Los Medanos College
EDUCATIONAL MASTER PLAN
2020-2025

Organizational Development and the Fulfillment of Our Mission

LOS MEDANOS
COLLEGE

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Los Medanos College

Educational Master Plan

2020-2025

October 2020

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I.   President's Message

The Los Medanos College (LMC) *Educational Master Plan 2020-2025* represents more than a year of thoughtful discourse, diligent work, and effective collaboration among the entire LMC community – students, faculty, classified professionals, managers, and external stakeholders. We were fortunate to have so many participants engaged in the development of a plan that will guide the College over the next five years.

The goals developed for this educational master plan (EMP) align with key strategies at both the district and state level, including Contra Costa Community College District 2020-2025 Strategic Directions, California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals, and the CCCCO Call to Action. Our EMP also includes: significant environmental and trend analyses; information about community needs and priorities; objectives aimed at supporting our students and advancing the College's mission; and metrics for measuring achievement of the five institutional goals. With clear and detailed direction, the EMP serves as a roadmap for our collective work ahead.

Although the *Educational Master Plan 2020-2025* is the product of college-wide input, I want to acknowledge several individuals for their leadership, coordination, and contributions to the development of the document: Dr. Chialin Hsieh, Senior Dean of Planning & Institutional Effectiveness; Ms. BethAnn Stone, Senior Administrative Assistant in LMC's Office of Planning & Institutional Effectiveness; and our consultant, Ms. Diane White, with Integrated Academic Solutions. In addition, I want to express my deep appreciation to the members of the EMP Core Group, whose names are listed in the appendix. This plan would not have been completed without their valuable input and dedicated efforts.

The EMP holds great promise for our College, and strengthens our collective commitment to: fostering student success; promoting community engagement; demonstrating institutional accountability; and providing an equitable and inclusive teaching, learning, and working environment for all. I join you in looking forward to implementing the Los Medanos College *Educational Master Plan 2020-2025*, as we work together to meet the evolving needs of our students and community.

Bob Kratochvil, Ed.D.
President

II.   Purpose of the Educational Master Plan

Function and Plan Alignment Structure

LMC's *Educational Master Plan 2020-2025* will function as the blueprint for the College's organizational development and the fulfillment of its mission. With student achievement as the ultimate measure of success in educational planning, Los Medanos College intentionally established a student-centered approach to guide its planning processes and outcomes. The College focused its efforts around five fundamental questions that frame this educational master plan:

1.   Who are we teaching?
2.   What are we teaching?
3.   How are we teaching?
4.   Where are we teaching?
5.   When do our students attain their goals (e.g., degrees, certificates, transfer, and employment)?

The *Educational Master Plan 2020-2025* goals, which are grounded in addressing these central questions, serve to advance student success and ensure equitable outcomes for students.

Providing an overlying structure for all College planning, LMC's *Educational Master Plan 2020-2025* not only incorporates the California Community College Chancellor's Office (CCCCO) Vision for Success goals and the Guided Pathways framework, but also integrates with the Contra Costa Community College District Strategic Plan. First, of paramount importance is the CCCCO Vision for Success, which aims to: erase the achievement gap; increase the number of students successfully transferring to a University of California or California State University campus; and prepare significantly more students for high-demand jobs. The Vision for Success addresses community colleges' most serious challenges: low program and transfer completion rates; the excessive time it takes students to complete programs of study and with more units than necessary; the lack of services and supports for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates; and significant achievement gaps and regional inequities. The goals identified in the Vision for Success are to:

1.   increase by at least 20% the number of California Community College (CCC) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;

2.   increase by 35% the number of CCC students transferring annually to a UC or CSU;

3.   decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;

4.   increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69% – the

average among the quintile of colleges showing the strongest performance on this measure;

5. reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years; and,

6. reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In addition, the Guided Pathways initiative – another major undertaking of the CCCCO – establishes a comprehensive and strategic approach to piloting students from connection through completion and to changing how students enter programs of study and progress to their goals. Four pillars of program progress serve as the defining concepts for Guided Pathways:

- create clear curricular pathways to employment and further education;
- help students choose and enter their pathway;
- help students stay on their path; and,
- ensure that learning is occurring with intentional outcomes.

In practical terms, Guided Pathways are clear curricular roadmaps of coursework required to earn a degree or certificate, including General Education, as well as courses within a major. Overall, Guided Pathways reduce the number of unnecessary units students take, create more intentional course sequences that result in higher rates of course completion rates, and provide students with a clearer idea of the relation between courses in a program of study and the attainment of their goals. Ultimately, both the Vision for Success goals and Guided Pathways provide the College with an overarching master planning framework to direct its goals and objectives, organize action plans, and inform the allocation of critical resources.

In addition, LMC's *Educational Master Plan 2020-2025* articulates with the District's Strategic Plan, which serves as the "north star" for all planning. As such, the "scope and direction of the District Strategic Plan deliberately accommodates the varied strategic objectives at each college as they work to best serve the particular needs of their local communities." Ultimately, the alignment of state, District, and College Strategic and Educational Master Plans establishes a comprehensive structure, which ensures the execution of the Vision for Success goals.

Figure 1. Relationship Among State, District, and College Plans

Source: Contra Costa Community College District Strategic Plan 2020-2025

Furthermore, as illustrated in Table 1, the specific goals and objectives of the Los Medanos College Educational Master Plan also align with and support the fulfillment of the Contra Costa Community College District Strategic Directions, the CCCCO Vision for Success Goals, and CCCCO Call to Action.

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Table 1. EMP Goal Alignment with 4CD Strategic Directions, CCCCO Vision for Success Goals, and CCCCO Call to Action Strategies

LMC 2020-2025 EMP Goals	4CD Strategic Directions	CCCCO Vision for Success Goals	CCCCO "Call to Action" Strategies
Goal 1: Strengthen a culture of equity, diversity, inclusion, and racial justice.	**Strategic Direction 2:** Decrease Equity Gaps for All Students. **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District.	**Goal 5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 2:** Campus leaders must host open dialogue and address campus climate. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. **Strategy 4**: District Boards review and update your Equity plans with urgency. **Strategy 5:** Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan. **Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."
Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges. **Strategic Direction 2:** Decrease Equity Gaps for All Students.	**Goal 1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **Goal 2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **Goal 3** Decrease the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units. **Goal 5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 1:** A system-wide review of law enforcement officers and first responder training and curriculum. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.

LMC 2020-2025 EMP Goals	4CD Strategic Directions	CCCCO Vision for Success Goals	CCCCO "Call to Action" Strategies
Goal 3: Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.	**Strategic Direction 3:** Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways.	**Goal 2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **Goal 4** Increase the percentage of exiting CTE students who report being employed in their field of study.	**Strategy 1:** A system-wide review of law enforcement officers and first responder training and curriculum.
Goal 4: To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships.	**Strategic Direction 3:** Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways.	**Goal #1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **Goal 2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **Goal 4** Increase the percentage of exiting CTE students who report being employed in their field of study.	**Strategy 1:** A system-wide review of law enforcement officers and first responder training and curriculum.
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges. **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District. **Strategic Direction 5:** Responsibly, Effectively, and Sustainably Steward District Resources.	**Goal 1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **Goal 5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."

References: https://www.losmedanos.edu/planning/VISIONforSUCCESSGoals_LMC_3.14.2019.pdf; http://www.4cd.edu/research/Strategic%20Planning/District%20Strategic%20Plan%202020-2025.pdf.

While this Educational Master Plan informs the goals and objectives of other College Plans (i.e., Student Equity Plan, Technology Plan, and Facilities Plan), it is particularly important to articulate the functions of the EMP and the Strategic Enrollment Management (SEM) Plan, as there are identifiable intersections between these two major plans. Both of these plans are centered on Vision for Success and Guided Pathways goals; however, the SEM Plan is also designed to address

the new Student-Centered Funding Formula (SCFF) and projected economic fluctuations. The comprehensive SEM Plan, which the College developed over the course of the 2019-20 academic year, integrates instructional, student services, and administrative units and programs with broader College initiatives and focuses on three core student success components: the LMC Student Experience, Institutional Organization, and Fiscal Responsibility. Moreover, while the Strategic Enrollment Management Plan specifically focuses on optimizing enrollments, improving student success, and ensuring fiscal viability, connecting SEM goals to the College mission and *Educational Master Plan 2020-2025* goals will ensure that strategies and expected outcomes for both are congruent. Figure 2 illustrates the relationships between and among the District and College plans.

Figure 2. **Alignment of State Initiatives, District Strategic Directions, Educational Master Plan, and Strategic Enrollment Management Plan**
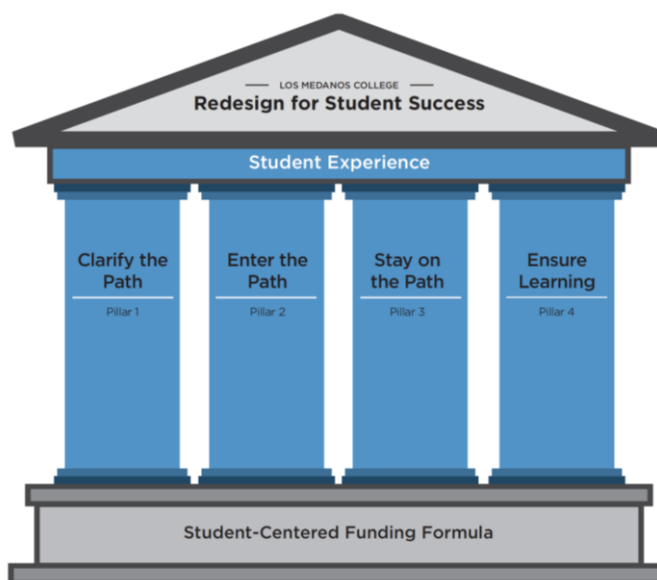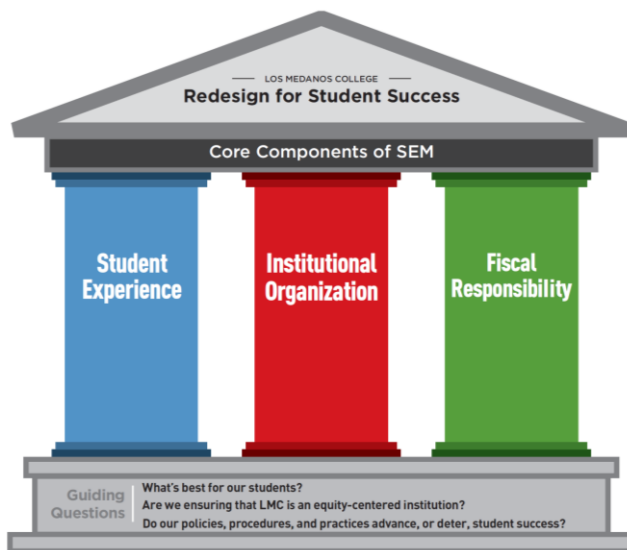
Operationalizing the Educational Master Plan

The *Educational Master Plan 2020-2025* delivers two primary outputs: operational goals and an implementation plan. The operational goals focus on "what" the College will do and "how" (i.e., operational goals, objectives, key actions), while the Biennial Implementation Plan – which is guided by Institution-Set Standards (illustrated in Table 2) – identifies the actions, outcomes, responsibility assignments, and key performance indicators needed to execute the Educational Master Plan. Specifically, as per the CCCCO Vision for Success, the College set the 2016-17 actual outcomes as the baseline for setting its stretch-goals, then utilized this same baseline to set its Institution-Set Standards. For degrees and certificates awarded, the stretch-goal was set at 20% above the Institution-Set Standards. For transfer degrees awarded, the stretch-goal was set at 35% above the Institution-Set Standards.

