V21. The College regularly evaluates its leadership roles, governance and decision-making processes to ensure their integrity and effectiveness. (ACCJC Standard IVA7)	42	20	12	25	99	2.62	2.80	2.83	3.24	2.84	34.16%
V22. The College widely communicates the results of these evaluations and uses them as the basis for improvement. (ACCJC Standard IVA7)	42	20	13	19	94	2.62	2.85	3.00	3.16	2.83	39.71%

The new changes to the RAP process have been ineffective. At least when we used to present our RAP requests faculty and staff could be there to answer questions. Now it has removed any advocacy from employees and management has total control. The new changes are not efficient at completing the process, not transparent in how it is achieved, and the business office has not been good at all about communicating either what is needed, what was awarded, or filling the awarded requests.
Have not heard of or know anything about the resource allocation program
N/A
While I can consciously remember "call" for RAPs, I do not recall any indication of WHAT has been submitted and WHY some RAPs were approved or not.
N/A
At this point, the communication among the various committees and SGC is minimal and inconsistent.
There are a lot of committees, but the purposes of these committees is not entirely clear.
No Comment.
Classified staff aren't always given the opportunity participate in campus-wide meetings (no flexibility to leave their work area to attend said meetings).

LMC Employee Engagement Survey 2019
Shared Governance System

We don't have bidirectional communication between SGC, the senates and the SGC committees
While the meetings are open, getting things through each process is daunting and not useful. It took years to get one resolution through. It should not take that long.
Often the college shares information in a format not familiar to us all. Students and staff thrive on direction, consistency, structure & truth. Moral is based on this as well. When we waiver, we create confusion and mistrust. This is college wide. Not sure if Shared Governance Council is the appropriate venue in which to share this.
from a student's perspective we seem to have a good flow of shared government. we know to turn to each other for help.
I agree that communication about the shared governance council is communicated but I believe more could be done to spread the word. I didn't know anything about it until I took my political science class and one of my fellow students made an announcement about it because she was part of it. I think if more students who are involved make more announcements to their classmates, they can all help spread the word.
The SGC now meets in a tiny room at a time when most faculty are in the classroom. SGC previously met in a large room and was more welcoming to classified and faculty attendance. The president makes unilateral decisions about adding administrator jobs without including faculty or classified professionals in the decision process. The president never holds all college forums to discuss management structure changes or assess the climate of the college. We have not received decisions or feedback on our RAP proposals for two years. The outgoing VP bought a set of skulls for the Anthropology department from their RAP but never responded to our department's multiple RAP requests. The college president insists on appointing faculty to management hiring committees, instead of following the previous shared governance model of allowing the Academic Senate to nominate appointees.
I haven't actively sought these out so I don't know much about these. I've only had a few instances where I interacted with LMCAS to go a trip.
I don't have much to add to my responses above.
The college has an established meeting structure of shared governance with constituent representation. The structure is discussed, but I don't think it is analyzed for effectiveness. As for RAP, this assessment is based on the historical RAP process, which was cumbersome and ineffective. A metric at each level of approval should be established, so that by the time it gets to SGC, it comes with some level of approval "points" to indicate the strength of the proposal and alignment to the college's strategic vision/plan.
Still learning about the committee
n/a
Everyone gets a fair voice on how to improve issues or topics in the school
No comment.
Not applicable
N/A
n/a
There is much work to be done in terms of evaluating the need for change in our current structure. There is much duplication and many committees that could potentially be combined.
This time heavy meeting structure could benefit from an overhaul. Additionally clearly defined roles and structures for input could help it in feeling like a true SHARED space.
I do not feel like I know what kind of evaluation processes are undertaken by the leadership. Some decisions are made with seemingly little input from the college. This may feel that way because my input was not requested, nonetheless that is my perspective. Some pockets within the college seem to have more influence than others.

LMC Employee Engagement Survey 2019
Shared Governance System

<p>We have good leaders, our processes, policies, and communication of leadership's direction is unclear. Leadership is a mystery at LMC, we know decisions are made, but our direction is unclear across campus. If you ask the following question to students, staff, and faculty, you may get various answers that are not aligned. "What does LMC's leadership value? Where do you think our management see LMC in 10 years?"</p>
<p>I've been to the meetings and President Bob conducts the meeting wonderfully</p>
<p>none</p>
<p>As a new Dean at LMC, my participation on Shared Governance Committees has not been discussed. Am I supposed to be assigned to one? Strategically, there needs to be more communication as to what are the expectation of the Deans attending these meetings.</p>
<p>I have no comment on shared governance council and its Subcommittees at this time.</p>
<p>The RAP process changed significantly this year. The form is new, and I haven't used it yet, but I plan to do so soon. It is too early to evaluate.</p>
<p>It is unclear how hiring decisions are made. In particular, since the new president has taken leadership, only faculty retirement positions have been approved because of "budget limitations". Yet, management positions have continued to be approved -NEW deans, NEW layers of management. These decisions seem to come unilaterally from the President. HE decides. I don't feel any sense of "shared decision-making" regarding how new positions are allocated!!</p>
<p>Attendance at college assemblies is the same people. Participation on shared governance is also a small group of people. Sending copies of minutes out to the campus community isn't always the most effective way to communicate with the campus community.</p>
<p>The move to the new streamlined RAP process was communicated in meetings and emails, and the effort is appreciated. But it still is not entirely clear how it works. Need a bit more clarity around how proposals not funded at the outset are saved for future consideration during the current year or in future years. How can people be sure that the proposals don't fall through the cracks?</p>
<p>This information appears to be meant for full time employees</p>
<p>I had several comments written down just erased them or timed out!! and this survey basically erased them. Now I feel less diplomatic and annoyed. RAP isn't clear at all right now, and this is stressful. What we had before was cumbersome but at least we knew where to start.</p>
<p>Final decision making falls mostly to administration.. it is important that there be more faculty equity in this process.</p>

