



Educational Strategic Plan 2026 - 2031

April 27, 2026

Meeting of April 27, 2026

Chapters at a Glance

- Chapter 1: Introduces the college context and frames the plan through an equity-centered theory of change grounded in servingness, anti-racism, and integrated planning.
- Chapter 2: Explains the purpose of the plan and the participatory process used to develop it through discovery, design, engagement, and alignment.
- Chapter 3: Presents the data profile that highlights community context, student and employee characteristics, outcomes, and equity gaps.
- Chapter 4: Translates the findings into four strategic goals with related objectives that guide college-wide action from 2025 to 2030.
- Chapter 5 outlines next steps for implementation, assessment, shared accountability, and continuous improvement.



An aerial photograph of the Los Medanos College campus. The foreground shows a large, modern building with a white roof and a large parking lot filled with cars. To the left, there is a green field with some structures, possibly a sports field. The middle ground is dominated by a residential area with many houses. In the background, there are rolling hills and mountains under a clear blue sky. The text "HOW WE GOT HERE" is overlaid in large, bold, black letters across the center of the image.

HOW WE GOT HERE

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Process Highlights

An Equity-Centered Planning Process

The process is anchored in the College's Student Equity Plan — its outcomes, metrics, and prioritized student populations. Equity is embedded throughout the planning process, shaping how priorities are identified, goals are developed, and success is measured.

A Continual Integrated Planning Cycle

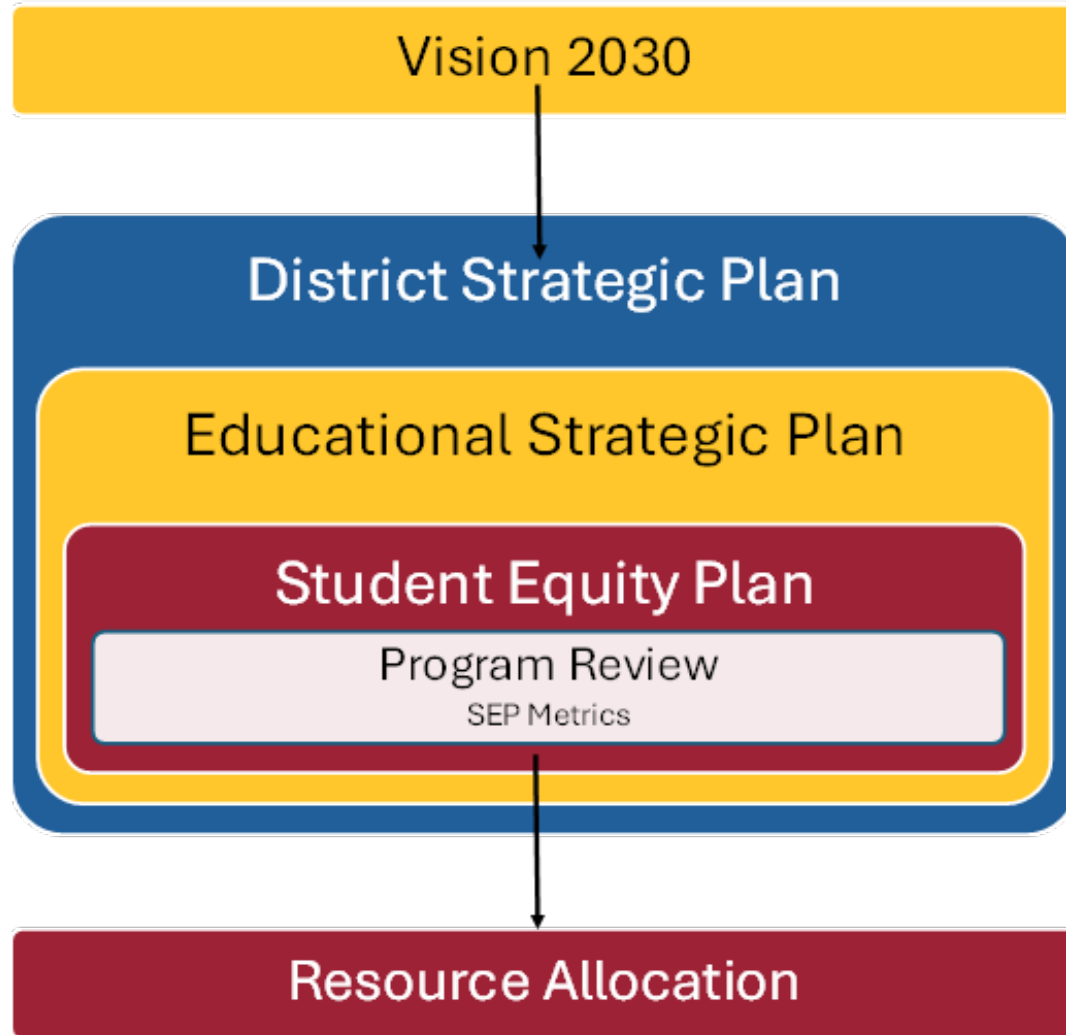
All planning efforts at Los Medanos College are guided by the cycle:

Discover → Design → Resource → Implement
→ Evaluate → Reflect & Report

This cycle is centered on the College's Mission, Vision, and Values, ensuring that planning is continuous, evidence-based, and responsive.



