



Los Medanos College

Brentwood Center

Ten Year Educational Master Plan

2006 – 2016

APPROVED BY SHARED GOVERNANCE COUNCIL March 2007

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Executive Summary

This document is the Educational Master Plan for the Los Medanos College- Brentwood Center. The goal of this Master Plan is to communicate the process, data, trends and implications, goals, objectives, and strategies that will guide the Brentwood Center towards growth and success over the next ten years.

The Center opened in the summer of 1998 and moved into its current location in 2001. During this period, the Center's growth occurred informally and programmatic changes occurred semester to semester. This Master Plan will integrate a formal approach of program review and planning that allows for educational improvements based on research and assessment outcomes. The plan highlights the strategies designed to accomplish specific objectives that will lead the Brentwood Center towards achieving its goals.

The Center's activities reflect the institutional goals of its parent campus, Los Medanos College. It mirrors the mission, vision, and values of learning, collaboration, communication and engagement. The enrollment projection based on the community's population growth within the next ten years, will produce robust and substantially higher enrollments. Far East Contra Costa County educational needs will be served based upon the proposed Ten Year Educational Master Plan for the Brentwood Center.

Chapter 1: The College

History, Service Area and Purpose

In 1998, Los Medanos College, in partnership with the Liberty Union High School District Adult Education Center, opened the Far East County Brentwood Center. Located at 929 Second Street in Brentwood, it accommodated four classrooms and offered 12 -15 courses. In the fall of 2001, the Brentwood Center moved to the facilities renovated in partnership with the City of Brentwood. This site located at 101A Sand Creek Road is 17,500 square feet with eleven classrooms, including a computer lab/classroom and a multi-purpose community room. In August 2001, forty-two course sections were scheduled and in spring 2007 there will be 116 course sections.

The city of Brentwood is the fourth fastest growing city in the state, according to the Department of Finance. Between the years of 1990 and 2005, Brentwood's population increased by an estimated 440.9%, making its population 40, 912. Affordable housing and an expanding local economy contributed to this population growth. Along with this growth, the Brentwood Center has seen a significant increase in student enrollments. The first census seat count has increased from 493 students in fall 2001 to 2,167 in fall 2006. Spring enrollment has increased from 1,118 students in 2002, to 2,870 students in spring 2007.

Important benchmarks for the Brentwood Center include:

- In the summer of 1998 the Liberty Union High School District- Adult Center started with 15 course sections and 5-10 faculty members
- In the fall 2001, the Center was moved to 101 A Sand Creek Road into the Brentwood Education & Technology Center. A total of 42 courses were offered
- In 2003 students could complete general education courses for the Associates Degree
- In fall 2004, there was an increase in course offerings to 86 sections
- In fall 2005, a Deans position was designated for the Brentwood Center
- A *Needs Study* was submitted to the California Postsecondary Education Commission (CPEC) to gain "education center" status in August 2006 (The full document of the *Needs Study* for the Brentwood Educational Center is available in the Vice President's office)
- In the fall 2006, the first faculty division was created in Mathematics
- 70 faculty members were teaching one or more courses at the Brentwood Center by 2006
- A 5 year celebration for the current Brentwood Center was organized on November 30, 2006. More than 50 faculty, staff, and community leaders participated in this event (appendix A). Throughout the week, students participated in various activities and completed a student survey regarding services at the Brentwood Center (appendix B).
- In spring 2007 course offerings increased to 116 sections.

The Brentwood Center's vision and roadmap for the next 10 years (fall 2006 – spring 2016) is addressed in the following pages. This document represents the collaborative efforts of faculty, staff, and the Dean. Through the contributions of many, this document articulates the shared vision, mission, values, and goals that will continue moving the Center toward excellence in classroom teaching and learning, work force preparation, economic development, and services to students and community.

Our MISSION

Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission.

Our VISION

Los Medanos College is the premier educational opportunity for East County residents, where learning matters most.

Our VALUES

Values remind us of what matters most. Los Medanos College is an educational community that cares deeply about learning, collaboration, effective communication, and engagement with our surrounding community.

Learning

Student learning and student success are the focal points of our college. We strive to create a dynamic environment that encourages life-long engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in on-going assessment to measure and improve student achievement and institutional effectiveness.

Collaboration

While we value the contributions of the individual, most of our endeavors require collaboration, communication, and cooperation. It is in working together that we spark creative and innovative approaches, build on each other's ideas, and give mutual support. It is in collaboration that we learn to value multiple perspectives and resolve conflict in constructive ways.

Communication

Communicating clearly and effectively is critical to both student success and organizational effectiveness. We want our students to read critically and write clearly. We also want them to compose oral presentations that demonstrate poise, competence, and an understanding of new technologies. We want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures.

Engagement

Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing communities.

Chapter 2: Methodology

Background, Participants and Process

Planning Committee: For the last ten years, the primary function of the Planning Committee has been to coordinate institutional planning efforts and to recommend any processes that improve the review and planning of the college (i.e., Program Review, Institutional Effectiveness, Planning Calendar, etc.). Thus, the planning committee was given the task of coordinating the revision of the Educational Master Plan. The Planning Committee members for fall 2006 were:

Humberto Sale, chair, researcher
Ramon Coria-student
Kathy Cullar-staff
Ruth Goodin-administrative analyst
Erlinda Jones-faculty,
Richard Livingston-manager
Cindy McGrath-faculty
Gail Newman-manager

Gil Rodriguez, co-chair, manager
Curtis Corlew-faculty
Bruce Cutler-manager
Margaret Hertstein-staff/note-taker
Thais Kishi-manager
Jasmine McDermott-student
Sandra Mills-staff
Jennifer Victor-staff

In order to accomplish the task of writing a ten year educational master plan, the Planning Committee identified three primary goals. First, was to **collect data necessary** to update the current Educational Master Plan. Second, was to **synthesize the information** into trends and implications in order to revise the goals, objectives and strategies with input from various institutional groups and the larger campus community. Third, was to **write a Master Plan** that will guide the college for the next 10 years. (2005 Goals and Strategic Initiatives-appendix C)

Master Plan Consultant: A writer/facilitator was hired to help the Planning Committee gather, organize, and write the various drafts for the Master Plan. Connie Calderón, Development Manager for the Parent Institute for Quality Education, agreed to assist the Planning Committee with the writing of the Master Plan. Connie was invited to attend all planning meetings and all other events related to the development of the master plan.