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Table 2. LMC Institution-Set Standards

	2014-15	2015-16	BASELINE 2016-17	2017-18	2018-19	Institution-Set Standard	Stretch-Goal
Course Success	72.10%	71.6%	**73.5%**	73.1%	73.4%	**72.9%**	**75.4%**
Degree: AA/AS/AA-T/AS-T	1,161	1,219	**1,356**	1,571	1,556	**1,356**	**1,627** (20% increase from baseline)
Certificate of Achievement 18+ units	422	578	**694**	849	871	**694**	**833** (20% increase from baseline)
Transfer: AA-T/AS-T	214	286	**325**	415	452	**325**	**439** (35% increase from baseline)

Source: CCCCO Data Mart

While providing a strong foundation for the institution's future development, this Educational Master Plan is also a "living document" that can be updated to respond appropriately to any significant environmental changes on the horizon for the state, region, and local communities. Therefore, this plan not only establishes a clear, navigable course for the College's future, but also affords the organizational flexibility required to provide consistently excellent instruction, intensive support systems, successful course and program completion, and opportunities to transfer to four-year institutions, or launch careers in high-demand fields.

III. Planning Process

III. Planning Process

Los Medanos College designed the Educational Master Plan development process with the intended outcome in mind: namely, clearly articulated goals and objectives that are understood throughout the institution and surrounding community. Moreover, to build upon and strengthen the planning development process deployed for the 2006-2016 EMP, the College designed a process aimed at ensuring that this Educational Master Plan:

- o authentically emerged from the College's existing processes;
- o honors and reflects the College's values and collaborative ethos;
- o addresses the unique environmental conditions, institutional priorities, and – most importantly – the needs of LMC's students; and
- o is data-informed.

This inclusive process featured broad engagement from the College community – students, classified professionals, faculty, administrators, and external community members – by way of open forums, constituency groups, and a campus-wide survey. The Planning Committee, which is responsible for overseeing college-wide planning, also established an "EMP Core Group" that expanded its membership to include additional representatives appointed by each constituency group. Ultimately, this approach to planning also helped to broaden cross-functional communication, foster cooperative organizational relationships, and successfully merge different insights and perspectives – particularly on the student experience and improving student achievement. Table 3 provides an overview of the Educational Master Plan development timeline and brief descriptions of key milestones, activities, purposes or functions, and outcomes.

Table 3. Overview of the Educational Master Plan Development Process

TIMELINE	ACTIVITY	PURPOSE/FUNCTION	OUTCOMES
October 2019	Established EMP Core Group (a working group of the LMC Planning Committee)	▪ Develop the planning process, timeline, milestones ▪ Analyze data results ▪ Facilitate public forums and/or College Assemblies ▪ Draft goals and objectives ▪ Facilitate communication	▪ EMP development process, responsibilities, and outcomes established and widely communicated
October 2019 – May 2020	Mission, Vision, and Values Review and Revision Process	Update College's Mission, Vision, and Values statements to: ▪ focus on Vision for Success, student learning and achievement ▪ frame the EMP as a blueprint for the College's organizational development	▪ Broad opportunities for constituency input (e.g., College Assembly, surveys) ▪ Revised Mission, Vision, and Values
October and December 2019	External and Internal Environmental Scan Data and Analysis	▪ Analyze external and internal conditions to identify trends and issues to inform EMP goals and objectives	▪ Complete data sets and analysis (See Appendix links for data details)

TIMELINE	ACTIVITY	PURPOSE/FUNCTION	OUTCOMES
December – January 2020	SOAR (Strengths, Opportunities, Aspirations, Results) Campus Survey	▪ Appreciative inquiry to assess organizational strengths, define aspirations, and establish anticipated results	• Constituency groups and all campus stakeholders respond to survey • Campus discussion of SOAR survey analysis ▪ Feedback for community partners survey and input
February 2020	EMP Public Forums for employees, students, and external community	▪ Inform stakeholders on the EMP process, data analysis; foster dialogue and obtain input on Five Guiding Questions	▪ Collection of varied perspectives to inform the EMP goals and objectives
February and March 2020	EMP Themes Identified (from Mission, Vision, Values, and SOAR Survey Results)	▪ Synthesize themes from Mission, Vision, and Values review process, SOAR survey, and public forums	▪ Draft themes for EMP Core Group to develop the EMP Goals and Objectives
March 6, 2020	EMP Core Group Retreat	▪ Review draft Mission, Vision, Values ▪ Analyze data, surveys and reports ▪ Draft goals and objectives ▪ Explore integration of Technology, Facility, and Student Services in EMP	▪ Draft of EMP Goals and Objectives, which align with District and Vision for Success ▪ Draft approaches to Technology, Facilities, and Student Services for EMP
May – June 2020	Draft Goals and Objectives – College Input	▪ Refine draft goals and objectives for constituency group review	▪ Feedback from constituency groups
August 2020	EMP Final Draft – College Review	▪ Share and vet the final draft Educational Master Plan for publication	▪ Feedback from constituency groups
September 2020	EMP Final Draft – Shared Governance Review	▪ Shared Governance approval – Academic Senate, Classified Senate, Student Senate, and Shared Governance Council	▪ EMP approvals completed
October – November 2020	Approvals: ▪ College President (October) ▪ Governing Board (November)	▪ College Assembly (10/19/2020) ▪ Governing Board meeting (11/11/20)	▪ EMP approvals completed

IV. Core Beliefs

Mission

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

Vision

Los Medanos College will be a leader in providing innovative, dynamic, and equitable educational experiences, support services, and career opportunities that empower students and transform our community.

Values

- **Excellence**: We strive for **EXCELLENCE** in the academic programs, support services, resources, facilities, and educational experiences that we provide to our students and community. We continuously work toward performing at the highest level, exceeding standards, and achieving our institutional goals.

- **Respect**: All members of our campus community deserve – and must be treated with – **RESPECT**. We honor the attributes, skills, abilities, and contributions of each individual, and are committed to treating one another with dignity, civility, and compassion.

- **Diversity**: We believe deeply in the important role of **DIVERSITY** in the success of our students and institution. We recognize that our highest potential – individually and collectively – can only be achieved when we: embrace and celebrate the diversity in our student body and community; hire, support, and retain a diverse and highly-qualified workforce; provide a wide array of diverse course offerings, academic programs, and support services; ensure that diverse perspectives and culturally-responsive practices are reflected in our curricula and learning environments; and advocate for racial and social justice for all.

- **Integrity**: We demonstrate **INTEGRITY** in the development and delivery of all programs, services, and operations. As good stewards of public resources and trust, it is incumbent upon us to educate and engage our students, colleagues, and community with honesty, transparency, and accountability.

- **Responsiveness**: We demonstrate **RESPONSIVENESS** to serve our students and the community. Through strong collaboration with educational partners, business and industry, community-based organizations, and civic agencies, we are able to effectively address the changing needs and dynamic environment in our service area.

College Goals

1. Strengthen a culture of equity, diversity, inclusion, and racial justice.

2. Increase and maximize equitable opportunities for students to successfully complete courses and programs.

3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.

4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships.

5. Effectively utilize institutional resources to meet the needs critical to the College mission.

V. The College and its Service Area

V.   The College and its Service Area

Founded in 1974, Los Medanos College is the third of three community colleges in the Contra Costa Community College District and primarily serves the east Contra Costa County community – one of the fastest growing areas of the County. The College's service area includes Pittsburg, Brentwood, Antioch, Oakley, Bay Point, Bethel Island, Byron, Discovery Bay, and Knightsen. Los Medanos College contributes significantly to the economic vitality of the region as a whole and consistently increases socio-economic opportunities for area residents.

Los Medanos College offers award-winning transfer and career education programs, stellar support services, and diverse learning opportunities in east Contra Costa County. With a welcoming and inclusive environment at its 120-acre Pittsburg Campus and newly-constructed Brentwood Center, the College plays a critical role in the County by positioning students for success at four-year institutions, in the workforce, and beyond. Because of its deep commitment to student success and equitable outcomes, the College provides an array of programs and services designed to ensure that all students have access to the support they need to achieve their educational and career goals.

While enrollment varies by semester, in 2018 Los Medanos College served approximately 9,700 students. As reflected in Figures 3, 4, and 5, LMC's students are diverse in terms of ethnicity, age, and gender.

Figure 3. LMC Student Population Ethnicities (Composite Fall 2015 through Fall 2018)
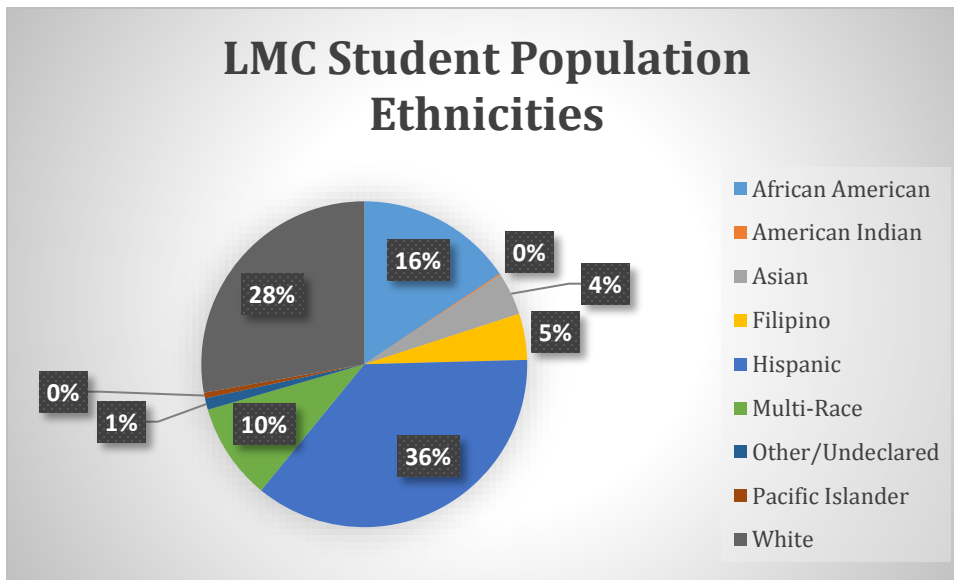
Source: District Research; Colleague (2019).