LMC Employee Engagement Survey 2019
Teaching and Student Learning

Employee Engagement Survey 2019--Teaching and Student Learning (N=230)	Faculty	Classified	Admin	Student	Total	Faculty	Classified	Admin	Student	Total	Don't Know
	#					Mean					
<3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green;											
V24. The College supports academic freedom and responsibility. (ACCJC Standard IC4)	66	33	16	35	150	3.32	3.48	3.63	3.40	3.41	
V25. The College fosters integrity of the teaching/learning process. (ACCJC Standard IC1)	64	31	16	35	146	3.34	3.45	3.38	3.34	3.37	
V26. The College effectively identifies the diverse learning styles of our students. (ACCJC Standards IIA2, IIA7)	56	29	14	34	133	3.05	3.07	3.00	3.29	3.11	
V27. Student learning outcomes are effectively emphasized in the College's programs and courses. (ACCJC Standards IB2, IC3, IIA3, IIA11)	63	31	16	33	143	3.33	3.45	3.38	3.42	3.38	
V28. Faculty and other college personnel regularly engage in dialogue about the continuous improvement of student learning. (ACCJC Standards IB1, IB3)	65	28	15	28	136	3.31	3.29	3.33	3.21	3.29	
V29. The College provides effective and high-quality student support services. (ACCJC Standard IIC)	60	35	16	36	147	3.32	3.60	3.63	3.47	3.46	
V30. Effective and adequate information, coaching, and training are available to assist me in the development of my course outline of record. (ACCJC Standard IIA3)	57	17	10	29	113	3.09	3.35	3.00	3.28	3.17	
V31. Effective and adequate content review and/or coaching have been provided to assist me with getting a course approved. (ACCJC Standard IIA3)	42	9	9	25	85	2.81	3.56	2.89	3.32	3.05	43.92%
V32. Resources are readily available and clearly identified to assist me in getting a course or a program approved. (ACCJC Standards IIA5, IIA16 and IVA4)	48	11	9	25	93	2.92	3.45	3.00	3.24	3.08	40.63%
V33. The College's curriculum approval process is effective and meets the needs of my department/program to effectively design and deliver courses. (ACCJC Standards IIA4, IIA12)	44	10	10	22	86	3.05	2.90	2.90	3.27	3.07	41.88%
V34. Teaching methods and pedagogy have been influenced by the outcomes of assessment in my department/program. (ACCJC Standard IIIA14)	60	12	10	21	103	3.12	3.25	3.10	3.43	3.19	34.38%
V35. Department dialogue and changes to course outlines of record have occurred as a result of the assessment process. (ACCJC Standard IB)	50	12	10	18	90	3.18	3.25	3.30	3.44	3.26	41.36%
V36. Assessment outcome information has resulted in the need for professional development. (ACCJC Standards IB4, IB8 and IIC2)	49	16	12	20	97	3.08	3.19	3.17	3.25	3.14	39.47%
V37. I regularly use the results of assessment and surveys to make improvements in my unit (student services, instructional or administrative) or in my courses and programs. (ACCJC Standard IA2)	62	22	14	18	116	3.26	3.23	3.21	3.28	3.25	
V38. The College should expand and increase the number of distance education course offerings and online degrees. (ACCJC Standards IIA1, IIA2)	57	26	14	30	127	2.95	3.38	3.29	3.30	3.16	
V39. The College has created institutional changes to support the integration of the state-mandated initiatives AB705 and Guided Pathways. (ACCJC Standards IB, IIA)	49	22	15	16	102	3.22	3.18	3.13	3.25	3.21	33.85%
As a student I'm not fully aware of the goings in regards to the different departments or course creation.											
N/A											
N/A											

LMC Employee Engagement Survey 2019
Teaching and Student Learning

Most assessment is just extra paper work and doesn't really change anything. Teachers regularly evaluate how things are going in class and make changes based on how students are learning anyway. The assessment process is onerous and drains teacher energy and enthusiasm strictly for the sake of documentation.
A very limited number of faculty teach online courses. None of them are people of color. A diverse teaching pool should be utilized in online learning to enhance student learning
No comment.
institutional changes to support the integration of the state-mandated initiatives AB705, should be a college wise initiative and not relying heavily on departmental push for approval in terms of degree units
Similar to my comments above about integrity, truth consistency etc.
This college should implement an online system for students who cannot get into a class due to class conflicts.
This is a really good school but I would love more online courses
I think that the teachers do a great job and are the number one reason why I decided to stop attending DVC and come over to LMC.
The Math and English departments have made AB705 changes on their own initiative, with little to zero support from management. The dean of Math and Sciences has even gone so far as to obstruct development of math courses and interfere in the ability of the department to schedule non-credit and other AB 705 aligned courses. The curriculum committee membership has drastically changed to include way too many managers. The previous VP of Instruction threatened more than once to withhold signature on course outlines of record for petty political reasons. The Curriculum Committee membership listed on the webpage does not match the membership list in the position paper. The Curriculum Committee position paper is in desperate need of revision, it is 20+ years out of date.
I think our college is doing a tremendous job in researching a variety of areas in order to pinpoint areas that we need to improve to help our students.
The adoption of a more efficient tool for curriculum and assessment will be very helpful. I think the tech review process for courses needs to be examined so that it is more transparent and more eyes are looking at a course before it makes it to the Curriculum Committee.
It's a continuously evolving process.
n/a
This section is a very important part that makes a school function equally and fairly
n/A
There should be at least 5 peer tutors and in-class tutors in every department. Thank you.
Not applicable
N/A
There are some roadblocks for Departments to develop and get new course approved...Administration/Vice President of Instruction has provided challenges in getting new courses approved with a non-approval.
n/a
Too much emphasis on getting everything online, even if it is more effective face to face. Not listening to faculty on this
LMC has definitely engaged in the much needed work to enhance this particular area. The work is ongoing, and the positive impact is already evident.
Student support services have expanded, maintenance of IT and facilities have not matched the growth of instructions space or FTES.
There needs to be more support from the institution in terms of unit allocation, articulation and degree units to departments that are redeveloping courses and prep courses aligning with AB705