Planning Committee Meetings: The Planning Committee met twice a month for one hour in order to review and discuss information necessary for the Master Plan. A working sub-committee from the Planning Committee was created to discuss specific components of the Master Plan, including the environmental scan and other information. The sub-committee prepared and edited drafts as they were developed in order to request feedback from the entire planning committee.

Assessing the Environment and Identifying Implications and General Strategies

Reading Teams: The first step in updating the Educational Master Plan was to review the Environmental Scan and summarize the related implications. To accomplish this assignment, two reading groups were created: A sub-committee from the planning group and an external reading group. The sub-committee reading team was composed of Kathy Cullar (student services), Ruth Goodin (grants/economic development), Gil Rodriguez (Dean, Liberal Arts & Sciences), and Humberto Sale (Director, Institutional Research). The non-Planning Committee readers were: Linda Collins (on leave), Delores McNair (on leave at University of the Pacific), Erich Holtmann (Academic Senate President) and Milton Clarke (political science).

Planning Retreat: A planning retreat was organized on October 12, 2006, in order for the various readers to share the information they gathered. Key trends and implications were identified for Chapter III of the Master Plan. The retreat produced a first draft of ideas, issues, and implications.

Review and Planning for the Brentwood Center: Thais Kishi, Dean of Brentwood Center, wanted the objectives and strategies to reflect the needs of the Brentwood Center. In order to do this, she met with Connie Calderón, master plan consultant, over a period of three weeks. Together they modified the objectives and strategies based on the data provided by the environmental scans of the Brentwood service area. Gil Rodriguez also participated in the discussion and assisted with various data.

Chapter 3: Environmental Assessment and Analysis

Current research regarding the internal campus environment as well as the needs of the local community is essential for guiding the future direction of the Brentwood Center. As the external communities grow and change, the Brentwood Center needs to align its course offerings with emerging trends in the Far East County. Internal and external scans and their implications, (appendix D) outlined below, were instrumental in developing this Educational Master Plan.

Enrollment and Student Trends

1. The Latino population in Brentwood and Oakley is proportionally much higher compared to the rest of Contra Costa County.

Implication: There will be a greater opportunity to enroll Hispanic students. Continue to recognize and address the needs of the Latino community by offering English as a Second Language (ESL) and Vocational ESL programs that prepare students for entry level jobs in Far East County.

2. Far East County has a large student-aged population (18-24).

Implication: This younger population requires different types of programs and student services in order to be attracted to the Brentwood Center.

3. Over the past 5 years, male enrollment continues to lag behind that of females. Male enrollment averages are 36% of the student population.

Implication: Research into how to attract males to the Center is necessary. Greater communication with the feeder high schools is necessary in order to better engage male students early in their high school tenure.

4. Female enrollments continue to increase, reaching an average of 64% over the past 5 years.

Implication: The Brentwood Center must assess and enhance programs and course delivery options that address the growing female population.

5. The adult population (25 years or older) of Oakley and Brentwood-the two principal population centers in Far East County- is undereducated compared to the rest of Contra Costa County. This may suggest that these residents can significantly benefit from the opportunities given at the Brentwood Center.

Implication: A community survey and needs study of the adult population is necessary to better serve the community in Far East County. There is a possibility to enroll an untapped retirement population interested in short-term courses, Weekend College, and credit/non-credit courses.

Transportation Trends

1. Congestion on Highway 4 and alternate street routes and the amount of construction in the Far East County continue to plague this area. Travel patterns will continue to influence decisions about the convenience of educational opportunities

Implication: The growing population and transportation trends of the local community indicate a need to consider alternative scheduling (Weekend College) and online courses

2. LMC students have to choose between courses at the main campus and the Brentwood Center. The concerns of traffic, gasoline costs, and time issues may add to the attractiveness of the Brentwood site.

Implication: The currently enrolled Brentwood students indicate that location was the highest determinant in their selection of the Brentwood Center. This is a major consideration for the new site.

Work Force Trends

1. The majority of new jobs created in the county come from three industries: financial activities; leisure and hospitality; and educational and health services.

Implication: The Brentwood Center must align its course offerings with occupational education that reflect the growing work force needs.

2. The low unemployment rate is indicative of an expanding economy.

Implication: The Brentwood Center must assess and improve its outreach programs. Greater communication with the feeder high schools is necessary for students to become familiar with opportunities at Brentwood Center. The retirement community shows interest in specialty courses at the Center.

3. A large portion of Brentwood's new growth will be concentrated in the western areas near the Highway 4 Bypass and along Balfour Road. This is mostly residential development but there is also a commercial and light industry component in development. (Needs Study, pg. 14)

Implication: The proposed new site for the Brentwood Center would provide opportunity for training and educational advancement for residents and employees in the Balfour commercial corridor with limited traffic issues.

Fiscal Trends

Once the *Needs Study* is approved by the Board of Governors of the California Community Colleges and subsequently the California Postsecondary Education Commission (CPEC) the CCCC District may begin to apply for state funding for the new center through the established capital outlay process.

1. The District had experienced budget reductions in fiscal year 2003 –2004. However, since then, the District’s fiscal outlook has improved. Additionally, with the folding of Partnership for Excellence (PFE) funds into the Operating Fund, the college has experienced a slight increase in Operating funding and also funding for several permanent classified positions that were initially funded by PFE funds. Lastly, the District has encouraged LMC to push for growth in FTES.

Implication: The funding for our campus operations has stabilized. However, increased growth will require an increase in funding.