Figure 4. LMC Student Population Age Groups Fall 2014 through Fall 2018
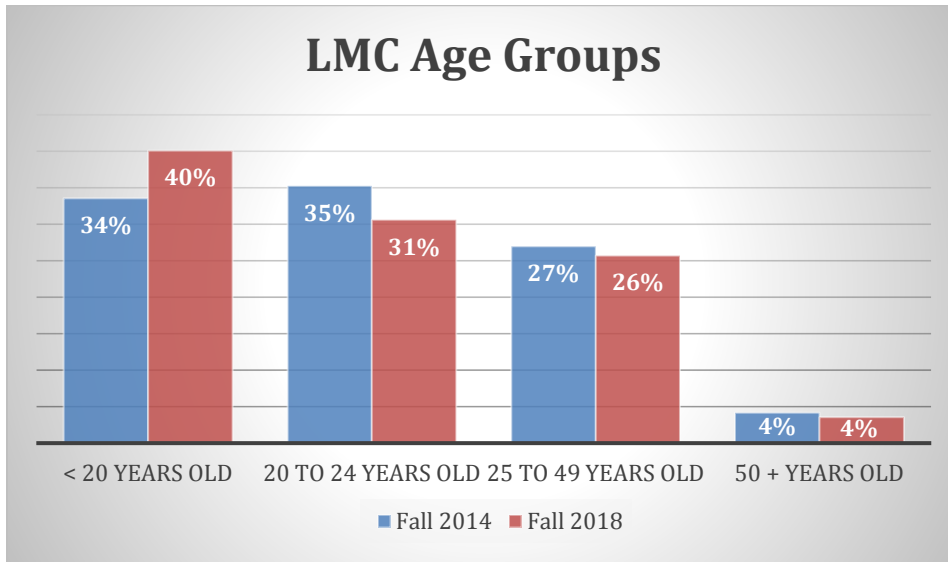
Source: District Research; Colleague (2019).

Figure 5. LMC Student Population by Gender Fall 2014 through Fall 2018

	2014FA	2015FA	2016FA	2017FA	2018FA
Female	53%	54%	54%	55%	55%
Male	46%	45%	45%	44%	44%
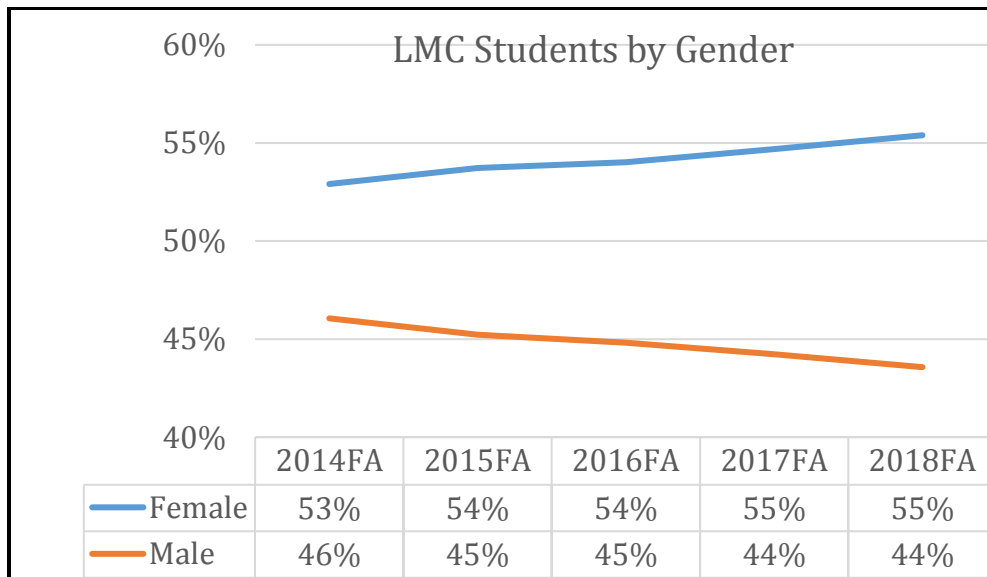
Source: District Research; Colleague (2019).

Today, Los Medanos College is known for excellent curriculum, innovative degree and certificate offerings, and strong regional partnerships – all centered on student success. Of the 1,600 two-year institutions across the nation, LMC received consecutive recognitions as a "Top 150 U.S. Community College" by the Aspen Institute (2017, 2019, 2021); and College Choice named LMC one of the "50 Best Community Colleges for 2017." This Educational Master Plan will position the College to continue and build upon the record of excellence that has become the hallmark of the institution.

VI. Environmental Scans: Overview and Implications

VI.   Environmental Scans: Overview and Implications

Purpose

Several fundamental questions, which stem directly from the mission statement, frame the goals and objectives of this Educational Master Plan:

- Who are the students we serve now and who will our future students be?
- What are the needs of our current students and what will students' needs be in the future?
- Is the College serving the educational needs of the population in the service area?
- Do current delivery systems serve student needs?
- Do current technologies and facilities support instructional and essential student services? What technologies and facilities will be needed in the future?

Establishing the Educational Master Plan's goals and objectives in ways that address these fundamental questions requires an analysis of both the external and internal environments to determine broad trends, anticipated growth considerations, current program gaps and emerging opportunities.

External Environmental Scan Overview

1.   General Population Data and Projection Summary

According to Economic Modeling Specialists, Inc. (EMSI), Contra Costa County's population in 2019 stood at approximately 1,161,000. Notably, in the last five years, that number has grown by 6%, (65,929) and is projected to grow another 4% (approximately 45,000) in the next five years, which reflects a population growth rate that will significantly outpace California's.

	2019	2030	Percent Change
California	40,144,770	43,631,295	8.7%
Contra Costa County	1,158,702	1,296,786	11.9%

Source: California Department of Finance

In sum, Contra Costa County is in a growth mode; thus, the College's service area will also likely experience a corresponding expansion. Moreover, important demographic changes related to age, ethnicity, and income are also on the horizon for Contra Costa County. A summary of notable trends for the College's service area cities is captured in the overview that follows.

<table>
<tr><td colspan="2" style="background:#8B1A1A;color:white;text-align:center">Service Area Population Trends</td></tr>
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- *By population, Antioch, Pittsburg, Brentwood, and Oakley are the largest cities in the College's service area.*
- *Brentwood experienced the greatest one-year percentage increase in population.*
- *Bethel Island and Discovery Bay are currently among the smallest service area cities; however, they have seen the highest one-year percentage increases in population.*
- *Over the next decade, the 25 to 39 age group is projected to increase significantly.*
- *The segments of the population identified as Multi-racial (Non-Hispanic), Black (Non-Hispanic), and Asian (Non-Hispanic) are projected to increase substantially.*
- *Between 2010 and 2017, median household income in Contra Costa County rose slightly more (i.e., by 1-2%) than median incomes for the US and California.*
- *Substantial increases in median income levels are especially evident in the College's primary service area of east Contra Costa County.*

Looking forward, the communities in the College's service area are growing, but in recent years the College's adult population participation rate (i.e., percentage of the student population) has been slightly less than that of the District's as a whole. These factors point to an opportunity for Los Medanos College to serve many more service area residents

2. Snapshot Overview: Four Largest Cities in LMC Service Area (2017)

Snapshot data offer a high-level overview of basic, yet critical, information that can be effectively synthesized to provide a composite picture of the Los Medanos College service area. While the College serves residents who live in communities other than the four cities included in this snapshot, these data illustrate the general environmental conditions within the service area.

Table 4. Snapshot Data for Four Service Area Cities

City	% Population Change 2010 to 2017	Median Age	Percent Foreign Born	Percent Homeowner	Percent Poverty	Largest Demographic In Poverty By Age/Gender	Largest Demographic In Poverty By Ethnicity	Average Commute (Min.)	Computer(C) & Broadband (B) Household Access
ANTIOCH	6%	35.2	26.9%	60.8%	14.6%	35-45 Females	Hispanic	43.5	C: 91.4% B: 83.3%
PITTSBURG	10%	35	32.6%	56.1%	13.6%	35-44 Females	Hispanic	41.3	C: 92.9% B: 85.8%
BRENTWOOD	14%	38.8	15.8%	74.9%	7.7%	6-11 Females	White	41.2	C: 91.4% B: 83.3%
OAKLEY	13%	34.3	19.1%	75.3%	7.4%	18-24 Males	White	38.9	C: 95% B: 87%
COUNTY	7.1%	39.2	25%	67.8%	9.8%	25-34 Females	White	36.1	C: 93.4% B: 88.2%

Source: American Community Survey; US Census Quick Facts for Computer and Broadband Data (2017).

3. Educational Attainment Summary – Four Largest Service Area Cities

An examination of service area residents' educational attainment furnishes the College with vital information regarding the potential pool of future students. Available data suggest that there are significant opportunities for Los Medanos College to provide degree, certificate, transfer, and career preparation opportunities for many people in the service area.

Educational Attainment
In the four largest service area cities, the percentage of residents with a high school diploma or less varies (e.g., Pittsburg with the greatest percentage at 41.8%, Brentwood at 27.9%). *Pittsburg and Antioch have the lowest percentage of residents with associate degrees (i.e., 38.2% and 34.8%, respectively); three of the four cities have relatively low percentages (e.g., 19% to 21%) of residents with bachelor's degrees.* *Completion of college degrees differs according to ethnicity, age, and gender:* ❖ *Hispanic, Native American, and Native Hawaiian residents in all four cities are least likely to have some college or to have completed a bachelor's degree);* ❖ *among all age categories, fewer than 25% of residents hold bachelor's degrees; and,* ❖ *in general, a greater percentage of females have earned associate degrees.*

4. County Economic and Labor Market Data, Projections, and Los Medanos College Program Gaps

County and Regional Economic Data and Projections

As the County's population has grown, so has the regional economy, as evidenced by job growth, labor force participation rates, and unemployment. Until the major economic downturn and mass unemployment resulting from the COVID-19 pandemic in Spring 2020, regional industries and openings in high-demand occupations were forecasted to expand substantially over the next five years. For example, the total number of jobs in the County was projected to increase by 24,968 (5.8%) in the next five years. Additionally, the projected top five growing industries in terms of new jobs included healthcare/social assistance (roughly 11,000 jobs), construction (approximately 5,900 jobs), accommodation/food services (nearly 5,700 jobs), administrative and support, and waste management/remediation services (around 4,800 jobs), and transportation and warehousing (about 2,700 jobs).

The recent pandemic has devastated some job sectors, such as accommodation and food service, while the demand for workers in healthcare and social assistance increased. Thus, at the time of this Educational Master Plan's development, the local, state, and national economies are facing a downward trajectory not seen since the 1930s. However, since its founding, Los Medanos College has played a crucial role in the economic vitality of the region. Arguably, the College will be an even more important driver in the region's recovery

as it expands educational opportunities, which residents will increasingly need in order to participate in and contribute to an economic revival in Contra Costa County. Therefore, the development of the *Educational Master Plan 2020-2025* in this period of economic uncertainties positions the College to focus more intently on planning efforts, which will help chart the course toward a dynamic economic future with a set of strategic responses to the current exigency.