LMC Employee Engagement Survey 2019
Teaching and Student Learning

Most of the rooms are set up in a configuration that supports lecture but not student interaction. Exception is Child Development.
I have no comment on teaching and student learning at this time.
The College is horrible about providing mentorship, basic information for all new coming employees. Many do not even know pay scale, COORs etc. Huge deficit in educating the educators.
For course offerings, it seems LMC has only done semester to semester planning rather than planning the entire pathway. Moving to an annual plan of courses offered or even a 2 year plan of courses to be offered would be more aligned with Guided Pathways.
A focus on teaching is an institutional strength at LMC.
The SLO process is full of jargon,cumbersome, and not as intuitive as it should be. But it is basically working. We need to adapt the process more to the fact that in our department we are constantly talking about how to improve and reach students better. Don't underestimate the power of a simple word document or conversation that can be had with an administrator or within departments. It doesn't make me feel like a trusted professional....
I'm concerned about the inconsistency of teaching standards among faculty. I do not think that a percentage of faculty realize the importance of setting a college standard that prepares students for 4 year institutions
To move ahead in the area of Distance Ed, the chair/s of the DE Committee should receive a stipend or release time.
The best way to enhance student learning is to hire more full-time faculty. Our reliance on adjunct faculty is a liability.
I am a long standing PT faculty member who has always been involved with the campus and dept. I have brought forth suggestions to add a variety of classes that can be taught through different methods (i.e.: online, face to face). When I brought these suggestions to my dept. about adding classes, I was told they would most likely be a waste of my time to pursue as it wouldn't be approved any way and I got the sense that classes wouldn't be added because of the risk of being cancelled. We now have one of those suggestions being used by another instructor. I have been part of this community for many years and have really enjoyed what I do to help students; I've also enjoyed working with my colleagues. However, several semesters ago this enthusiasm and enjoyment was absolutely crushed. The campus environment seems to have changed. As a result, I now feel even more under appreciated and wanting less involvement with the department. It's very unfortunate to have choices made by the few that affect others (especially PTers). Decisions made by the dept. have affected me as a PTER but I have continued over the semesters and years because of the wonderful students at this campus and my desire to help them be successful and enjoy their time here. So, less involvement with the dept. but much more emphasis on helping my students succeed!

LMC Employee Engagement Survey 2019
Diversity and Equity

Employee Engagement Survey 2019--Diversity and Equity (N=230) <3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green; 30%+ don't know/NA	Fac	Clas	Ad	Stu	Total	Facul	Class	Admi	Stud	Total	Don't Know
	ulty	sifie	mini	den		ty	ified	nistr	ent		
	#					Mean					
V41. I feel my ideas, opinions, and concerns are respectfully listened to or acknowledged in College committees. (ACCJC Standard IVA5)	59	28	16	26	129	3.15	3.14	3.44	3.38	3.23	
V42. College personnel understand issues of equity and diversity. (ACCJC Standards IB1, IIA7 and IIIA12)	59	34	15	34	142	3.05	3.00	3.07	3.35	3.11	
V43. College personnel are committed to issues of equity and diversity. (ACCJC Standards IB1, IIA7 and IIIA12)	58	33	15	33	139	3.19	3.36	3.33	3.33	3.28	
V44. The College demonstrates a commitment to recruiting and maintaining a diverse workforce in all employee groups – faculty, classified professional, and management. (ACCJC Standards IIA11, IIIA12)	59	31	16	31	137	2.92	3.16	3.31	3.42	3.13	
V45. The College actively promotes respect for diverse backgrounds, identities, and perspectives among students, faculty, classified professional, and administrators. (ACCJC Standards IIA7, IIA11 and IIIA12)	64	34	16	33	147	3.22	3.15	3.25	3.39	3.24	
V46. My department/program/unit actively engages in addressing issues related to equity and achievement of equitable outcomes when completing Program/Unit Review and Planning processes. (ACCJC Standards IIA7, IIA11 and IIIA12)	60	29	16	24	129	3.27	3.17	3.44	3.42	3.29	
V47. I feel I have been discriminated against as an employee at LMC based on one or more of the following – age, race, ethnicity, gender, sexual orientation, family status, religion, national origin, disability status, political perspectives, educational level, socio-economic status or immigrant status. (ACCJC Standards IIA7, IIA11 and IIIA12)	64	34	16	36	150	1.75	1.82	1.50	1.83	1.76	
V48. Through its policies and practices, the College creates and maintains appropriate programs, practices, and services that support its diverse personnel. (ACCJC Standard IIIA12)	54	31	15	31	131	2.94	3.10	3.13	3.42	3.11	
V49. The College regularly assesses its record in employment equity and diversity consistent with its mission. (ACCJC Standard IIIA12)	27	18	12	17	74	2.89	2.94	2.75	3.41	3.00	49.2%
V50. In the last year, I have participated in at least one professional development opportunity related to diversity and/or equity. (ACCJC Standard IIIA12)	62	33	16	26	137	3.31	3.27	3.44	2.73	3.20	
None											
N/A											
Although the college supports equity and diversity in it's programs, because it has to, I believe we have gone to far in trying to accomodate everyone for everything. I do not believe it is a wise use of resources, and I believe we would better serve the majority of our students and employees if those resources were directed into better education outcomes.											
There's many of us that would like to see additional programs for other minorities such as the Latinos. At this time, there are multiple programs/services/resources etc. for African-Americans, specifically males students (BOEP etc) but what about the Latinos? The only time I can recall seeing anything regarding Latinos was when students were afraid to come to school because they didn't want to be deported.											
I agree with the concept, but resent the intrusion of watchdog personnel into the hiring process											
Less lip service and more action will benefit the college as a whole.											