2. Overall, the District does not anticipate FTES growth in the foreseeable future, given downward trends at Diablo Valley College. Thus, the District will not benefit from growth funds. As a result, as LMC continues to experience its own FTES growth, the District may not be able to react quickly enough to redistribute funds from DVC or CCC to LMC to fund LMC’s growth.

Implication: This trend may cause a strain on LMC in meeting greater student demands without more Operating Funds.

3. Increased growth in Far East County will continue to create a demand for new courses at the Brentwood Center, requiring funding and an increase in staff.

Implication: The Brentwood Center should have its own operating budget, as well as a Math Division budget. There will also be a need for classified staff and technology personnel.

Chapter 4: Program and Facilities Assessment

A. Program Assessment and Plans

The main goal for the Brentwood Center is to gain “educational center” status by the California Postsecondary Education Commission (CPEC). The Contra Costa Community College District (CCCCD) “Needs Study” was completed in August 2006, and its’ content is reflected in the text of this Ten Year Educational Master Plan.

The academic programs offered at the existing Brentwood operation are grounded in the mission of its parent campus, Los Medanos College. The commitment “to increase the knowledge, to improve the skills, and enhance the lives of our students and our community” is evident in the center’s dedication to delivering high quality instructional services. The Center offers a balanced academic offering, ranging from a wide breadth of courses in traditional liberal arts disciplines to vocational education in various professions in demand in the local labor market.

Academic planning for the proposed Brentwood Center will be guided by the mission of its parent campus and will focus primarily in growing the core disciplines now offered at the current center.

Educational Program Planning

It is important to continue expanding general education and transfer courses. This was made evident in the first student survey completed in November 2006. (Appendix B)

General Education and transfer courses:

- Continue the full programs from Basic Math 4 through Math 70-Calculus
- Expand English and English as a Second Language (ESL): additional sections required as well as a reading/writing lab and tutorials
- Increased sections, i.e. History, Political Science, Psychology and Sociology
- Science courses are limited due to the lack of a lab facility-consider the needs of students in allied health occupations.
- Partnership in Environmental Science /biological science.
- Enhance the music, drama, and art areas with a multi use facility.
- Expand physical education to include a lab for physical fitness and dance activities

Offerings in the occupational/vocational education areas may include the following:

- Add to the Administration of Justice and Fire Science programs by designing specialized classrooms/labs and offer EMT/EMS and CNA programs
- Offer a Child Development occupational certificate with a potential Child Care facility.
- Offer Business certificates to include Office Administration, Accounting, and Business law
- Complement the Computer Science/Business programs with teach lab facilities;

- Initiate planning efforts for developing new career occupational programs in such areas as Gerontology, Certified Nursing Assistant, Medical Assisting, Retail Management, and Office Medical Assisting.
- Vocational education may also include the Vocational English-as a- Second Language (VESL) design in order to assist non-native English speaking individual in the area to improve their job skills and assist them with job search.
- Expand partnerships with adult education and the local high schools; with Workforce Development; One-Stop Career Center and other community organizations.

Other academic related initiatives planned for the Center include the establishment of a Weekend College. This may appeal to the older adult population in the community who are not able to schedule courses during the evening or regular day format. The courses may meet general education/transfer requirements; occupational courses and also maximize utilization of the facilities.

- The audience which needs to be recruited :
 - Working adults
 - Young parents
 - Retirees
- Scheduling patterns:
 - Friday & Saturday (eventually Sunday)
 - 3 hour blocks of course instruction
 - Develop this schedule and implement it
- Course interests:
 - Seminars and workshops (Community Services)
 - Select occupational courses based on community needs survey
 - VESL Model courses

Student Services and Outreach

Student service offerings at the Brentwood Center, like academic planning, reflect the mission of its parent campus. The planning and development of the student services for the proposed Brentwood Educational Center will reflect LMC’s philosophy that “...student services are an integral part of the student’s educational experience, from the initial recruitment through the attainment of their educational goals.” The College’s student services mission also recognizes that student success depends on the collaboration and cooperation of the instructional areas and student services, which fosters appreciation of the ethical, cultural and aesthetic heritage and humanity.” (Appendix E)

As discussed in previous sections, a large proportion of students from Far East County are first-generation college students. In order to increase their educational success, the Brentwood Center offers an array of on-site student services that will be expanded as the student population grows. Students can already register, add, drop, and pay for classes at the current center. They can also receive academic counseling, financial aid, and Extended Opportunity Programs and Services (EOP&S) by appointment. Students also receive on-site tutoring services through the existing math lab and obtain assessment testing for placement in suitable English and Math courses. The Center also has a convenient on-site bookstore during the start of each term. All existing on-site student support services are centrally administered from LMC.

Specific expansion plans for student services within five years of the site's opening include:

- A new job classification to provide a generalist approach to assisting in the Student Services area-Student Services Assistance position.
- Recommend the One-Stop model for student services as is planned at the main campus.
- A full compliment of counseling services for both day and evening coverage
- Permanent financial aid and EOP&S personnel assigned to the center fulltime
- Possible on-site Disabled Student Program and Services (DSP&S) personnel available on an appointment basis if supported by student demand
- Formal student activities that allow for student involvement in special activities related to student leadership, community relations, volunteerism and career/major interest groups
- Transfer & Career Center
- On-site child care services

In addition to the core student services listed above, the college will also offer targeted support services to historically underrepresented groups through a number of programs currently administered from the main campus. Besides EOP&S, that encourages the enrollment, retention, and transfer of students challenged by language and socio-economic status, underrepresented students can also access the Puente Program. The mission of this program is to increase the number of underrepresented students transferring to four-year colleges and universities. The program includes specialized English courses, academic counseling, and mentoring with successful community leaders.

The Hispanic Serving Institution Program (HSI) Title V will address and design activities to ensure the success of Hispanic students and other students by providing services to improve persistence in obtaining their educational goals. The grant offers LMC the opportunity to serve the growing Hispanic population in Eat County. The objective of the HSI Program will be to increase the number of students completing ESL courses, encourage certificate completions, and provide opportunity for transfer with the assistance of HSI Program staff and faculty.