Notable labor market conditions, which are included in the External Scan Profiles in the Appendix, focus on gainful economic opportunities for LMC's students and establish a foundation for the EMP's goals and objectives. Additionally, while the current economic fluctuations pose major forecasting challenges, through its Workforce & Economic Development Unit, the College continuously monitors economic conditions for employment/unemployment, labor market trends, and gross regional product (GRP) output. Although LMC produces an annual "environmental scan" of economic conditions each Fall, monitoring economic conditions is continuous, both through the analysis of data, and through engagement with industry partners via associations and professional organizations, as well as governmental and non-governmental economic development entities. To ensure that it is responsive to the dynamic economic and workforce environment, the College will continue to use innovative instructional tools – including non-credit, contract and community education, and short-term career programs – to meet regional needs and respond to rapidly changing conditions such as those posed during the COVID-19 pandemic.

County Income, Wage Data, and LMC Program Gap Analysis

Between 2010 and 2017, median income in Contra Costa County outpaced that for the U.S. and California; however, median income in the eastern part of the County grew more significantly than the U.S., California, and all other sectors of Contra Costa. Nonetheless, income disparities by ethnicity, age, and gender remain a key characteristic of the local economic environment.

Given LMC's deep commitment to equity and social justice, its goals and objectives are centered on improving the socio-economic conditions of its students by focusing on instructional programs, which will ultimately provide graduates with living-wage occupations. According to the MIT Living Wage Calculator, the living wage in Contra Costa County ranges from a low of $17.47/hour (one adult/no children) to a high of $52.94/hour (one adult/three children). For two-income households, a living wage runs from $13.12 to $27.00 per hour.

An analysis of job growth projections correlated to living wages and LMC programs reveals that the College currently offers a number of degree and certificate programs that will ultimately prepare students for: direct entry into growing occupational fields with living wages; or transfer to four-year institutions to earn bachelor's degrees required for these occupations. However, it does not offer degree or certificate programs that would prepare students for entry into: eleven of the fastest growing occupations in the County; or several of the top growing industries, in terms of new jobs that also offer living wages.

5. K-12 and High School Data Profile Summary

As high schools are a major source of community colleges' student population, K-12 enrollment projections point to potential student enrollment for Los Medanos College. While Los Medanos College draws students from around the region, the primary districts and high schools from which many entering LMC students have graduated include:

- Antioch Unified School District (Antioch High School, Deer Valley High School, and Dozier-Libbey Medical High School);
- Liberty Union High School District (Freedom High School, Heritage High School, Liberty High School); and,
- Pittsburg Unified School District (Pittsburg High School).

Notably, unlike K-12 enrollments statewide – which are predicted to continue decreasing over the next decade as birth rates decline – Contra Costa County will see an increase in K-12 enrollment through the 2027-28 academic year. Moreover, intensified partnerships between the College and its K-12 partners have resulted in an increased number of students from local high schools attending LMC.

Additionally, as reported for the previous two academic years, Contra Costa County schools have seen a lower percentage of student dropouts compared with the state as a whole, which portends an expanded pool of potential students in the future as a larger cohort of high school students earn diplomas. However, disparities among different student populations are evident in the data as well (e.g., African American students and students whose ethnicity is not reported experience the highest percentages of high school dropouts in the County), which points to the need for focused intervention strategies to help more students from underrepresented groups successfully graduate from high school and enter college.

Internal Environmental Scan Overview

1. Context

The *Educational Master Plan 2020-2025* is grounded in an analysis of the status and the anticipated future of the instructional programs and services offered to students. Internal scan data, which can be found in the Appendix, include current student demographics and characteristics, as well as instructional program information. Overall, the internal program analysis for the EMP is higher-level than program review, which will help inform growth projections. Notably, EMP program data supplement program review information, but do not replace or duplicate it. Additionally, the EMP program analysis differs from that of SEM, in that the data used for the former help answer broader institutional questions. These data also establish EMP goals and objectives that will inform the SEM Plan goals and objectives, as well as other institutional plans, such as Technology and Facilities.

2. Overview of Notable Trends (2014-2018)

Student Characteristics and Achievement

Notable Trends

Success and Persistence

- *Overall Success, Persistence, Retention, Completion* – Marked increases in Number of Course Enrollments, Number Successful, and Number Retained.

- *Success-Completion-Enrollments by Delivery Method* – Increases in course success rates in hybrid courses (1-50% online); hybrid 51-99% and 100% online vary, but generally range between 60% and 68% (markedly lower than face-to-face modalities).

- *Course Completion Rates* – Number of online course enrollments rose dramatically; completion rates across all modalities remained generally constant; face-to-face had the highest completion rates (85-86%), while hybrid 51-99% had the lowest rate (76%).

- *Basic Skills Courses: Fall-to-Fall Success, Completion, Enrollments by Delivery Method*
    - Increases in Course Success Rates (e.g., by 9% in Face-to-Face Courses).
    - Decline in number of course enrollments, but completion rates improved by 3%.

- *CTE Courses: Fall-to-Fall Success, Completion, Enrollments by Delivery Method*
    - Course Success and Completion Rates remained highest, but unchanged, in face-to-face courses.
    - Course Enrollments increased in 100% online but decreased for face-to-face courses.

- *Fall-To-Fall (Fall 2014 to Fall 2017) Retention Rate by Demographic* – 53% across all demographics; very little change in rates by group; compared to statewide Fall to Spring retention rate of 67%.

Student Demographics and Characteristics

- *Headcount* – Increase in overall student headcount at both Pittsburg Campus and Brentwood Center, but Pittsburg Campus experienced more significant percentage increase.

- *Age* – *M*ost notable increase in terms of number and percentage of the total student population – under 20 years; slight decreases in most other age groupings.

- *Ethnicity* – Most notable increase, Hispanic population; most notable decrease, White population.

- *Gender* – Slight increase in percentage of female students; corresponding decrease in percentage of male students – pattern in colleges across the state and U.S.

- *Educational Goals* – Most notable increase, Transfer with/without degree; most notable decrease, Career Development.

Success, Persistence, Completion

- *Awards (2014-15 to 2018-19)*
    - *Overall* – Increase in number of awards (AA/AS and Certificates ("1-4 Year" Certificates), but little change in number of one-year Certificate awards.

    - *By Gender* – Slight increase in number of awards to females; small decrease in number of awards to males.

    - *By Ethnicity* – Increase in percentage of awards to Hispanic students; lowest percentages of awards to Asian and African American students.

    - *By Age* – Highest number of awards earned by students ages 20 to 24 years old; lowest number and percentage of awards granted to students under 20 years and over 50 years.

Instructional Programs

Approach

In the previous decade, Contra Costa County experienced a notable increase in population – a trend which is projected to continue over the next five years. Thus, the *Educational Master Plan 2020-2025* addresses the implications this anticipated growth over the next five years, so that the College is positioned to successfully serve the future instructional, support, technological, and facilities needs of an increased number of students. However, not all LMC programs will need to expand in order to serve an increased number of future students, as some programs have not yet reached their full capacity. Moreover, not all programs will grow at the same rate. Therefore, to help gauge and plan for future needs, a growth rate for each instructional discipline will be determined based on an analysis of current data for that discipline (as per proposed benchmarks above), as well as other factors, such as labor market projections. Ultimately, each instructional discipline, particularly in terms of Weekly Student Contact Hours (WSCH) is identified as growing at the same rate as the College, faster than the College, or slower than the College.

An examination of Fall-to-Fall instructional program data for five previous academic years (i.e., 2014-15 through 2018-19) provides a composite representation of key enrollment and success trends by program. These data include Census Enrollment, Fill Rates, Full-Time Equivalent Students (FTES), FTES/FTEF (Full-Time Equivalent Faculty), WSCH/FTEF, WSCH Growth, and Course Success Rates. Full data sets are located in the Appendix (Internal Environmental Scan Profiles).

Fill Rates	**Census Enrollment**
✓ *Program's Five-Year Average – Compared to Five-Year Average for All College Programs* ✓ *Categories - Above College Five-Year Average or Below College Five-Year Average* ✓ *Fill Rate Trend – Fall 2015 compared to Fall 2019 (Over this five-year span, program either increased fill, decreased fill, or remained the same.)*	✓ *Program's Five-Year Average – Compared to Five-Year Average for All College Programs* ✓ *Categories - Above College Five-Year Average or Below College Five-Year Average* ✓ *Census Enrollment Trend – Fall 2015 compared to Fall 2019 (Over this five-year span, program either increased enrollment, decreased enrollment, or remained the same.)*

FTES	**FTES/FTEF**
✓ *Program's Five-Year Average – Compared to Five-Year Average for All College Programs* ✓ *Categorize - Above College Five-Year Average or Below College Five-Year Average* ✓ *FTES Trend – Fall 2015 compared to Fall 2019 (Over this five-year span, program either increased FTES, decreased FTES, or remained the same.)*	✓ *Program's Five-Year Average – Compared to past practice of 16 FTES/FTEF* ✓ *Categorize - Above College Five-Year Average or Below 16 FTES/FTEF* ✓ *FTES/FTEF Trend – Fall 2015 compared to Fall 2019 (Over this five-year span, program either increased FTES/FTEF, decreased, or remained the same.)*

WSCH Growth
- ✓ *Program's Growth Trend – Fall 2015 compared to Fall 2019*
- ✓ *Program Trend Compared to College Trend (Fall 2015 to Fall 2019)*
- ✓ *Categorize - Faster, slower or same as College (Note: type of method used to forecast WSCH for space allocation projections.)*

WSCH/FTEF
- ✓ *Program's Five-Year Average – Compared to past practice of 525 WSCH/FTEF*
- ✓ *Categorize – Above 595, within 10% of 595 (535.5 to 594), or below 535.5 WSCH/FTEF*
- ✓ *WSCH/FTEF Trend – Fall 2015 compared to Fall 2019 (Over this five-year span, program either increased WSCH/FTEF, decreased, or remained the same.)*

Course Success Rate
- ✓ *Program's Five-Year Average – Compared to Five-Year Average for All College Programs*
- ✓ *Categorize - Above College Five-Year Average or Below College Five-Year Average*
- ✓ *Course Success Trend – Fall 2015 compared to Fall 2019 (Over this five-year span, program either increased fill, decreased fill, or remained the same.)*

Student Learning Programs and Support Services

To help students achieve their academic, career, and personal goals, Los Medanos College provides a full array of programs and support services, including, but not limited to: counseling and advising; success and retention; transfer and careers; financial aid; tutoring and instructional consultations; and referrals to community resources. The overview of student learning and support services offers a general synopsis of student services trends over the previous five years, which serve as an informational baseline for the planning of future student services through 2025. While Los Medanos College administers many more student services programs than represented in the overview, the summary data presented include that for which consistent quantitative information over the five previous academic years is available.

Student Success Services

There has been a substantial increase in most categories of success services for credit programs; the most significant increases have been in academic/progress probation services, education plan services, and "other" services.

Success Service	2014-15	2018-19	% Change
Academic/Progress Probation	98	751	666.33%
Counseling/Advising	6,927	5,630	-18.72%
Education Plan	7,559	1,8329	142.48%
Initial Assessment Placement	3,718	5,445	46.45%
Initial Orientation	3,612	4,583	26.88%
Other	5,921	1,7322	192.55%

Source: https://datamart.cccco.edu/Services/Student_Success.aspx

Disabled Student Program and Services (DSPS)

Most notable increases in DSPS student counts by disability have been for learning disabled, psychological disability, and visual impairment.