LMC Employee Engagement Survey 2019
Diversity and Equity

No comment.
cuts made to dsps learning skills courses and downsizing of individual lab have impacted students/faculty learning environment and support.
Discrimination issue was many years ago and I believe it would absolutely not happen today.
A small number of people are committed to equity and diversity. I think more of a campus movement needs to happen.
There is none shown
It has been a blast at LMC. I've had zero problems in terms of equity and respect.
the school is doing well to make the campuses as welcoming as possible and I do appreciate that.
In my tutor training, I learned a lot about how to accommodate for cultural, ethnic and family life differences between me and the students that come to me for assistance. I believe that LMC feels it is important to be compassionate and open to everyone no matter their cultural or personal differences. Accommodating to their needs is just as important as being able to welcome them to our school and I believe LMC does a good job at that. I understand that a place for prayer for those of Muslim religion is in the works and I think it's another great step towards equity among all the students.
Recent hires have been disproportionately white males and white females, due in part to management appointing the same few faculty members to management and faculty hiring committees. There is a strong bias in who serves on hiring committees. This college used to be more diverse.
I can't comment on all aspects but I know my department is very aware of these issues. To my knowledge and in my experience, I feel our college is very sensitive to all of the above named issues.
I think LMC is very cognizant of diversity and working to ensure it is in our programs and hiring practices. I do see where classified staff would benefit from more PD around this topic, as well as all campus involvement around the subject. It is not something you visit once and wait three years to train again.
n/a
Very good
n/a
The college has programs for all
N/A
n/a
Diversity is narrow-minded focused and if that focus is not you, then your opinion is not heard and you are left out
We have a long way to go as a college in terms of developing a clear understanding of equity and diversity. It is definitely a work in progress and can only be enhanced as we make it one of our college priorities.
This is a cultural shift that will take longer than a 5 year stint. We currently do not have clear structure or regular dialogue regarding diversity in hiring, services or in practice.
Increased support is needed for non native speakers as well those that are not college ready as a result of k-12 or first gen backgrounds. There is also limited services for differently abled students (technology, learning skills courses, Ada accessibility)
I think that Los Medanos does a great job of incorporating equity and diversity into its overall mission.

LMC Employee Engagement Survey 2019
Diversity and Equity

Being an Adjunct, I feel a bit "out of the loop" on some of the issues, but I joined the FAM group from the outset and feel it is a great support program.
Adjunct faculty is a huge part of the College and are treated like second class educators even at times when they have more Academic experience and education.
I thought the training on Diversity in Hiring was excellent! I think all faculty members on a hiring committee should attend this program in teams, and I would love to see some work time incorporated into this training so all these important facets can be actually implemented in the hiring process
I think there's a lot of opportunities to engage about equity and diversity. I still see lots of pockets of concerns about only one or another equity category rather than embracing all of our students' equity needs.
LMC does not have an especially inclusive campus culture. It is one that tends to reemphasize the status quo such that diversity is not fully embraced. It is my perception that all groups do not experience similar levels of service, support, and/or acknowledgement.
We still need more work in this area.
AB 705 creates equitable access, but the jury is still out regarding outcomes. It puts enormous pressure on faculty, and may lead to lowering our standards in order to have high grad and transfer rates.
The school has a long way to go, many people in different roles and departments have spoken of disenfranchisement. Leadership seems very white at the college

**LMC Employee Engagement Survey 2019
Professional Development**

Employee Engagement Survey 2019--Professional Development (N=230) <3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green; 30%+ don't know/NA	Fac	Clas	Ad	Stu	Total	Facul	Class	Admi	Stud	Total	Don't Know
	ulty	sifie	mini	den		ty	ified	nistr	ent		
	#					Mean					
V52. The College provides ample opportunities for faculty, staff and administrators to participate in professional development activities. (ACCJC Standard IIIA14)	64	34	15	25	138	3.25	3.15	3.40	3.08	3.21	
V53. The College provides effective professional development activities for faculty, staff and administrators. (ACCJC Standard IIIA14)	64	33	15	23	135	3.23	3.18	3.13	3.09	3.19	
V54. There are a number of professional development opportunities available regarding the assessment of student learning. (ACCJC Standard IIIA14)	57	23	15	20	115	3.21	3.09	3.20	3.15	3.17	
V55. As a result of my participation in professional development activities, I have made changes in my curriculum, pedagogy and/or strategies in working with students. (ACCJC Standards IB1, IIA16)	62	18	13	18	111	3.35	3.00	3.38	2.83	3.22	
V56. My participation in professional development activities regarding educational technology has increased and/or improved my effective use of technology in the classroom. (ACCJC Standard IIIA14)	58	11	7	19	95	3.24	2.73	3.14	2.79	3.08	37.28%
V57. My participation in professional development activities regarding technology has increased and/or improved my use of technology in areas of my job (other than in the classroom). (ACCJC Standards IIIA14,	55	25	13	22	115	3.00	2.88	3.38	2.95	3.01	
V58. My supervisor supports and encourages me to attend professional development activities. (ACCJC Standard IIIA8)	59	35	16	23	133	3.36	3.29	3.44	3.30	3.34	
V59. The College's professional development opportunities increase my engagement and collaboration with colleagues across campus. (ACCJC Standard IIIA14)	59	33	15	22	129	3.27	3.33	3.40	3.27	3.30	
V60. I have participated in professional development activities that have enhanced my personal and professional skills. (ACCJC Standard IIIA14)	64	32	15	27	138	3.41	3.31	3.60	2.89	3.30	
V61. As a result of my participation in professional development activities, I feel like I have a positive effect (directly or indirectly) on the success of students. (ACCJC Standard IIIA14)	62	30	15	24	131	3.34	3.30	3.60	3.21	3.34	
None.											
N/A											
I believe the college does an outstanding job of supporting professional development											
At this time, the past two years, I have not participated in any committees and I actually use to be a part of 3 of the committees related to classified professionals, but because I am now in a position where I am completely alone (no help/student workers/hourly's/staff) I cannot participate in these types of engagements due to no staff to cover me while I am gone and of course I do not have the band width to do any additional activities, etc.											
This process is truly faculty-centered/driven, which might explain why I think its so effective.											
many opportunities for staff are offered at the same time when faculty returns. often staff must decide between participation in activities or the support of faculty during peak week. many opportunists are missed as work loads can be affected by an absence during this time											
New ideas and knowledge											
I haven't attended or am not aware of what qualifies as "Professional Development".											
I am not faculty or staff but I answered as best I could											