Lastly, college recruitment services to historically underrepresented groups as well as the general community of Far East County will be coordinated through LMC's Student Outreach Office. This office provides general information on all aspects of college admission, registration, and academic programs to high school students and East County residents. Information is provided to prospective students via workshops and presentations at local schools. Additional workshops and presentations are provided throughout the community in such venues as community centers and educational agencies. The Outreach Office also offers recruitment services to students in middle school by providing presentations designed to motivate and inform these students of the many opportunities available in higher education.

Additional community outreach initiatives tailored to the unique needs of the Far East County and administered from the Brentwood Center include:

- Co-sponsoring community education programs with the retirement community
- Instituting a National Issues Forum
- Conducting outreach sessions for parents and families
- Cosponsoring activities with various community agencies

Support Services

The internal and administrative needs of the Brentwood Center have increased with the enrollment growth and use of facility demands:

- Instructional Technology needs for support services for faculty and students. A high priority for assistance in software installations, technical expertise for equipment and preventative maintenance is needed.
- Research Office support
 - Provide parallel studies for the Brentwood Center regarding enrollment, institutional (Center) effectiveness, program reviews which are conducted for the main campus.
 - Establish specific data from each high school cohort attending the Brentwood Center.
- Bookstore to establish a more permanent system for inventory of textbooks and sales of supplies needed by the Brentwood students.
- Expand library services
- Marketing to address the community and provide information to specific groups.

B. The Facilities Assessment

Current Brentwood Center

This listing of concerns is a result of a meeting with Cherry Li-Bugg, Anthony Crawford and Thais Kishi, Dean of Brentwood Center. There is a great need to review all equipment that is five years old, including the replacement of the infrastructure which includes the router and network server. The inventory of equipment in classrooms and offices also needs to be updated.

Projecting our lease at this site will go through 2011; it is advisable to note the following considerations:

Classrooms

1. Replacement of computers in current lab/classroom BRT 9.
2. Add computers to room 10 to increase lab/classroom facility to two rooms- 30 stations.
3. Add a teacher station unit and printer to BRT 10.
4. Addition of one "Smart Classroom" podium for room 6.
5. Add one ceiling mount projection unit for room 8.
6. Addition of one "Pay for Print" unit /license.
7. Replace computers in room 3.

Student Services/administrative services

1. Replace three Admission and Records computers, add one new station.
2. Student services, counseling, financial aid, and EOPs office need another station, plus two computers and one printer.
3. Assessment Center needs four new computer stations installed.
4. Dean's office needs to replace one computer.
5. Replace printers in the Main office and mail room.
6. Replace printer/fax machine in main office.

Faculty offices

1. Replace 6 -8 computers in offices used by the entire faculty.

General Infrastructure

1. Core networking system needs to be replaced in 2007.

Technical support services

The increase of faculty (70 part-time) and growth in class sections (115), plus student population growth will strain equipment use.

1. Preventative maintenance needs to have an organized systems approach i.e., once a week technician at the Brentwood Center.
2. When additional computer lab/classroom is established, staff support in the labs should be discussed.

Library/Resources

1. Provide opportunity for faculty and students to access services and materials from the new main campus library.
2. Inform Brentwood Center students of the general services offered

Proposed Brentwood Center in the Vineyards at Marsh Creek

Developing a more expansive permanent educational center is now necessary in order to continue to serve the educational needs of the culturally diverse and burgeoning population of Far East County. Access to the main campus is increasingly problematic since the areas main east/west traffic corridor, State Highway 4, is gridlock most of the day. The current center classroom facilities are full and additional space to accommodate future enrollment demands will need to be addressed.

The Cowell Foundation donated 30 acres to the Contra Costa Community College District for the creation of a college campus that would serve the Far East County. This site is the Cowell Ranch area in southwestern Brentwood on Marsh Creek Road. The District has 10 years to construct the campus (2012), not including potential time extensions. The original plan is to develop 56,615 assignable square feet in two phases for an anticipated enrollment of more than 1,300 full time equivalent students. The first phase of the construction costs will be financed with a combination of state capital outlay funds and local Measure A bond monies (Needs Study).

Recent discoveries of an ancient burial ground near the site have altered the timelines originally projected. The utilization of the site will to be determined by a land evaluation/assessment. The parties involved in the Brentwood Center Vineyards Project are reviewing options; the City of Brentwood, the Cowell Foundation and CCCCDC are maintaining their support for the establishment of a new Center.

Chapter 5: Vision for the Future

LMC's Institutional Goals are the guide for college-wide activities for the next 10 years. The following pages outline the implementation strategies designed to help us accomplish specific objectives that will lead the Brentwood Center towards achieving its goals.

This Educational Master Plan is a guide for the implementation of these strategies. Implementation will be a collaborative effort of the Shared Governance Council and the college community as a whole, as they develop multi-year unit plans that will bring about improvements, enhancements, and positive change.

It is important to note that in order to achieve maximum success, each of these strategies will require coordination, collaboration, and in some cases, integration, across programs campus-wide. The Shared Governance Council, which has responsibility for college-wide governance, has been designated as the keeper of the general Master Plan.