Disability	2014-15	2018-19	% Change
Acquired Brain Injury	38	21	-44.74%
Attention Deficit Hyperactivity Disorder	–	77	–
Autism Spectrum	–	71	–
Developmentally Delayed Learner	59	50	-15.25%
Hearing Impaired	20	25	25.00%
Learning Disabled	213	419	96.71%
Mobility Impaired	76	54	-28.95%
Other Disability	437	160	-63.39%
Psychological Disability	111	183	64.86%
Speech/Language Impaired	8	2	-75.00%
Visually Impaired	12	24	100.00%

Source: https://datamart.cccco.edu/Services/DSPS_Status.aspx

Extended Opportunity Programs and Services (EOPS)

There has been a significant increase in EOPS participation.

Program(s)	2014-15		2018-19		% Change
	Students #	Students %	Students #	Student %	
EOPS and CARE	75	0.60%	45	0.33%	-40%
EOPS (excluding CARE)	472	3.76%	789	5.81%	67%

Source: https://datamart.cccco.edu/Services/EOPS_CARE_Status.aspx

Center for Academic Support

The number of individual students seeking peer tutoring has remained relatively unchanged. Consultation services for individual students has declined at the Pittsburg Campus but increased substantially at the Brentwood Center.

Tutoring – Individual Students	FALL 2015	FALL 2019	% CHANGE
Pittsburg Campus	392	400	2%
Brentwood Center	32	29	-9.3%
Combined Total	424	429	1.2%
Consultation – Individual Students	FALL 2015	FALL 2019	% CHANGE
Pittsburg Campus	966	591	-38.8%
Brentwood Center	65	102	56.9%
Combined Total	**1,031**	**693**	**-32.8%**

Implications

1. Summary Overview of Trends:
   - Both the population and the economy in the service area have grown, a trend that is forecasted to continue; however, the College will need to monitor local demographics over the next five years in order to adjust to changes resulting from the COVID-19 public health emergency and its aftermath.
   - East Contra Costa County has seen relatively low unemployment until recent months, which means that – prior to the current pandemic – many residents had been working and were also spending comparatively more time commuting to their places of employment. While economic recovery may take five to ten years to return to 2019 levels of GDP and unemployment, those residents of east Contra Costa County who have experienced job losses will eventually return to work.
   - While incomes have risen in east Contra Costa County, the distribution of wealth is uneven and patterns of socio-economic disparity persist (e.g., poverty rates in Antioch and Pittsburg, and more pronounced among Hispanic females, ages 34 to 45). The recent rise in unemployment rates will likely exacerbate these inequities.
   - Many residents are high school graduates, but do not have college degrees.
   - K-12 enrollments will increase and, with a decrease in the high school drop-out rate, Los Medanos College will potentially see an increase in the number of students coming directly from area high schools; however, working with high school partners on early outreach to students at risk of dropping out will be important to increasing equitable access to the College's programs and services.
   - There have been notable improvements related to student success and achievement, but gaps among different student groups, instructional modalities, and course types persist. Additionally, as online instruction has recently emerged as a major method of delivery – a trend which may continue post-pandemic – improving outcomes for students enrolled in distance education courses and ensuring their access to support services will be important to closing achievement gaps.

2. Planning Implications and Recommendations:

   Implications
   - While LMC currently offers degrees and certificates that prepare graduates for entry into occupations in high-demand fields that provide living wages in Contra Costa County, there are opportunities for the College to expand program offerings in additional fields that are among the fastest growing job sectors offering living wages. However, the College will need to determine which of these new program opportunities are most viable (e.g., greatest student interest and demand, availability of faculty and staff, technology and facilities needed, optimal location and/or instructional modalities, programs not offered within the District or by other regional community college districts).
   - The combination of factors – increase in K-12 enrollments and a growing proportion of working adults in the service area who do not have college

degrees – indicates that the College will need to determine ways to expand outreach to two different segments of the population:

- high school students through dual enrollment, or even middle school students, which would also potentially help address higher dropout rates among "at-risk" student populations; and,
- working adults who are also likely to be caring for children or other members of multi-generational households and commuting to jobs in the region.

Recommendations

o Develop and deploy information technology tools that will allow the College to track students' access to services and learning support programs, and implement an integrated data dashboard that will allow for the assessment and reporting of learning support outcomes.

o Expand dual enrollment programs with local high schools.

o Develop partnerships with K-12 partners, particularly middle schools, to design a parent, family, and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, and college and career readiness (e.g., Gear Up program model).

o Deploy flexible program and schedule options for working adults (e.g., accelerated terms, weekend college, fully online or hybrid offerings, year-to-career program schedules, course and program offerings at job sites).

o Expand childcare services at times that courses are scheduled.

o Invest in professional development related to improving online instruction and support services.

o As part of the Guided Pathways framework, develop a robust First-Year Experience that more seamlessly transitions students from "prospective" status through their first year at LMC, by connecting students to just-in-time services and support in order to increase retention, success, and persistence.

o To increase student access to holistic support services and programs, re-envision and implement the delivery of student services and learning support programs in an online environment, including the deployment of effective and integrated student support e-tools.

VII. College Goals and Objectives

VII. College Goals and Objectives

These goals recognize new requirements outlined by the California Community Colleges Chancellor's Office regarding the alignment of local strategic goals to statewide goals, as articulated in the CCCCO Vision for Success. LMC's *Educational Master Plan 2020-2025* contextualizes these system goals in the College's local environment and trends, and responds to the institution's identity, needs, and priorities.

The EMP also includes objectives aimed at advancing the College's completion of each goal. Additionally, suggested progress measurements for each goal support opportunities for regular reflection, the celebration of achievements, and course corrections, as needed.

Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice.
   (District Strategic Directions 2 and 4)

 Objectives:

1.1. Strategically recruit, support, train and retain a highly-qualified, diverse workforce.

1.2. Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices.

1.3. Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices.

1.4. Utilize data to identify practices, prioritize actions, and allocate resources that address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately-impacted, and historically-underserved/under-represented groups.

1.5. Foster and maintain a safe and welcoming learning and work environment for all by assessing campus climate and developing action plans to foster a more inclusive atmosphere.

1.6. Engage and support all members of the College community in anti-racism and anti-discrimination efforts; review and enhance support strategies and resources for employees and students who have experienced racism, sexism, or any form of discrimination at the College.

Suggested Progress Measures for Goal 1:

1. Annually review College progress toward Vision for Success Goal 5: Closing equity gaps for disproportionately impacted student groups by 40% in five years.

2. Annually review progress toward goals identified in the College's Student Equity and Achievement Plan.

3. Annually review progress toward meeting the metrics established in the "Employee Diversity Study" Tableau dashboard.

4. Regularly assess faculty, classified professional, and administrator engagement in professional learning.

5. Regularly assess and review College employee engagement via the Employee Engagement Survey to improve communication channels.

Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District Strategic Directions 1 and 2)

Objectives:

2.1. By 2020-22, develop and implement the Strategic Enrollment Management Plan (2020-23) to include flexible and strategic scheduling, curriculum, integrated student support, and distance education.

2.2. Implement the Student Equity Plan to meet institutional goals for reducing equity gaps and to ensure equitable success for all students.

2.3. Across all of the College's instructional sites, increase equitable access to courses, programs and student support services, improved infrastructure, and technology resources through 2022-23.

2.4. Improve the flexibility in the delivery of programs and services.

2.5. Design and offer culturally responsive, historically accurate, anti-racist curriculum.

Suggested Progress Measures for Goal 2:

1. Annually review College progress toward Vision for Success Goal 1: Increase student completion of degrees and certificates by 20%.

2. Annually review College progress toward Vision for Success Goal 2: Increase student transfers California State University (CSU) and University of California (UC) by 35%.

3. Annually review College progress toward Vision for Success Goal 3: Decrease the average number of units accumulated by students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.

4. Annually review College progress toward Vision for Success Goal 5: Closing equity gaps for disproportionately impacted student groups by 40% in five years.

5. Annually review progress toward goals identified in the College's Student Equity Plan.

Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District Strategic Direction 3)

Objectives:

3.1. Implement the Workforce Development Strategic Plan to include the development of new instructional programs – including degree, certificate, and transfer credit programs, as well as noncredit opportunities – that align to local and regional workforce needs through 2024-25.

3.2. Increase and strengthen internal collaborations to support students' preparation for high-demand and living-wage careers through 2024-25.

3.3. Expand the opportunities for internships and apprenticeships to prepare students for entering the workforce.

Suggested Progress Measures for Goal 3:

1. Annually review College progress toward Vision for Success Goal 2: Increase student transfers to CSU and UC by 35%.

2. Annually review College progress toward Vision for Success Goal 4: Increase the percent of career education students employed in their field of study to 76% within five years.

3. Monitor College-wide progress on the metrics identified in the California Strong Workforce Program.

4. Monitor College-wide progress on the metrics identified in the California Adult Education Block Grant.

5. Annually review the metrics captured in the Annual District Feeder High School Report.

Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District Strategic Direction 3)

Objectives:

4.1. Increase dual enrollment and articulation with high school partners.

4.2. Expand articulation and pathways to four-year institutions by 2024-25.

4.3. Continue to expand and cultivate employer partnerships, advisory groups, and external partnerships through 2024-25.

4.4. Continue to expand partnerships with nonprofits and local agencies to address student basic needs through 2024-25.

Suggested Progress Measures for Goal 4:

1. Annually review College progress toward Vision for Success Goal 1: Increase student completion of degrees and certificates by 20%.

2. Annually review College progress toward Vision for Success Goal 2: Increase student transfers to CSU and UC by 35%.

3. Annually review College progress toward Vision for Success Goal 4: Increase the percent of career education students employed in their field of study to 76% within five years.

Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District Strategic Directions 4 and 5)

Objectives

5.1. By 2020-21, develop and implement the Distance Education Plan to include technology and instructional equipment, online student services, and technical professional development.

5.2. Develop and implement the Facilities Plan by 2021-22.

5.3. Develop a total cost of ownership policy model by 2021-22 and integrate it into all future institutional plans.

Suggested Progress Measures for Goal 5:

1. Regularly monitor and review college-wide performance on the metrics underlying the Student-Centered Funding Formula.

2. Regularly assess faculty, classified professional, and administrator engagement in professional learning.

3. Regularly assess and review College employee engagement via the Employee Engagement Survey to improve communication channels.

4. Annually review College progress toward Vision for Success Goal 1: Increase student completion of degrees and certificates by 20%.

5. Annually review College progress toward Vision for Success Goal 5: Closing equity gaps for disproportionately impacted student groups by 40% in five years.