LMC Employee Engagement Survey 2019 Professional Development

I enjoy the professional development activities. I meet a lot of people I don't have the opportunity to engage with otherwise. I always learn a lot about upcoming changes, different strategies for teaching and things I need to learn for the future.
We are very fortunate to have a culture that values PD and fiscal resources to support participation.
I have not attended any professional development activities
I would like to attend more PD in my field.
What Professional Development is offered for student workers/employees? I would be nice if there was workshops for improving work skills for student employees, so they can build their resumes.
Very good process
n/a
My professional development experiences have been limited to tutoring trainings but they've been very useful
The LMC Dean of Counseling, Jeffrey Benford, has blocked many Counselors from professional development involvement and professional networking. An example: needing to providence evidence of why the Counseling Department would like to be present at the High School Counselor's Conference coordinated by LMC's Outreach Dept.
n/a
Currently our professional development practices check the box so to speak. It is time to reevaluate our current Professional Development structure in order to support inclusion and transparency in the process of providing this service to our faculty, staff, and administrators.
PD at LMC has been a great resource.
Professional dev should be offered to classified during non peak times. It was noticed that faculty support provided by classified is limited during flex week or that classified could not participate as much as they would like to as it would increase work demands if absent during peak times.
Los Medanos is very supportive in regards to professional development. I feel that I've grown both personally and professionally during my time working at Los Medanos.
As an adjunct teaching only 1 class, I was under the impression that there are no funds for professional development other than FLEX, nor even business cards.
Best practices and current processes are not often present at these activities. Antiquated.
One important experience I'd like to share that relates to 58 above is that while my dean strongly encourages PD, my department does not. In fact, PD is looked at as something that detracts from department work and faculty duties. As a newer faculty member (recently tenured), I've really been caught in this uncomfortable place of administrators encouraging new faculty to engage in PD (and take on leadership - not quite in this survey category), and my department members looking down on me for doing so. Not sure how to address this aspect of our culture or if it's specific to my department, but I thought it could be worth representing this perspective to think about ways to reduce stresses on newer faculty and promote a culture of learning from the get-go.
I feel this is a real strength of our institution. We have many excellent opportunities for professional growth and collegial collaboration.
I think classified staff are not always supported in attending conferences or leadership development activities
I appreciate the college's commitment to my development as an educator.
LMC is very good in this area; I've had the opportunity to participate in a number of professional development activities over the past few years.
We need to secure more funding for faculty training in Distance Education if we move to the OEI

LMC Employee Engagement Survey 2019
Professional Development

We need extra support for adjunct faculty, whose pay and working conditions are unfair.

for us classifieds, professional developments are usually on a work day which means that sometimes if we want to attend a professional development, we cant because we have to stay in the office and work or the office is short staff that someone has to be left behind in the office.

LMC Employee Engagement Survey 2019
Physical Resources and Safety

Employee Engagement Survey 2019--Physical Resources and Safety (N=230) <3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green; 30%+ don't know/NA	Fac	Clas	Ad	Stu	Total	Facul	Class	Admi	Stud	Total	Don't Know
	ulty	sifie	mini	den		ty	ified	nistr	ent		
	#					Mean					
V63. The College ensures adequate physical resources at all locations. (ACCJC Standard IIIB1)	57	30	16	32	135	2.72	2.97	3.13	3.16	2.93	
V64. The College maintains its facilities and equipment on a regular basis. (ACCJC Standard IIIB3)	64	34	16	34	148	2.84	3.09	3.13	3.03	2.97	
V65. The College buildings, classrooms, programs, and services are physically accessible. (ACCJC Standard	64	35	14	36	149	2.91	3.00	3.14	3.31	3.05	
V66. The College elevators are accessible and operational. (ACCJC Standards IIIB2, IIIB3)	53	33	15	35	136	2.87	3.03	2.93	3.37	3.04	
V67. The College provides an adequate amount of parking spaces. (ACCJC Standards IIIB1, IIIB2)	62	33	16	32	143	2.55	2.55	3.06	2.44	2.58	
V68. The College provides adequate parking for individuals with disabilities. (ACCJC Standards IIIB1, IIIB2)	31	21	11	29	92	2.52	3.10	3.45	2.86	2.87	38.92%
V69. The College provides adequate non-instructional space (i.e., office space, conference rooms, furniture, etc.). (ACCJC Standards IIIB1, IIIB2 and IIIB3)	62	35	15	29	141	2.56	2.57	3.00	2.97	2.70	
V70. The College provides adequate instructional space (i.e., classrooms, furniture, labs, etc.) (ACCJC Standards IIIB1, IIIB2)	61	32	15	36	144	2.52	2.97	3.07	2.94	2.78	
V71. Interior lighting (i.e., classroom, bathroom, hallway, offices, etc.) are adequate for learning. (ACCJC Standards IIIB1, IIIB2)	64	34	16	36	150	2.92	3.09	3.19	3.17	3.05	
V72. The campus interior spaces are clean and welcoming (i.e., classrooms, hallway, bathroom, office, etc.). (ACCJC Standard IIIB1)	65	35	16	36	152	3.05	3.11	3.31	3.14	3.11	
V73. The campus exterior space is clean and welcoming (i.e. grounds, landscaping, etc.). (ACCJC Standards IIIB1, IIIB2)	65	35	16	36	152	3.29	3.40	3.38	3.33	3.34	
V74. The College ensures safety at all locations where it offers courses, programs, and learning support services. (ACCJC Standard IIIB1)	58	31	16	33	138	2.95	3.06	3.19	3.21	3.07	
V75. feel safe when I am working at the College. (ACCJC Standard IIIB1)	64	34	16	35	149	3.16	3.09	3.38	3.29	3.19	
V76. Police Services regularly patrols the campus and parking lots to ensure safety. (ACCJC Standard IIIB1)	59	33	16	34	142	3.10	3.09	3.44	3.12	3.14	
V77. The condition and lighting of parking spaces is adequate. (ACCJC Standards IIIB1, IIIB2)	59	33	16	35	143	2.90	3.03	3.19	2.80	2.94	
V78. Exterior lighting (i.e., parking lots) is adequate and makes me feel safe. (ACCJC Standards IIIB1, IIIB2)	61	34	16	36	147	2.84	2.82	3.19	2.83	2.87	
Our buildings and grounds and custodial have done an Incredible job. However they are severely understaffed and as our campus grow management keeps adding management positions rather than expanding hires in IT, Buildings and Grounds, and Custodial.											
None											
N/A											
Some of the areas of campus are looking a little old and worn, but based on the age and use and available resources the staff does a pretty good job of staying on top of things											