GOAL #1:
Improve the Learning of Students

| OBJECTIVES | STRATEGIES |
|---|--|
| Develop more programs and services for students in developmental education | <ul style="list-style-type: none"> • Use student data for Brentwood to provide more developmental education for the Center • Separate Brentwood developmental education data from LMC data in order to provide a specific picture of the needs of the Center |
| Establish programs and services that are offered at the main campus, not currently at the Brentwood Center, to assist students in their learning process. | <ul style="list-style-type: none"> • Implement a model which can gradually provide services like tutoring, reading/writing labs • Increase counseling and advising services |
| Systematically assess student learning and respond to results with actions to improve learning | <ul style="list-style-type: none"> • Use direct, indirect, and qualitative measures of student learning • Use assessment results to make changes in teaching/learning process that improve student learning • Implement the empowered committee model for institutionalizing assessment • Research the effectiveness of various modes of instruction, including lab hours, online courses, distance learning, etc. |

GOAL # 2:

Create an Educational Environment in Which All People have a Chance to Fully Develop Their Potential and Achievement of Their Educational Goals

| OBJECTIVES | STRATEGIES |
|---|---|
| <p>Improve the learning, success, and retention rate of students, especially African-American and Latino students</p> | <ul style="list-style-type: none"> • Research and implement scheduling that improves student achievement • Provide specific programs and services to targeted groups • Survey community and students about their needs |
| <p>Build a diverse and representative student body along with faculty, staff, and management.</p> | <ul style="list-style-type: none"> • Target outreach to various groups in a variety of venues • Provide professional development activities and training about diversity |
| <p>Improve the learning, success, and retention rates of students from feeder high schools.</p> | <ul style="list-style-type: none"> • Collect data from each high school cohort attending the Brentwood Center • Communicate student success and retention rates to the relevant high school administrators • Identify ESL needs of non-native English speakers • Connect with feeder high schools on a regular schedule to plan for college • Investigate electronic programs that give students access to college information |
| <p>Develop a culture of student support and recognition</p> | <ul style="list-style-type: none"> • Increase the staff and faculty participation in promoting academic performance Brentwood Scholarships • Encourage faculty to increase persistence rates in their classes (i.e., collect student data, call students to advise about next courses to take, etc.) • Develop a group of student mentors from each feeder high school |

GOAL #3:
***Offer High Quality Programs That Meet the Needs of
Students and the Community***

| OBJECTIVES | STRATEGIES |
|---|--|
| Provide adequate program resources | <ul style="list-style-type: none"> • Adequately staff programs with permanent employees • Reassess operating and categorical funds allocated to programs and student services • Reassess facility needs for programs and student services |
| Offer relevant and innovative curriculum | <ul style="list-style-type: none"> • Examine current curriculum • Research new programs and curriculum at various institutions • Examine alternative forms of curriculum delivery |
| Ascertain the needs of the campus and outside community | <ul style="list-style-type: none"> • Create a “one-stop” student services organization and facility • Pursue the use of focus groups • Develop a community survey to assess the curriculum interests of retired residents • Invite special interest groups to brainstorm program ideas; community education, public services (i.e.; fire and police academies) • Determine the probability of an older audience’s interest in a Weekend College |

GOAL # 4:
Ensure the Fiscal Well-Being of the College

| OBJECTIVES | STRATEGIES |
|--|---|
| Grow enrollments productively by addressing needs of Far East County | <ul style="list-style-type: none"> • Greater outreach and communication with local high schools • Review and modify marketing and outreach processes • Research potential growth in adult learners |
| Balance productivity sections and comprehensive quality curriculum | <ul style="list-style-type: none"> • Analyze factors influencing enrollment and productivity by using models of predictable factors |
| Ensure the effective use of college funds | <ul style="list-style-type: none"> • Monitor and assess spending trends and needs • Promote a more equitable budget allocation at the district level |

GOAL # 5:

Enhance a Culture of Innovation, Inclusiveness, and Collaboration

| OBJECTIVES | STRATEGIES |
|---|--|
| Conduct faculty discussions to promote professional development | <ul style="list-style-type: none">• Offer opportunities through the division to create dialogue on teaching and learning• Encourage exchange with other “Center” facilities in Northern California• Provide funding for professional development, including professional conferences |
| Increase professional development | <ul style="list-style-type: none">• Offer training in new and emerging technologies |
| Promote innovation | <ul style="list-style-type: none">• Encourage professional development activities• Promote membership and involvement with outside organizations |

GOAL # 6:

Establish a Culture of Research and Planning, Implementing, Assessing and Improving

| OBJECTIVES | STRATEGIES |
|---|---|
| Initiate the collection of information regarding the Brentwood Center | <ul style="list-style-type: none">• Conduct specific research on Brentwood Center students and discuss implications for planning• Use focus groups to conduct research• Establish venues to discuss implications of pertinent research in education |
| Conduct effective and on-going program review and planning | <ul style="list-style-type: none">• Improve and implement current program review model• Tie results of review to resource allocation |
| Review and improve Center’s effectiveness | <ul style="list-style-type: none">• Develop and improve indicators that measure the Center’s effectiveness• Improve division processes based on data• Improve the communication regarding results of the Center’s review |
| Increase the use of research in decision-making | <ul style="list-style-type: none">• Incorporate research component into various committees on campus, i.e., division-level SLO assessment• Establish a group that determines research priorities to meet college needs |

Appendix A

LMC Brentwood Center
We're Five, Striving, and Thriving!



In recognition for your support
and interest, please join us in our
5th year celebration

November 30th, 2006
5:30pm to 7:30pm
Refreshments

Initiating a Brentwood Center Scholarship
Fund, suggested donation of \$5.00.

Week long celebration for students
Door Prizes and Refreshments

101A Sand Creek Road, Brentwood, CA 94513
For More Information Call (925) 513-1625

Appendix B

STUDENT COMMENTS FOR THE LMC BRENTWOOD CENTER FALL 2006 (N= 436)

The Brentwood Center is celebrating our 5th year at this site and we want student comments regarding your educational experiences here. Your suggestions and ideas will assist in planning for future programs and services. **Please return this form and complete the bottom to be eligible for door prizes which will be drawn during the Celebration week of November 27th-December 2nd 2006.**

1. Why did you choose to attend the Brentwood Center? (Check all that apply to you.)

370- Location

157- Parking

71- Size of Center

224- Time of courses

130- Course selection

78- Ease of registration

2. What additional courses would you like to see offered at the Brentwood Center?

196-General Education (Indicate specific course)

135-Occupational/vocational (Indicate specific course)

140-Others: Science w/labs; Nursing prerequisites; Music; Art; Career oriented certificates; Math lab hours; more night classes

3. Are you interested/able to take General Education/Transfer classes on Friday afternoon/evenings, and/or Saturday afternoon/evenings? **151-** Yes; **109-** No; **165-** Maybe