Goals, Objectives, and Progress Measures At-a-Glance

Table 5. Goals, Objectives, and Progress Measures At-a-Glance

Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District Strategic Directions 2 and 4)	
Objectives	**Suggested Progress Measures**
1.1 Strategically recruit, support, train and retain a highly-qualified, diverse workforce.	1. Annually review College progress toward Vision for Success Goal 5: Reduce equity gaps for disproportionately impacted student groups by 40% in five years.
1.2 Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices.	2. Annually review progress toward goals identified in the College's Student Equity Plan.
1.3 Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices.	3. Annually review progress toward meeting the metrics established in the "Employee Diversity Study" Tableau dashboard.
1.4 Utilize data to identify practices, prioritize actions, and allocate resources that address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately-impacted, and historically-underserved/under-represented groups.	4. Regularly assess faculty, classified professional, and administrator engagement in professional learning.
1.5 Foster and maintain a safe and welcoming learning and work environment for all by assessing campus climate and developing action plans to foster a more inclusive atmosphere.	5. Regularly assess and review College employee engagement via the Employee Engagement Survey to improve communication channels.
1.6 Engage and support all members of the College community in anti-racism and anti-discrimination efforts; review and enhance support strategies and resources for employees and students who have experienced racism, sexism, or any form of discrimination at the College.	

Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District Strategic Directions 1 and 2)	
Objectives	**Suggested Progress Measures**
2.1. By 2020-22, develop and implement the Strategic Enrollment Management Plan (2020-23) to include flexible and strategic scheduling, curriculum, integrated student support, and distance education.	1. Annually review College progress toward Vision for Success Goal 1: Increase student completion of degrees and certificates by 20%.
2.2. Implement the Student Equity Plan to meet institutional goals for reducing equity gaps and to ensure equitable success for all students.	2. Annually review College progress toward Vision for Success Goal 2: Increase student transfers to the public universities (CSU and UC) by 35%.
2.3. Across all of the College's instructional sites, increase equitable access to courses, programs and student support services, improved infrastructure, and technology resources through 2022-23.	3. Annually review College progress toward Vision for Success Goal 3: Decrease the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.
2.4. Improve the flexibility in the delivery of programs and services.	4. Annually review College progress toward Vision for Success Goal 5: Reduce equity gaps for disproportionately impacted student groups by 40% in five years.
2.5. Design and offer culturally responsive, historically accurate, anti-racist curriculum.	5. Annually review progress toward goals identified in the College's Student Equity Plan.

Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District Strategic Direction 3)	
Objectives	**Suggested Progress Measures**
3.1. Implement the Workforce Development Strategic Plan to include the development of new instructional programs – including degree, certificate, and transfer credit programs, as well as noncredit opportunities – that align to local and regional workforce needs through 2024-25.	1. Annually review College progress toward Vision for Success Goal 2: Increase student transfers to CSU and UC by 35%. 2. Annually review College progress toward Vision for Success Goal 4: Increase the percent of career education students employed in their field of study to 76% within five years.
3.2. Increase and strengthen internal collaborations to support students' preparation for high-demand and living-wage careers through 2024-25.	3. Monitor College-wide progress on the metrics identified in the California Strong Workforce Program. 4. Monitor College-wide progress on the metrics identified in the California Adult Education Block Grant.
3.3. Expand the opportunities for internships and apprenticeships to prepare students for entering the workforce.	5. Annually review the metrics captured in the Annual District Feeder High School Report.

Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District Strategic Direction 3)	
Objectives	**Suggested Progress Measures**
4.1. Increase dual enrollment and articulation with high school partners.	1. Annually review College progress toward Vision for Success Goal 1: Increase student completion of degrees and certificates by 20%.
4.2. Expand articulation and pathways to four-year institutions by 2024-25.	2. Annually review College progress toward Vision for Success Goal 2: Increase student transfers to CSU and UC by 35%.
4.3. Continue to expand and cultivate employer partnerships, advisory groups, and external partnerships through 2024-25.	3. Annually review College progress toward Vision for Success Goal 4: Increase the percent of career education students employed in their field of study to 76% within five years.
4.4. Continue to expand partnerships with nonprofits and local agencies to address student basic needs through 2024-25.	

Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District Strategic Directions 4 and 5)	
Objectives	**Suggested Progress Measures**
5.1. By 2020-21, develop and implement the Distance Education Plan to include technology and instructional equipment, online student services, and technical professional development.	1. Regularly monitor and review College-wide performance on the metrics underlying the Student-Centered Funding Formula. 2. Regularly assess faculty, classified professional, and administrator engagement in professional learning. 3. Regularly assess and review College employee engagement via the Employee Engagement Survey to improve communication channels.
5.2. Develop and implement the Facilities Plan by 2021-22.	4. Annually review College progress toward Vision for Success Goal 1: Increase student completion of degrees and certificates by 20%.
5.3. Develop a total cost of ownership policy model by 2021-22 and integrate it into all future institutional plans.	5. Annually review College progress toward Vision for Success Goal 5: Reduce equity gaps for disproportionately impacted student groups by 40% in five years.

VIII. Implications for Technology and Facilities

VIII. Implications for Technology and Facilities

General Recommendations for Consideration:

1. To maximize access to programs and services, including any current or future "off-site" instructional locations, enhance facilities and technology:
    *   calibrate facility renovations or any new construction to enrollment projections and the Strategic Enrollment Management Plan;
    *   improve information technology infrastructure, which includes an approach to the total cost of ownership, in accordance with a Technology Master Plan;
    *   develop an integrated contingency and recovery plan, which will enable the College to respond to crises, emergencies, and disruptive events while continuing to execute its initiatives and meet its mission;
    *   consider continued investments in state-of-the-art technologies to respond to an ever-changing technology landscape;
    *   consider deploying artificial intelligence tools, such as chat-bots, which are designed to help students through complex matriculation processes and access critical student support services;
    *   in light of the expansion of remote services and online offerings, include flexible instructional strategies that minimize or mitigate students' needs for technology off campus;
    *   as many students are working parents, conduct an in-depth analysis of current and future childcare needs to inform possible enhancements to childcare facilities; ensure that students have access to childcare services whenever classes are in session; and,
    *   in light of housing costs and students' housing insecurities, explore options for low-cost student housing.

2. To ensure that facilities support the highest quality delivery of instruction and student services:
    *   consider building or renovating current spaces in ways that strategically co-locate services for students, including programs that address students' basic needs (e.g., housing, food, health services, mental health services, legal services);
    *   deploy universal design principles to all learning and working environments, which are usable by all people without the need for adaptation or specialized design;
    *   to facilitate a collaborative team-based (or "case management") approach to student success, consider co-locating Guided Pathways instructional faculty, counselors, and support staff to help students easily access the full range of assistance they need;
    *   consider office space for adjunct faculty, who are the majority of faculty and serve the greatest number of students, and ensure that adjunct faculty have access to the technological tools needed to maintain communications with their students; and,
    *   to enhance student connections, build, renovate, or redesign student gathering spaces (exterior and buildings), meeting rooms, tutoring and supplemental instruction spaces, and "quiet zones" for studying, relaxation, or meditation.

Approach to Future Program Space Needs:

Current environmental conditions necessitate development of a comprehensive approach to facilities that allows the College the flexibility needed to respond to a host of unknowns in the current environment. Thus, the qualitative and quantitative elements described here establish an overarching framework to inform future program space needs.

1. Consider alternative approaches to the use of space to account for an increase in distance education, hybrid learning and, potentially, different approaches to scheduling (e.g., course schedules staggered throughout an instructional day).
2. Assess current and future facilities via central questions, such as:
   - How do current facilities support Vision for Success and Student Equity and Achievement Plan goals?
   - How has distance learning impacted the space needs of instructional programs?
   - What new programs will the College develop over the next five to ten years and what facilities will be needed to support the delivery of instruction in these programs?
   - For Career Technical Education (CTE) Programs:
     - What have industry advisory boards indicated as high priorities for CTE programs?
     - What impact will efforts to meet industry demands have on program and space needs?
   - What noteworthy implications for future technology or facilities have been noted in program reviews?
   - How will the College address the need for the remote delivery of support services?

Instructional Program Enrollment Analysis: Five-Year Program Average WSCH Growth Analysis

Table 6 . **WSCH Growth for Five-Year Program Average Categorized (growing faster, slower, or the same as the College Average)**

Five-Year Program Average WSCH Growth in Comparison with College Average (13%)					
Faster		**Slower**		**Same**	
Academic & Career Success	75%	Music	9%	Business	11%
Administration of Justice	14%	Biological Science	8%	Child Development	13%
Anthropology	18%	Mathematics	6%	Journalism	12%
Art	31%	Travel Marketing	5%	Political Science	12%
Astronomy	69%	Economics	2%		
Automotive Technology	18%	Recording Arts	-5%		
Chemistry	38%	English	-6%		
Counseling	338%	Computer Science	-8%		
Drama	30%	Management & Supervision	-14%		
Emergency Medical Services	47%	Italian	-17%		
Engineering	67%	Electrical & Instrumentation Technology	-22%		
English as a Second Language	17%	French	-34%		
Fire Technology	36%	Process Technology	-39%		
History	26%	Appliance Service Technology	-59%		
Nutrition	51%				
Philosophy	41%				
Physics	26%				
Physical Science	40%				
Psychology	15%				
Registered Nursing	28%				
Sign Language	93%				
Sociology	30%				
Social Science	123%				
Spanish	50%				
Speech	51%				
Vocational Nursing	108%				
Welding	27%				

IX. Biennial Implementation Plan and Evaluation Process

IX.   Biennial Implementation Plan and Evaluation Process

Los Medanos College is committed to effectively implementing the visionary principles of the *Educational Master Plan 2020-2025* in a way that is meaningful, usable, and measurable. To that end, the EMP biennial implementation and evaluation protocols are delineated below.

A. Since the EMP is a college-wide plan, the Office of Planning & Institutional Effectiveness, in consultation with the President's Office and the Planning Committee, will oversee the process of the *EMP Biennial Implementation Plan* and the *EMP Biennial Implementation Report*.

B. *EMP Biennial Implementation Plan***:**

1. President's Cabinet will be responsible to designate leads for conversations with cross-functional teams to identify: (a) annual activities, which are needed to implement each EMP Goal and Objective; (b) the appropriate responsible parties (position responsible for overseeing the completion of the activity); (c) outputs and outcome(s) for each objective and/or activity; and, (d) resources needed.

2. EMP Biennial Implementation Plan elements will be identified beginning in Spring 2021.

3. The EMP Biennial Implementation Plan may identify activities for two to three academic years and will be aligned with the College's program review cycle.

C. *EMP Biennial Implementation Reports:*

1. Will capture progress updates from the Biennial Implementation Plan;

2. Will have a submission deadline of May 2022 and May 2023, as aligned with the program review cycle;

3. Will be reviewed by the Planning Committee and submitted to the President and/or Shared Governance Council (SGC); and

4. Will be published and posted on the LMC website.

Sample Implementation Plan and Report Structure

Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice.

Objective 1.1: Strategically recruit, support, train and retain a highly-qualified, diverse workforce.

Action Steps	Activity Lead(s)	Target Completion Date
1. 2.		
Output	•	
Measurable Outcomes	•	
Resources Needed		
Progress Update		

Objective 1.2. Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices.

Action Steps	Activity Lead(s)	Target Completion Date
1. 2.		
Output	•	
Measurable Outcomes	•	
Resources Needed		
Progress Update		

Objective 1.3. Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices.