LMC Employee Engagement Survey 2019
Physical Resources and Safety

Parking lighting could be better/more extensive/brighter in the far end of Lot A and along the exit street in Lot B and Lot C. Lighting is often dim and spaced far apart in these areas.
There's not enough offices, or office space. I have been told the past two years that I could not get any student workers/hourly because we don't have room in our shared office space.
Never enough classrooms. Seating in many of them is old and falling apart. Cabinetry hardware is of poor quality and many latches/locks no longer work but replacement is a paperwork hassle (RAP Process) so it is just left the way it is. Repair should be upon request, not a huge paper work nightmare.
Improved lighting is needed in the parking lot in front of the main campus building.
The CC building is pretty inadequate. The elevator doesn't work consistently. One wheelchair-bound student can't access the elevator alone because he doesn't have the dexterity to press the call button. So, he waits for someone to push the button for him. English offices were supposed to be renovated two summers ago. That hasn't happened. We have one computer lab to serve 300+ students in a given semester. That computer lab seats 28 and our class sizes average 30.
In my opinion the mission of the police services department is not focused in the right areas. Too often there are classrooms that are not unlocked when requested, or issues with homeless, vandalism, etc that are unattended. But also too often there are issues with if a car is incorrectly parked out of a stall, or without a pass on a day of the week and time that the lot is not being used to anywhere near capacity (even though there are parking areas where you cannot purchase passes or they do not function). If the objective of the police services department is to generate funds through violations that is fine it should just be communicated as such, but if the goal is to maintain an operational campus and a safe environment I believe priorities need to be adjusted.
The exterior lighting is adequate, but I do not feel safe walking by myself on campus at night.
with technological increases it is difficult to find computer lab space for class activities. this is also in relation to condensed calendar and block courses using the same day/times.
Leaving the campus at night can be scary
I don't think I would feel safe working on campus at night
Need more security during all hours of the day.
There is alot to say about the safety issues on campus. there steps that need to be taken to ensure a better enviroment especially for students that are on campus late
There are insufficient classrooms and insufficient offices for counselors, faculty, staff. There have been assault crimes on campus at night. The parking lots are very dark at night.
I think each campus has a few issues. Last fall semester the light by the child development center didn't come on for a very long time...or the parking area near that. It was extremely dark and perhaps the timing was off with the change of seasons.
There could be more lighting on campus and in the parking lots.
My responses are middle of the road, because it represents a hit and miss in all of the categories. That said, some of it requires a rethinking of how we use existing space. Before asking for more, we should always ask how we can do more with existing. As for safety, we have some walkways that lend themselves to dark spaces (walk way between CC2 and Child Development and the walkway from Art to parking lot B). As for cleanliness, it depends on the person's area that is tasked with keeping it clean. 2nd floor CC is immaculate, but 4th floor SS (bathrooms) do not reflect details of cleanliness. The grounds, however, are beautiful. Persistent leaks in Voc Tech need long-term fix, such as fixing the roof.
The back parking lots could use more lights.

LMC Employee Engagement Survey 2019
Physical Resources and Safety

ok
It would be nice to see more police/patrol in each building, especially during the begging of the semester when people tend to get robbed.
I feel safe and secure while at school and working
n/a
Please install light posts at the parking lots especially on Parking Lot C for it is near the lake. A security person posted by the lake is also recommended.
Need more parking.
The bathrooms sometimes have water pooling on the floor, and parking is a real menace
Poor lighting in classrooms in the core building. Classrooms are often too cold, and sometimes too hot. Noisy air circulation and it often feels like a small hurricane is blowing through my office. There have been several office robberies in my department and there are not any video cameras to record the thieves.
-Counseling Office space at Brentwood is VERY limited -It would be nice for the new Brentwood location to offer students more space to study -As an Employee, I have felt safe at both Pittsburg and Brentwood locations. However, I have had female students share that they do not feel safe at the Brentwood parking lot when they receive various "cat calls" and verbal harassment from males (who are not students) in the parking lot.
Campus police/parking attendants fail to do their jobs on multiple occasions:
n/a
Still many dark areas. Need more visible patrolling
LMC has a beautiful campus and is committed to providing a safe environment. My concern is surrounding available space for the continued growth within the college. As we strive to meet student needs it is always a challenge to consider future growth as well as a potential decline if our funding changes. It would be helpful to have a space to discuss needs for space in a more transparent and inclusive way.
There have been times an elevator has not been turned on or has been turned off early leaving students with disabilities stranded. Often a broken automatic door won't work. There needs to be diligence on making sure the campus is accessible. Not all physical disabilities are visible and it's important to make sure the campus is accessible.
The good - The service personnel at LMC are great to work with! The bad - Some of the contract work on the exterior lighting is not functional and there are several lights not in service. In short personnel for facilities, custodial, grounds and IT are understaffed. They are asked to do too much. All of our hiring has been focused on the "front of the house", we now have more students, more facilities and roughly the same or less in support staff.
Construction is impacting our cleanliness and image.
Main college complex is dark and lights on motion sensors are located in dark isolated places. Police aides are noted in parking lots and in newer parts of the building but are rarely noticed in college complex. Police services also changed locations to the other side of campus and appear to have less of a presence in college complex.
Bathrooms on 3rd floor (womans), seems to get pretty disgusting at times. Could use more frequent cleaning. Concerned about double doors in lab with outside lock. Is there a device to put over them in the event of a active shooter? This may be worth looking into. .
One door of double door sets leading from the outside are constantly locked so that when you hit the button to open them, it does not work.
It takes maintenance a long time to complete works requests. Please give them the resources or oversight to accomplish their work.