4. What out-of-class activities would you like to see available to add to your college experience?

86- Clubs based on special interests – indicate what: **Art, music sports, dance, cultural activities, etc**

145- Community service organization

76- Student Leadership

77- Other: **tutoring, honors, physical activities**

5. What services would you need to improve your success at the Brentwood Center (tutoring, counseling, etc.)? **Counseling (110)** -More counseling hours in the evening (110), weekends, and drop in; Career counseling, Nurses; Transfer information and college representatives on campus. **Tutoring (92)**- reading and writing center; math lab/tutoring; more hours available

6. Any general suggestions to improve the Brentwood Center.

Offer more classes with larger variety of times and options (35)

Expand the facilities (24)

Appendix C

Los Medanos College Goals and Strategic Initiatives 2005-2007

LMC Educational Master Plan Goals

- Improve student learning and achievement of their educational goals.
- Offer high quality programs that meet the needs of students and the community.
- Enhance a culture of innovation, inclusiveness and collaboration.
- Ensure the fiscal well-being of the college.
- Establish a culture of planning, implementing, assessing and improving.

Strategic Initiatives

- Grow enrollments productively
- Increase the number of transfers, degrees and certificates
- Improve the image of the college

Recommended by:

Academic Senate

Classified Senate

LMC Associated Students

Shared Governance Council

Fall 2005

Accepted by:

President Peter Garcia

Fall 2005

Appendix D

Enrollment Trends for the Brentwood Center: AY 2001 to 2005

Executive Summary

Enrollment: There has been a significant increase in student enrollment in the last five years at the Brentwood Center. Fall student enrollment has increased from 493 unduplicated count in 2001 to 2,100 in fall 2005, an increase of 325%; spring student enrollment has increased from 1,118 students in 2002 to 1,609 students in spring 2006, an increase of 30.5%; and summer enrollment has increased from 189 students in 2001 to 426 students in 2005, an increase of 125%. Greatest enrollment occurs in fall semesters.

Brentwood Center Fall Enrollment: 2001-2005

| | Fall 05 | Fall 04 | Fall 03 | Fall 02 | Fall 01 | Change % |
|--------------------|---------|---------|---------|---------|---------|----------|
| Student Enrollment | N=2100 | N=1502 | N=1260 | N=1103 | N=493 | 325% |

Brentwood Center Spring Enrollment: 2002-2006

| | Spring 06 | Spring 05 | Spring 04 | Spring 03 | Spring 02 | Change % |
|--------------------|-----------|-----------|-----------|-----------|-----------|----------|
| Student Enrollment | N=1609 | N=1527 | N=1498 | N=1424 | N=1118 | +30.5% |

Brentwood Center Summer Enrollment: 2001-2005

| | Summer 05 | Summer 04 | Summer 03 | Summer 02 | Summer 01 | Change % |
|--------------------|-----------|-----------|-----------|-----------|-----------|----------|
| Student Enrollment | N=426 | N=488 | N=311 | N=473 | N=189 | 125% |

Demographics: Most students taking classes at Brentwood are White and Hispanic (77%); females (59%) and under the age of 24 (72%). Of those students who indicated an educational objective, most have a long-term objective. Retention rate is 80% and success rate is 66%. Fall-to-Spring semester persistence is in the 60%'s.

Trends: There has been an increase of Hispanic and African-American students (and a decrease of White students) in the last five years. There has also been an increase of female students and 19 years or younger students (particularly for fall semesters); for summer and spring semesters, there has been an increase of students between the ages of 20-24. Also, there has been an increase of students from SE Antioch. Retention rates have increased by 5% points and success by 2% points in the last five years. Persistence from fall-to-spring has been consistent in the 60%'s, except for 2005. For this year it went down to 45%.

**Characteristics of Students Enrolled at Brentwood Center:
Fall Semesters**

| | Fall 05 | Fall 04 | Fall 03 | Fall 02 | Fall 01 | Change % |
|---------------------------------|------------|------------|------------|------------|------------|-------------|
| | N=2100 | N=1502 | N=1260 | N=1103 | N=493 | |
| Ethnicity | | | | | | |
| Asian | 3% | 4% | 3% | 3% | 4% | -1 |
| African American Non-Hispanic | 8% | 7% | 6% | 4% | 8% | - |
| Filipino | 3% | 4% | 4% | 3% | 3% | - |
| Hispanic | 27% | 26% | 24% | 20% | 23% | +4 |
| American Indian/ Alaskan Native | 1% | 1% | 1% | 1% | 1% | - |
| Other Non-White | 3% | 3% | 2% | 3% | 2% | +1 |
| Pacific Islander | 1% | 1% | 1% | 1% | 1% | - |
| White Non-Hispanic | 50% | 49% | 52% | 59% | 53% | -3 |
| Unknown/ Non-Respondent | 3% | 4% | 6% | 6% | 4% | -1 |
| Gender | | | | | | |
| F | 59% | 58% | 60% | 59% | 56% | +3 |
| M | 36% | 39% | 36% | 37% | 41% | -5 |
| Unknown | 5% | 3% | 4% | 4% | 3% | +2 |
| Age Group | | | | | | |
| 19 or younger | 45% | 38% | 37% | 39% | 30% | +15 |
| 20-24 | 27% | 27% | 27% | 23% | 26% | +1 |
| 25-29 | 7% | 9% | 9% | 9% | 6% | +1 |
| 30-34 | 4% | 5% | 7% | 7% | 8% | -4 |
| 35-39 | 5% | 7% | 6% | 7% | 9% | -4 |
| 40-44 | 5% | 6% | 6% | 6% | 7% | -2 |
| 45-49 | 3% | 4% | 4% | 4% | 8% | -5 |
| 50 or over | 3% | 4% | 5% | 5% | 6% | -3 |
| Ed. Objective | | | | | | |
| LONG | 32% | 30% | 31% | 31% | 29% | +3 |
| SHORT | 11% | 11% | 11% | 12% | 13% | -2 |
| UNDECIDED | 36% | 37% | 36% | 33% | 31% | +5 |
| UNREPORTED | 21% | 22% | 22% | 24% | 27% | -6 |