Action Steps	Activity Lead(s)	Target Completion Date
1. 2.		
Output	•	
Measurable Outcomes	•	
Resources Needed		
Progress Update		

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1. EMP Planning Process Timeline and Tasks
2. Educational Master Plan 2020-2025 Website
3. Alignment of LMC EMP Goals and Objectives, 4CD Strategic Directions, CCCCO "Vision for Success" Goals, and CCCCO "Call to Action" Strategies
4. External Environmental Scan Profiles
5. Internal Environmental Scan Profiles
6. Data Analysis and Feedback
7. EMP Core Group Retreat
8. Draft Educational Master Plan Process and Supporting Documents
9. EMP Core Group Members
10. EMP Core Group Role and Communication Plan
11. Key Planning Documents
12. External and Internal Data

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1. EMP Planning Process Timeline and Tasks

LMC Mission/Vision/Values and Educational Master Plan 2020-2025 *Planning Process, Tasks, and Timeline*	
Kick Off Educational Master Plan 2020-2025	
September 11, 2019	Meet with EMP liaison and President's Cabinet to review the proposed Mission/Vision/Values and EMP work plan; activities, timelines, responsibilities, and draft of communications plan.
September 12-24, 2019	Meet with College leaders (Senate presidents) to review the proposed Mission/Vision/Values and EMP work plan; activities, timelines, responsibilities, and draft of communications plan.
September 30, 2019	College Assembly: Mission/Vision/Values workshops and forum, EMP overview. Mission/Vision/Values (with focus on identification of stakeholders, formal and informal mandates/purposes, & "Six Key Organizational Questions") and overview of EMP purpose and development process.
October 3, 2019	Planning Committee meeting: Meet with the EMP Core Group to discuss overall planning activities, timeline, responsibilities, and communication plan actions and methods; Gather input on the current planning process and structure and approach to integration.
Environmental Scan	
October - December 2019	Assess existing plans to identify linkages (e.g., use RP Group's Crosswalk of College Plans and Processes and Accreditation Standards) between and among plans, identify planning gaps, and develop an approach to address gaps.
	Determine data sets for environmental scan, prepare additional data, and conduct environmental scan analysis. (**External Data Analysis Profiles**)
	Administer SOAR activity (November 8-20) to constituency groups (e.g., Senates, SGC, SEM etc.), and gather themes to create SOAR survey and administer it in December 2019.
	Collect and synthesize instructional program and support services information, strengths, challenges, and opportunities, including: program reviews; and interviews with program/unit/area representatives. (**Internal Data Analysis Profiles)**
November 7, 2019	Review External Data Analysis Profiles and proposed SOAR activity.
December 5, 2019	Review External Data Analysis Profiles and Internal Data Analysis Profiles.

College Forums: Identify College-wide key issues, strategies, and opportunities	
January 24, 2020	College Opening Day: Mission/Vision/Values and EMP progress
February 6, 2020	Review Internal Data Analysis Profiles and SOAR survey results
February 2020	Meet with faculty, classified professionals, administrators, and students to gain input on program and services strengths and opportunities (e.g., College forums) Conduct three EMP Forums
March 6, 2020	Facilitate a one-day planning retreat to review College forums input, scan data, SOAR results, program and services information to include: a. Identify emerging themes b. Draft goals c. Integrate SEM into EMP structure
Goal Setting	
March – April 2020	Refine draft goals and develop objectives
Draft EMP	
April 9, 2020	Finalize goals and objectives
May 7, 2020	Prepare, review, and vet first draft of Educational Master Plan.
August 24, 2020	College Opening Day: Share and vet the final draft Educational Master Plan for publication
September – October 2020	Shared Governance approval: Academic Senate, Classified Senate, Student Senate, (1st read – 9/14 or 9/28, 2nd read – 9/28 or 10/12) and SGC (1st read – 9/23, 2nd read – 10/14) College Assembly (10/19/2020)
November 2020	Governing Board approval

2. Educational Master Plan 2020-2025 Website

https://www.losmedanos.edu/planning/edplan2020-2025.aspx

3. Alignment of LMC EMP Goals and Objectives, 4CD Strategic Directions, CCCCO "Vision for Success" Goals, and CCCCO "Call to Action" Strategies

LMC 2020-2025 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies
Goal 1: Strengthen a culture of equity, diversity, inclusion, and racial justice **1.1.** Strategically recruit, support, train and retain a highly-qualified, diverse workforce. **1.2.** Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices. **1.3.** Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices. **1.4.** Utilize data to identify practices, prioritize actions, and allocate resources that address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately-impacted, and historically-underserved/under-represented groups. **1.5.** Foster and maintain a safe and welcoming learning and work environment for all by assessing campus climate and developing action plans to foster a more inclusive atmosphere. **1.6.** Engage and support all members of the College community in anti-racism and anti-discrimination efforts; review and enhance support strategies and resources for employees and students who have experienced racism, sexism, or any form of discrimination at the College.	**Strategic Direction 2:** Decrease Equity Gaps for All Students **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District	**GOAL 5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 2:** Campus leaders must host open dialogue and address campus climate. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. **Strategy 4**: District Boards review and update your Equity plans with urgency. **Strategy 5:** Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan. **Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."

LMC 2020-2025 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies
Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs. **2.1.** By 2020-22, develop and implement the Strategic Enrollment Management Plan (2020-23) to include flexible and strategic scheduling, curriculum, integrated student support, and distance education. **2.2.** Implement the Student Equity Plan to meet institutional goals for reducing equity gaps and to ensure equitable success for all students. **2.3.** Across all of the College's instructional sites, increase equitable access to courses, programs and student support services, improved infrastructure, and technology resources through 2022-23. **2.4.** Improve the flexibility in the delivery of programs and services. **2.5**. Design and offer culturally responsive, historically accurate, anti-racist curriculum.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges **Strategic Direction 2:** Decrease Equity Gaps for All Students	**GOAL 1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **GOAL 2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **GOAL 3** Decrease the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units. **GOAL 5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 1:** A system-wide review of law enforcement officers and first responder training and curriculum. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.

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LMC 2020-2025 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies
Goal 3: Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. **3.1.** Implement the Workforce Development Strategic Plan to include the development of new instructional programs – including degree, certificate, and transfer credit programs, as well as noncredit opportunities – that align to local and regional workforce needs through 2024-25. **3.2.** Increase and strengthen internal collaborations to support students' preparation for high-demand and living-wage careers through 2024-25. **3.3.** Expand the opportunities for internships and apprenticeships to prepare students for entering the workforce.	**Strategic Direction 3:** Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways	**GOAL 2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **GOAL 4** Increase the percentage of exiting CTE students who report being employed in their field of study.	**Strategy 1:** A system-wide review of law enforcement officers and first responder training and curriculum.
Goal 4: To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. **4.1.** Increase dual enrollment and articulation with high school partners. **4.2.** Expand articulation and pathways to four-year institutions by 2024-25. **4.3.** Continue to expand and cultivate employer partnerships, advisory groups, and external partnerships through 2024-25. **4.4.** Continue to expand partnerships with nonprofits and local agencies to address student basic needs through 2024-25.	**Strategic Direction 3:** Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways	**GOAL 1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **GOAL 2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **GOAL 4** Increase the percentage of exiting CTE students who report being employed in their field of study.	**Strategy 1:** A system-wide review of law enforcement officers and first responder training and curriculum.

LMC 2020-2025 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies

Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission
  5.1. By 2020-21, develop and implement the Distance Education Plan to include technology and instructional equipment, online student services, and technical professional development.
  5.2. Develop and implement the Facilities Plan by 2021-22.
  5.3. Develop a total cost of ownership policy model by 2021-22 and integrate it into all future institutional plans.
	Strategic Direction 1: Improve Student Learning and Completion across District Colleges
	
	Strategic Direction 4: Cultivate a Culture of Engagement throughout the District
	
	Strategic Direction 5: Responsibly, Effectively, and Sustainably Steward District Resources
		GOAL 1
		Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates.
		
		GOAL 5
		Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.
			Strategy 6: Join and engage in the Vision Resource Center "Community Colleges for Change."

4. External Environmental Scan Profiles

External Profiles

- Set 1: State and County Demographic Conditions and Projections
- Set 2: Four City Demographic Snapshot
- Set 3: County Labor Market and Workforce, Including LMC Program Gap Analysis
- Set 4: K-12 and High School Data and Projections
- Set 5: Workforce and Economic Summary
- External Data review Summary

Feedback Results from EMP Core Group

5. Internal Environmental Scan Profiles

Internal Profiles, SOAR Survey Results, Public Forums

- Set 5: Student Demographics & Characteristics 2014 to 2018
- Set 6: Degrees and Certificates by Program 2016-2017 to 2018-2019.
    Excluding Certificates of Completion
- Set 7: Enrollment and Productivity by Program Fall 2015 through Fall 2019
- Set 8: Student Services Programs *(see EMP page 35)*
- Set 9: SOAR Survey Analysis (SurveyMonkey Report)
- Set 10: Public Forums Analysis
- Set 11: Employee Engagement Survey Report 2019
- Set 12: Strategic Plan 2014-2019 Evaluation Report 2019
- Set 13: Educational Master Plan 2006-2016 Evaluation Report 2018
- Set 14: Comprehensive Program Review Evaluation Report 2018
- Set 15: 2018 Survey of Entering Student Engagement (SENSE)
- Set 16: 2019 Community College Survey of Student Engagement (CCSSE)

6. Data Analysis and Feedback

Data Analysis:

- Set 1: State and County Demographic Conditions and Projections
- Set 2: Four City Demographic Snapshot
- Set 3: County Labor Market and Workforce, Including LMC Program Gap Analysis
- Set 4: K-12 and High School Data and Projections
- Set 5: Student Demographics and Characteristics 2014 to 2018
- Set 6: Degree and Certificates by Program 2016-2017 to 2018-2019
    Excluding Certificates of Completion
- Set 7: Enrollment and Productivity by Program Fall 2015 through Fall 2019
- Set 8: Student Services Programs *(see EMP page 35)*
- Set 9: SOAR Survey Analysis (SurveyMonkey Report)

Forum Feedback

- EMP Open Forum for Employees (February 10, 2020):
    - Pittsburg Campus Feedback
    - Brentwood Center Feedback
- EMP Open Forum for External Community Members (February 21, 2020):
    - External Community Feedback
- EMP Open Forum for Students (February 24, 2020):
    - Student Feedback

Presentation from Open Forums

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7. EMP Core Group Retreat

Friday, March 6, 2020

Agenda

Glossary of Key Planning Terms

Mission, Vision, and Values

- Draft Mission Statement: College Assembly handout (3.2.2020). Powerpoint (3.2.2020)
- Theme Alignment: Mission, SOAR, and SEM