LMC Employee Engagement Survey 2019
Physical Resources and Safety

The staff of Los Medanos takes appropriate measures to ensure safety on the campus.
The elevator in the CCC building has been out of order a few times in the last couple years. I have a heavy rolling briefcase that I can't carry up 3 flights of stairs. I found a way to go outside the building and around that didn't involve AS many stairs, but it was still difficult and extremely inconvenient.
There is little to no space for faculty, especially adjuncts. Many classrooms/restrooms are filthy, the Campus police are usually gathered in the parking lots, "hanging out" not patrolling.
Disparate comments: It would be nice to make the Nature Preserve more accessible.
Although adequate, this whole section is an area in need of improvement. We can do better.
I feel the campus is generally safe except the parking lot areas and exterior walkways. Much more and brighter lighting is needed for night students to travel SAFELY to their vehicles.
We are have a clear lack of conference rooms or other flexible space to meet our growing needs. Our student services area also has storage needs that are unmet.
While exterior lighting is generally adequate, we could use a bit more. At some times, lighting has been out due to construction issues. Homeless people have also been seen around the back of campus by C lot near the music, drama and ETEC buildings, so additional lighting and patrols there during and after hours is needed. Perhaps there is also
I only see officer Howe patrolling.
Lighting is being worked on, I realize... some classrooms are still pretty dim. Parking lots are better, but C was messed up for a while! Improvement will hopefully continue
Campus interior is way too dark.
The college does a great job in this area.
The problems where safety is concerned is not during the daytime... Its a concern for people who work overnight. there are not precautions in place.
In the Science Bldg., I feel the classrooms are not as clean and in good repair as they use to be. The walls in the new buildings where desks have rubbed have large holes and dry wall on the floor; a simple fix of wall/dry wall guards to prevent this would make the classroom seem cleaner and more welcoming rather than show a picture of a run down or unkept building. Also, in the Science Bldg., vending machines were scraped across the floor and large puddle of water from the condensing units have left unsightly messes.
Will be much better with new Brentwood campus.
Bathrooms in Brentwood smells and toilets are dirty. Carpets are not vacuumed.

**LMC Employee Engagement Survey 2019
Technology and Publication/Website**

Employee Engagement Survey 2019--Technology & Publication/Website (N=230) <3.0 (80% agree or strongly agree) Red; >3.3 (90% agree or strongly agree) Green; 30%+ don't know/NA	Fac	Clas	Ad	Stu	Total	Facul	Class	Admi	Stud	Total	Don't Know
	ulty	sifie	mini	den	#	ty	ified	nistr	ent	Mean	
V80. The maintenance of instructional equipment in the classroom (i.e., instructional technology, audio-visual media equipment, computers) is adequate. (ACCJC Standard IIIC3)	64	23	12	35	134	2.73	3.13	2.75	3.17	2.92	
V81. The computer resources at LMC enable me to carry out my job duties. (ACCJC Standards IIIC1, IIIC2 and IIIC3)	66	32	16	31	145	2.74	3.13	3.06	3.32	2.99	
V82. Computers and software in the instructional lab facilities are adequate. (i.e., math, nursing, ETEC, PTEC, English, recording arts, etc.) (ACCJC Standards IIIC1, IIIC2 and IIIC3)	65	36	16	36	153	2.75	3.17	3.00	3.36	3.07	35.5%
V83. I can access the College/District Wi-Fi network when I am on campus. (ACCJC Standards IIIC1, IIIC3)	61	33	16	36	146	2.85	3.00	3.13	3.00	2.95	
V84. The campus Wi-Fi has sufficient speed to do my work. (ACCJC Standards IIIC1, IIIC3)	57	33	16	34	140	2.75	2.82	3.00	2.82	2.81	
V85. The number of computers in the student computer labs is adequate. (ACCJC Standards IIIC1, IIIC2)	41	19	8	36	104	2.63	2.84	3.00	3.17	2.88	31.5%
V86. The College provides me with the software applications I need to efficiently serve students. (ACCJC Standard IIIC1)	60	30	15	28	133	2.70	3.13	3.07	3.25	2.95	
V87. The InSite resources, services and functions are accessible, easy to utilize and provide me with accurate information. (ACCJC Standard IIIC1)	65	33	16	34	148	2.95	3.00	3.31	3.35	3.09	
V88. I am pleased with the access and functionality of Canvas for delivery of instructional materials and/or assignments to my students. (ACCJC Standard IIIC3)	61	13	3	25	102	3.21	3.15	3.33	3.36	3.25	32.5%
V89. I am pleased with the access and functionality of Starfish to identify students needing additional support and connecting them with resources. (ACCJC Standards IIIC1, IIIC2)	39	9	7	7	62	2.74	3.00	3.00	2.71	2.81	59.3%
V90. I am pleased with the access and functionality of Ellucian to manage and deliver accurate information. (ACCJC Standard IIIC1)	11	15	8	7	41	2.45	3.13	2.88	3.00	2.88	71.1%
V91. The library resources are adequate. (i.e., books, DVDs, computers, etc.) (ACCJC Standards IIB1, IIB2 and IIB3)	49	26	11	34	120	3.31	3.42	3.27	3.26	3.32	
V92. The College publications are accurate and of high quality. (ACCJC Standards IC1, IC8)	47	23	15	29	114	3.17	3.35	3.20	3.28	3.24	
V93. The College website is accurate and of high quality. (ACCJC Standards IC1, IC8)	60	35	16	35	146	3.12	3.20	2.94	3.31	3.16	
V94. The College conducts a regular review of the information it publishes to ensure its clarity, accuracy, and integrity. (ACCJC Standard IC1)	31	19	13	22	85	3.16	2.95	2.92	3.27	3.11	45.2%
Again our IT department has been doing an incredible job but there are only 4 people maintaining every computer on campus and each needs regular maintenance. Management again keeps adding managers rather than much needed support staff.											
None											
N/A											
My experience with the technology department has been that they are not as responsive as they could be. The support for Canvas via the hotline is outstanding											