Other Info of Students Enrolled at Brentwood Center:

Fall Semesters 2001 to 2005

| | Fall 05 | Fall 04 | Fall 03 | Fall 02 | Fall 01 | Change % |
|--------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------|
| | N=2100 | N=1502 | N=1260 | N=1103 | N=493 | |
| ZIP | | | | | | |
| Brentwood | 40% | 34% | 34% | 35% | 36% | +4 |
| Antioch | 13% | 18% | 19% | 21% | 20% | -7 |
| Oakley | 19% | 19% | 21% | 21% | 19% | - |
| SE Antioch | 9% | 10% | 7% | 3% | 1% | +8 |
| Pittsburg | 5% | 7% | 5% | 6% | 7% | -2 |
| Discovery Bay | 8% | 6% | 6% | 5% | 7% | +1 |
| | <i>94%</i> | <i>94%</i> | <i>92%</i> | <i>91%</i> | <i>90%</i> | <i>+4</i> |
| High School | | | | | | |
| Liberty | 16% | 12% | 15% | 19% | 18% | -2 |
| Deer Valley | 6% | 5% | 6% | 4% | 1% | +5 |
| Freedom | 9% | 6% | 6% | 5% | 1% | +8 |
| Antioch | 2% | 2% | 1% | 1% | 4% | -2 |
| Pittsburg | 1% | 1% | 2% | 1% | 1% | - |
| | <i>33%</i> | <i>26%</i> | <i>30%</i> | <i>30%</i> | <i>25%</i> | <i>+8</i> |
| Outcome | | | | | | |
| | N=4022 | N=4163 | N=3351 | N=2949 | N=1439 | |
| Success Rates | 66% | 66% | 68% | 65% | 64% | +2 |
| Retention Rates | 80% | 80% | 83% | 81% | 78% | +2 |
| Persistence | | | | | | |
| | F'05 to S'06 | F'04 to S'05 | F'03 to S'04 | F'02 to S'03 | F'01 to S'02 | |
| | 45% | 64% | 62% | 61% | 60% | -15 |

Characteristics of Students Enrolled at Brentwood Center:

Spring Semesters 2002 to 2006

| | Spring 06 N=1609 | Spring 05 N=1527 | Spring 04 N=1498 | Spring 03 N=1424 | Spring 02 N=1118 | Change % |
|--------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------|
| Ethnicity | | | | | | |
| Asian | 4% | 4% | 4% | 4% | 3% | +1 |
| African American Non-Hispanic | 9% | 7% | 7% | 7% | 6% | +3 |
| Filipino | 5% | 4% | 4% | 4% | 3% | +2 |
| Hispanic | 27% | 23% | 23% | 24% | 22% | +5 |
| American Indian/ Alaskan Native | 1% | 1% | 1% | 1% | 2% | -1 |
| Other Non-White | 2% | 2% | 3% | 3% | 3% | -1 |
| Pacific Islander | 1% | 1% | 1% | 0% | 0% | +1 |
| White Non-Hispanic | 45% | 43% | 52% | 53% | 56% | -11 |
| Unknown/ Non-Respondent | 5% | 14% | 5% | 5% | 6% | -1 |
| Gender | | | | | | |
| F | 60% | 54% | 61% | 59% | 58% | +2 |
| M | 35% | 33% | 37% | 38% | 39% | -4 |
| Unknown | 5% | 13% | 2% | 3% | 3% | +2 |
| Age Group | | | | | | |
| 19 or younger | 36% | 33% | 34% | 35% | 32% | +4 |
| 20-24 | 29% | 30% | 27% | 23% | 21% | +8 |
| 25-29 | 9% | 9% | 9% | 9% | 9% | - |
| 30-34 | 6% | 6% | 7% | 9% | 9% | -3 |
| 35-39 | 6% | 7% | 8% | 8% | 7% | -1 |
| 40-44 | 6% | 5% | 7% | 7% | 7% | -1 |
| 45-49 | 4% | 4% | 4% | 5% | 7% | -3 |
| 50 or over | 3% | 6% | 5% | 5% | 7% | -4 |
| Ed. Objective | | | | | | |
| LONG | 33% | 26% | 29% | 28% | 29% | +4 |
| SHORT | 11% | 9% | 10% | 12% | 15% | -4 |
| UNDECIDED | 35% | 36% | 37% | 37% | 31% | +4 |
| UNREPORTED | 20% | 29% | 23% | 23% | 25% | -5 |

Other Info of Students Enrolled at Brentwood Center:

Spring Semesters 2002 to 2006

| | Spring 06 | Spring 05 | Spring 04 | Spring 03 | Spring 02 | Change % |
|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------|
| | N=1609 | N=1527 | N=1498 | N=1424 | N=1118 | |
| ZIP | | | | | | |
| Brentwood | 34% | 30% | 31% | 33% | 35% | -1 |
| Antioch | 14% | 15% | 21% | 19% | 18% | -4 |
| Oakley | 20% | 15% | 19% | 19% | 18% | +2 |
| SE Antioch | 13% | 9% | 9% | 5% | 3% | +10 |
| Pittsburg | 4% | 6% | 8% | 6% | 7% | -3 |
| Discovery Bay | 6% | 6% | 6% | 6% | 8% | -2 |
| | <i>90%</i> | <i>81%</i> | <i>94%</i> | <i>88%</i> | <i>89%</i> | <i>+1</i> |
| High School | | | | | | |
| Freedom | 8% | 5% | 5% | 5% | 2% | +6 |
| Deer Valley | 6% | 4% | 5% | 5% | 2% | +4 |
| Antioch | 2% | 2% | 1% | 1% | 1% | +1 |
| Liberty | 10% | 8% | 12% | 19% | 12% | -2 |
| Pittsburg | 1% | 1% | 2% | 1% | 1% | - |
| | 26% | 20% | 25% | 31% | 18% | +8 |
| Outcome | | | | | | |
| | N=4439 | N=3968 | N=4076 | N=3682 | N=2888 | |
| Success Rates | 66% | 65% | 65% | 66% | 64% | +2 |
| Retention Rates | 80% | 79% | 80% | 81% | 75% | +5 |
| Persistence | | | | | | |
| | S'06 to F'06 | S'05 to F'05 | S'04 to F'04 | S'03 to F'03 | S'02 to F'02 | |
| | 51% | 49% | 51% | 48% | 48% | +3 |