Profile Analysis and Implications

- Set 1: Profile Summary State and County Demographic Conditions and Projections
- Set 2: Profile Summary Four City Demographic Snapshot
- Set 3: Profile Summary County Labor Market and Workforce, Including LMC Program Gap Analysis
- Set 4: Profile Summary K-12 and High School Data and Projections
- Set 5: Profile Summary Student Demographics and Characteristics 2014 to 2018
- Set 6: Profile Summary. Degree and Certificates by Program 2016-2017 to 2018-2019. Excluding Certificates of Completion
- Set 7: Profile Summary. Enrollment and Productivity by Program Fall 2015 through Fall 2019
- Set 8: Student Services Programs *(see EMP page 35)*
- Set 9: Profile Summary SOAR Survey Analysis (SurveyMonkey Report)
- Set 10: Profile Summary. Public Forums
- Set 11: Profile Summary. Employee Engagement Survey Report 2019
- Set 12: Profile Summary. Strategic Plan 2014-2019 Evaluation Report 2019
- Set 13: Profile Summary. Educational Master Plan 2006-2016 Evaluation Report 2018
- Set 14: Profile Summary. Comprehensive Program Review Evaluation Report 2018
- Set 15: Profile Summary. 2018 Survey of Entering Student Engagement (SENSE)
- Set 16: Profile Summary. 2019 Community College Survey of Student Engagement (CCSSE)

Gap Analysis and EMP Themes

- Gap analysis
- EMP Theme
- Theme Alignment: Mission, SOAR, and SEM

EMP Goal Development

- Alignment with CCCCO Vision for Success Goals and District Strategic Directions *(see EMP Appendix Section 3, paged 58-61)*
- CCCCO Vision for Success
- Technology, Facilities, Student Services Implications for EMP *(see EMP page 48)*

8. Draft Educational Master Plan Process and Supporting Documents

Draft Themes

[EMP Theme](#)

[Theme Alignment: Mission, SOAR, and SEM](#)

Draft Goals and Objectives

[Draft Goals and Objectives](#) *(4.2.2020, revised 4.8.2020)*

[Draft LMC Goals and Vision for Success Alignment](#) *(4.2.2020, revised 4.8.2020)*

Educational Master Plan Time Table

[Draft EMP Production Timeline](#)

[Draft Biennial Implementation Plan](#)

[Vision for Success, 4CD Strategic Directions, and LMC EMP Draft Goals Alignment](#)

[Draft High-Level Bullet Educational Master Plan 2020-2025](#) *(5.7.2020)*

9. EMP Core Group Members

Student Representatives (appointed by the Student Senate [LMCAS])
- Shagoofa Khan
- Christian Ortiz

Faculty Representatives (appointed by the Academic Senate)
- Josh Bearden: History Professor, Academic Senate President
- Marie Arcidiacono Kaufman: Communication Studies Professor, Academic Senate Vice President
- Louie Giambattista: Computer Science Professor
- Scott Hubbard: Mathematics Professor
- Scott Warfe: English Professor

Classified Professionals (appointed by the Classified Senate)
- BethAnn Stone: Senior Administrative Assistant – Office of Planning & Institutional Effectiveness, Classified Senate Vice President
- Eloine Chapman: Senior Web Administrator (Spring 2020)
- Catherine Fonseca: Program Coordinator – Adult Education
- Chris Long: Program Coordinator – Veterans
- Tammy Oranje: Financial Aid Scholarship Program Specialist (Fall 2019)
- Paul West: Science Lab Coordinator

Management Team (appointed by the College President)
- Bob Kratochvil: LMC President
- Tanisha Maxwell: Vice President of Student Services
- Natalie Hannum: Vice President of Instruction
- Nancy Ybarra: Interim Vice President of Instruction (January – June 2020)
- Sally Montemayor Lenz: Interim Vice President of Instruction (January – December 2019)
- Carlos Montoya: Vice President of Business & Administrative Services
- Sabrina Kwist: Dean of Equity & Inclusion

Chair
- Chialin Hsieh: Senior Dean of Planning & Institutional Effectiveness

10. EMP Core Group Role and Communication Plan

Member's Role
- Develop the planning process
- Develop the planning timeline/milestone
- Analyze data results
- Facilitate/support public forums and/or College Assembly
- Draft goals
- Draft objectives
- Draft action steps
- Communication

https://pediaa.com/difference-between-role-and-function/

Communication Plan

The purpose of a Communication Plan is to outline:
1. Who will be responsible to distribute/communicate What to Whom
2. How and When the information will be distributed/communicated
3. The purposes of the communication are:
    o to give information
    o to seek feedback

Committees and Groups
1. Shared Governance Council: Equal Employment Opportunity (EEO) Committee, Institutional Development for Equity and Access (IDEA) Committee, Planning Committee, Professional Development Advisory Committee (PDAC), Safety Committee, Teaching & Learning Committee (TLC), and Strategic Enrollment Management (SEM) Committee
2. Academic Senate: Curriculum Committee, Distance Education (DE) Committee, General Education (GE) Committee, and TLC
3. Classified Senate
4. Student Senate
5. Management Team: President's Cabinet, President's Council, Student Services Leadership Team, Instructional Deans Team, and Administrative Services Team
6. Department Chairs

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Communication Plan Elements and Timeline

Who	Communicating With
Marie Arcidiacono Kaufman	Academic Senate
BethAnn Stone	Classified Senate
Christian Ortiz	Student Senate
Bob Kratochvil	Shared Governance Council (SGC)
Sally Montemayor Lenz / Nancy Ybarra / Natalie Hannum	Strategic Enrollment Management (SEM) --> Guided Pathways; Instructional Deans Team
Chialin Hsieh	President's Cabinet
Tanisha Maxwell	President's Council; Student Services Leadership Team
Louie Giambattista	Curriculum Committee
Nancy Ybarra	Department Chairs
Shagoofa Khan	Equal Employment Opportunity (EEO) Committee
Catherine Fonseca	Career and Technical Education (CTE) Committee
Paul West	Professional Development Advisory Committee (PDAC)
Carlos Montoya	Administrative Services Team; Safety Committee
Scott Hubbard	Teaching & Learning Committee (TLC)
Scott Warfe	General Education (GE) Committee
Tammy Oranje	Institutional Development for Equity and Access (IDEA) Committee
Chris Long	Technology Advisory Group (TAG)
Joshua Bearden	Distance Education (DE) Committee

What	When	Purpose
EMP Timeline and Deliverables	After 10/3/2019	Provide information
Environmental Scan: External Data Analysis Profiles

SOAR Data Gathering | After 11/7/2019 | Provide information and seek feedback |
Internal Data: Program Vitality	After 12/5/2019	Provide information and seek feedback
3 College Forums	After 2/6/2020	Remind constituents about the EMP Forums
Emerging Themes/Draft Goals	After 3/5/2020	
Draft Goals/Objectives/KPI	After 4/9/2020	
First draft EMP	After 5/7/2020	
Second draft EMP/Vetting	After College Opening Day	Solicit feedback
Shared Governance approval	Oct 2020	Approval
Governing Board approval	Nov 2020	Approval

11. Key Planning Documents

1. Educational Master Plan 2006-2016 Evaluation Report 2017
2. Strategic Plan 2014-2019 Evaluation Report 2018
3. Comprehensive Program Review 2017-2018 Evaluation Report 2018
4. Integrated Plan 2017-2019
5. Student Equity Plan 2019
6. Student Success & Support Program Plan 2015-2016
7. Technology Strategic Plan 2014-2017
8. Facilities Master Plan 2010
9. Enrollment Management Plan 2012-2014
10. SEM Plan (in progress)
11. EEO Plan 2016-2019
12. District-Wide Strategic Plan 2014-2019
13. Workforce Development Strategic Plan 2012-2015

Key Planning Document Analysis/Summary

- Set 10: Profile Summary. Public Forums
- Set 11: Profile Summary. Employee Engagement Survey Report 2019
- Set 12: Profile Summary. Strategic Plan 2014-2019 Evaluation Report 2019
- Set 13: Profile Summary. Educational Master Plan 2006-2016 Evaluation Report 2018
- Set 14: Profile Summary. Comprehensive Program Review Evaluation Report 2018
- Set 15: Profile Summary. 2018 Survey of Entering Student Engagement (SENSE)
- Set 16: Profile Summary. 2019 Community College Survey of Student Engagement (CCSSE)

12.   External and Internal Data

External Data (11/7/2019)

A. State/County Demographics
- o [Population Growth by County](#)
- o [Population Growth by Age](#)
- o [Population Participation](#)
- o [Educational Attainment by County](#)
- o [Median Income](#)
- o [Unemployment](#)
- o [Largest Industries](#)
- o [Largest Occupations](#)

B. Labor Market and Workforce
- o [Job Growth](#)
- o [Employment Projections by Industry](#)
- o [Brentwood Economic Development Strategic Plan](#)
- o [CCTA TEP](#)
- o [City of Pittsburg Site Comparison](#)
- o [Contra Costa AEBG Report 2018 Final](#)
- o [Contra Costa Asset Map](#)
- o [Contra Costa Economy Overview](#)
- o [Contra Costa Highest Ranked Industries](#)
- o [East Bay Economic Outlook 2019-2020](#)
- o [Economic Mobility Research Brief](#)
- o [Economy Overview 4 Contra Costa County](#)
- o [Economy Overview 4 California Counties](#)
- o [NEWDI Strategic Action Plan](#)
- o [Oakley Economic Development Plan 2019](#)
- o [Occupation Overview County](#)
- o [Lift Up Contra Costa Demographic Analysis](#)
- o [Contra Costa Economy Overview](#)
- o [Highest Ranked Industries in Contra Costa County](#)
- o [Economy Overview of 4 California Counties](#)

C. [High School Pipeline](#)
- o [HS Graduate Projections](#)
- o First-time to College Headcount *(see Tableau: Course Success View – First Time Students)*
- o English and Math Placement, by ethnicity *(see Tableau: AB 705 English and Math)*

Internal Landscape (12/5/2019)

A. Student Characteristics
- o [Headcount](#)
- o [Headcount by Age](#)
- o [Headcount by Ethnicity](#)
- o [Headcount by Gender](#)
- o [Headcount by District Residency](#)
- o [Headcount by Financial Aid Status](#)
- o [Headcount by Educational Goal](#)
- o Top 10 Majors *(see Tableau Course Success View: LMC EMP Top 10 Program of Study)*
- o [Awards](#)
- o [Course Success](#)
- o [Course Type & Delivery](#)
- o [Fall-to-Fall Retention](#)

B. Student Outcomes
- o Transfer Volume and Rates *(see Tableau Data Mart)*
- o Degrees/certificates Conferred by Demographic Variables *(see Tableau Degree/Certificate View: LMC EMP DegreeCertificate)*
- o Persistence Rate by Demographic Variables *(see Tableau Course Success View: LMC EMP Persistence Rate)*
- o Course Success Rate by Demographic Variables *(see Tableau Course Success View: LMC EMP CourseSuccess)*
- o Basic Skills Improvement Rates by Demographic Variables
- o Skills Builder Rates
- o Course Type & Delivery

C. Technology
- o Online Education
- o Current and future impactful technologies in higher education *(see EMP page 48)*

D. Degree/Certificates by Program 2016-2017 to 2018-2019. Excluding Certificates of Completion

E. Enrollment and Productivity by Program Fall 2015 through Fall 2019