LMC Employee Engagement Survey 2019
Technology and Publication/Website

IT/Media/Marketing depts are doing amazing!
Projectors and "smart equipment" breaks down regularly or needs replacement. The projector in my main classroom is so old that the image is nearly impossible for the students to see. I have been told by IT that it will not be replaced until it actually no longer functions, so we have to live with it this way until then. This is simply unacceptable. No IT person on duty in the evening is a nightmare for adjunct staff when projectors don't work, which is becoming more and more frequent. Just last night I was working later than usual and was asked to see if I could get a projector up and running so a teacher could start his class. I'm usually pretty good with this as I have learned just about all the tricks to get them running, but failed after several attempts. We were able to find him another class room, but this wasted student and teacher time and makes the college/faculty seem pretty incompetent to the students.
The Wifi connection on campus is very unreliable, especially anywhere further than the science building (on all athletics side of the campus).
labs do not have enough computers to meet student faculty need. ESL has out grown their lab and has to reserve labs throughout campus. technology is part of their SLO/curriculum and needs must be met.
InSite does not function they way we need it to the first weeks of school. Students and faculty can't get on, students can't accurately choose units for variable unit courses. Takes faculty way to long to give permission to studnets as InSite is too slow and can't handle the user capacity. Students, faculty, admissions are frustrated and it becomes a barriers. It took me over an hour and a half to try to give 30 students permission to add during the first week of school. Not a good use of my time.
Many Brentwood classrooms have inadequate/no technology for teachers
N/A
we have good resources
In my experience, the computers already installed in the classrooms always work perfectly. I think the problem is sometimes with the carts in Brentwood. People attach and
I think website review by department should be as part of Program Review. The program area certifies they have reviewed their site for accuracy or broken links, etc.
Not applicable.
n/a
The technology at the school is very good
n/a
Computers at the Brentwood campus are dysfunctional and slow. The faculty have to rely on their own technology and computers in the classroom.
The college website could be a bit easier to use
n/a
Last semester 40% of the time I went to class the computer or projector were not functional. I called media and they came quickly, however, this is not efficient for any of us
It is important to consider that much of the technology is a work in progress. It is critical that we continue to evaluate and enhance the current tools available before exploring alternative options.
I have found outdated contact information or the wrong contact information for services and employees on the website. The wifi is often slow or doesn't connect properly.
Computers are slow. Software updates take a long time to accomplish campus-wide.

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<p>Technology Resources and equipment for SMART podiums and labs are inconsistent throughout LMC, some labs get refreshed, others do not. The L-109 / community room is our "first impression" to any outside organization". It is not treated as the premiere SMART room for our community organizations. If we rent this space out, it should be better than our classroom technology. (controlled lighting, bright projector, controllable mics, and easy hook ups for older and newer laptops.) We really need a commitment on the technology refresh plan, this should be public and accessible to employees and the tax payers.</p>
<p>There are not enough computer labs on campus. Condensed calendar has created a need for technology within the same time blocks.</p>
<p>I have no comment on the technology resources or publications at Los Medanos College at this time.</p>
<p>Computers in the library need to have the Dlashplayer updated so that my students can do their online homework. I have requested before, but response was it's not</p>
<p>College servers, resources, software and hardware are all antiquated. The IT dept works hard, however it's difficult to use old tools with current technology. The Library and CORE do not have enough computers and operating hours effective for all learners. I.e. library closes at 2pm on Fridays and weekends, not enough hours for all students.</p>
<p>Love the new LMC website - thank you, Eloine! Is there anything we can do about the drop-down menu showing up when you mouse over anything on any page? The smart station computers are slow. It takes 12 minutes to boot up a computer and load a powerpoint in the mornings (in the Science Building). It shouldn't take this long. Thus, I never use the computers provided. We are not provided with laptops as full-time faculty. I realize this is not unique to our college, but having some support for Mac users would seem responsible and reasonable given that we are not provided laptops. I would love to pilot educational technology, but it's a pain to have to toggle between my laptop and smart station to get something to work (for instance, iClicker). Student computer labs should have at least 40 work stations. Given that our class sizes are on average 32, we need computer labs that can actually fit that many students. Or have a cart with laptops we can check out. Rashaad, Elaine, and Jim are all wonderful employees who go out of their way to help instructors - thank you to them! Also Courtney is amazing, innovative, and helpful.</p>
<p>Our IT department is understaffed. Many computers need software and hardware updates. Our Maintenance department is underfunded (and understaffed?) I know of several things in need of repair and updating that have been reported but not attended to yet.</p>
<p>I wish faculty were given stronger faster desktops--particularly if they are teaching courses online. I do most of the online work at my home where the internet speed and computer processing speed are much better.</p>
<p>Although we experienced the loss of an IT manager a year and a half ago, IT employees worked hard continuing to support the college in the year it took for a replacement.</p>
<p>I cannot access WiFi in my office (along the corridor in CC2). I have reported the issue multiple times with no response.</p>
<p>Not too happy with insite, we've lost some tools like to be able to look up student contacts. Canvas is OK, generally better than D2L. Please don't switch again, it was de-motivating to go from Blackboard to D2L to Canvas in a few years, and I'm still wary. I don't think computers replace classroom teaching and interpersonal communication, being there is still the only way a lot of our students are going to have a shot at learning. The classroom smart tech is generally OK and getting better, maintaining all the computers labs and keeping them upgraded is A LOT of work and deserves more resources and care, we are getting more dependent on them and that needs to be accordingly increased and the process made more clear and predictable. I still have the same old computer of 10 years ago on my desk, but I'm fine with Word Docs anyways, just don't expect fancy reports but that's fine with me, Canvas works OK.</p>
<p>The inability to use cell phones and wifi unless you are full time faculty os annoying</p>
<p>It would be nice if students could borrow laptops in the library, the laptops are about 200. each and could be checked out when all computers are being used... especially with online courses.</p>

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WiFi: Brentwood campus computers tend to be very slow - not sure if this is WiFi or just the computer. IT dept. help (Rashaad, Courtney, District help line) have been tremendous! Unfortunately, there are too many people using the Smart Stations who don't know how to properly use them or make adjustments that affect others. The IT dept. tries their best but too few of good help like above, make it difficult to keep up with all the problems. Starfish: It can be difficult to use and maneuver around in; frustrating at times and difficult to get help right away while in the program.

Many English instructors want to bring their classes to a computer lab, and we have just one lab, which is severely impacted. We have laptops on a cart, but they can only get to 3 rooms. I think we need far greater access to laptops on carts, and it should be IT/Media Services that manages and delivers the carts, not the English lab coordinator.