Characteristics of Students Enrolled at Brentwood Center:

Summer Semesters 2001 to 2005

| | Summer 05 N=426 | Summer 04 N=488 | Summer 03 N=311 | Summer 02 N=473 | Summer 01 N=189 | Change % |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| Ethnicity | | | | | | |
| Asian | 6% | 7% | 4% | 5% | 7% | -1 |
| African American Non-Hispanic | 12% | 9% | 7% | 10% | 12% | - |
| Filipino | 7% | 5% | 6% | 3% | 5% | +2 |
| Hispanic | 27% | 26% | 32% | 23% | 21% | +6 |
| American Indian/ Alaskan Native | 1% | 1% | 1% | 1% | 1% | - |
| Other Non-White | 4% | 3% | 1% | 2% | 2% | +2 |
| Pacific Islander | 0% | 1% | 1% | 0% | 1% | -1 |
| White Non-Hispanic | 40% | 42% | 43% | 50% | 46% | -6 |
| Unknown/ Non-Respondent | 3% | 6% | 5% | 6% | 7% | -4 |
| Gender | | | | | | |
| F | 59% | 61% | 60% | 61% | 46% | +13 |
| M | 35% | 37% | 38% | 36% | 52% | -17 |
| Unknown | 6% | 2% | 2% | 3% | 2% | +4 |
| Age Group | | | | | | |
| 19 or younger | 47% | 46% | 38% | 32% | 49% | -2 |
| 20-24 | 30% | 24% | 21% | 20% | 16% | +14 |
| 25-29 | 7% | 7% | 8% | 8% | 4% | +3 |
| 30-34 | 4% | 7% | 9% | 7% | 7% | -3 |
| 35-39 | 6% | 5% | 7% | 10% | 6% | - |
| 40-44 | 3% | 5% | 10% | 8% | 8% | -5 |
| 45-49 | 2% | 3% | 3% | 6% | 5% | -3 |
| 50 or over | 2% | 3% | 3% | 8% | 5% | -3 |
| Ed. Objective | | | | | | |
| LONG | 28% | 25% | 27% | 23% | 19% | +9 |
| SHORT | 15% | 14% | 11% | 17% | 23% | -8 |
| UNDECIDED | 46% | 43% | 41% | 35% | 32% | +14 |
| UNREPORTED | 11% | 17% | 21% | 25% | 27% | -16 |

Other Info of Students Enrolled at Brentwood Center:

Summer Semesters: 2001 to 2005

| | Summer 05 N=426 | Summer 04 N=488 | Summer 03 N=311 | Summer 02 N=473 | Summer 01 N=189 | Change % |
|--------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------|
| ZIP | | | | | | |
| Brentwood | 32% | 27% | 31% | 29% | 20% | +12 |
| Antioch | 19% | 21% | 23% | 23% | 26% | -5 |
| Oakley | 15% | 16% | 19% | 15% | 17% | -2 |
| SE Antioch | 16% | 14% | 8% | 4% | 1% | +15 |
| Pittsburg | 5% | 10% | 9% | 10% | 13% | -8 |
| Discovery Bay | 6% | 6% | 5% | 7% | 3% | +3 |
| | <i>94%</i> | <i>94%</i> | <i>95%</i> | <i>88%</i> | <i>80%</i> | <i>+14</i> |
| High School | | | | | | |
| Liberty | 11% | 9% | 17% | 13% | 11% | - |
| Deer Valley | 7% | 6% | 7% | 4% | 0% | +7 |
| Freedom | 4% | 3% | 5% | 3% | 0% | +4 |
| Antioch | 2% | 3% | 2% | 2% | 1% | +1 |
| Pittsburg | 1% | 2% | 2% | 1% | 4% | -3 |
| | <i>25%</i> | <i>23%</i> | <i>33%</i> | <i>23%</i> | <i>16%</i> | <i>+9</i> |
| Outcome | | | | | | |
| | N=557 | N=676 | N=405 | N=696 | N=572 | |
| Success Rates | 79% | 76% | 76% | 68% | 79% | - |
| Retention Rates | 90% | 90% | 86% | 81% | 88% | +2 |

APPENDIX E

STUDENT SERVICES ADVISORY MEETING

April 27, 2006

Open discussion regarding student services preliminary plans for Brentwood/Vineyard project.
General review of the current services and instructional programs at the Brentwood Center.

The group requested the development of a “Fact Sheet” of the Brentwood Center:

- Profile of the student attending Brentwood

 - DSPS students

 - EOP&S students

 - High school attended

 - ESL

- How the numbers influence student services considerations.

Recommended the One-Stop approach to student services - Holistic approach- present no barriers which must be reflected in the construction/architectural design.

Recommended a new job classification to provide a generalist approach to assisting students- i.e.

Student Services Assistance position

- Specialist in all student services

- Makes appropriate appointments and referrals

The following student services to be modified (additional hours) and considered:

- Full-time counseling position

- Financial aid

- Health Services

- EOP& S

- DSPS

- Tutoring

- Outreach

- Transfer & Career Center/ One-Stop Employment

- Student Life

- Social Activism/Civic responsibility

- Facilities- online soft areas in the new plan/technology

Other program/services suggestions:

- First Year Experience

- Partnerships

- National Issues Forum/ Foundation

- Leadership/ High Schools

- Community Outreach- to Brentwood, Knightsen, and Oakley.

- IT staff

The group wants to meet each semester – keep the planning and dialogue open.