Centering the Student Equity Plan



Student Equity at the Core of Planning

Alignment of Metrics Across Plans

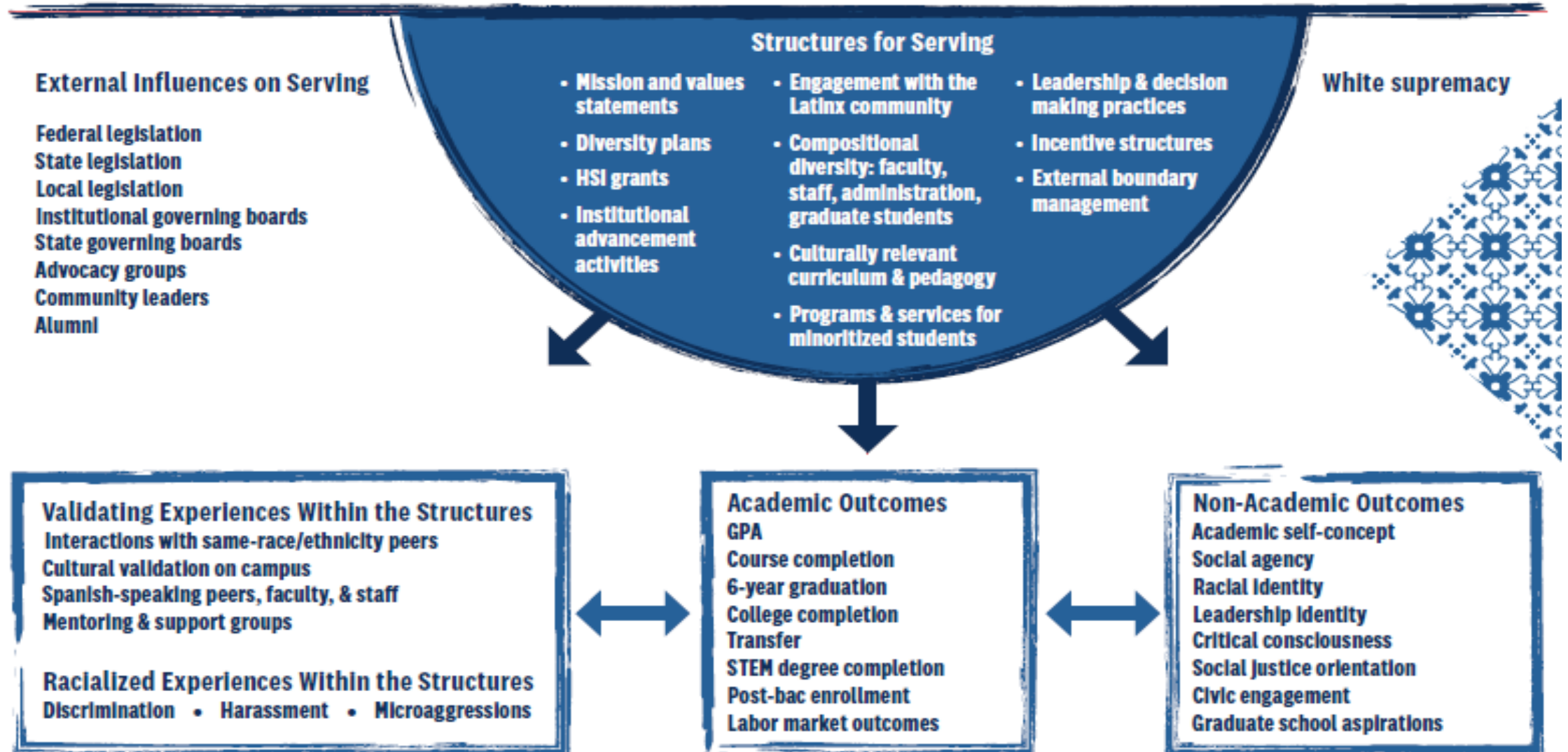
Integration with Program Review

Uniform Planning Structures

Servingness Framework



SERVINGNESS FRAMEWORK



NADOHE Anti-Racism Framework



Why this framework matters

The NADOHE model frames equity work as structural change rather than a set of isolated initiatives. Building on this framework, it asks the college to examine policy, practice, resource allocation, curriculum, and campus climate together. As a result, the planning process connects equity commitments to decision-making and accountability.



Design Phase (Fall 2025 – Spring 2026)

College-Wide Engagement and Goal Area Survey (Fall 2025)

Surveys and MentiMeter activities across all constituencies identified shared priorities.

Development of Draft Goal Areas (November 2025 College Assembly)

Draft goal areas were refined through collaborative activities and dialogue.

Drafting Objectives and Measures (December 2025 – January 2026)

The Planning Committee and Shared Governance Council developed objectives and aligned metrics grounded in institutional and equity data.

Refinement and Selection of Goal Language (February 2026 College Assembly)

Eight draft areas were consolidated into four integrated goal areas:

- Campus Culture
- Equitable Student Access, Learning, and Outcomes
- Partnerships
- Continuous Improvement

Constituent Feedback on Goal Language (March 2026)

Shared Governance Council representatives gathered structured feedback from all constituency groups.



Integration with Program Review (Spring 2026)

Program Review Submission (February 27, 2026)

All departments submitted Program Review documents aligned to equity priorities and institutional goals.

Thematic Alignment and Integration (March 2026)

Program Review activities were:

- Thematically grouped
- Mapped to strategic goals and objectives
- Synthesized into broader institutional strategies

This step ensured that the Educational Strategic Plan reflects:

- Real departmental work
- Cross-functional priorities
- Scalable, college-wide initiatives



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GOALS AND OBJECTIVES

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New 2026 - 2031 Goals



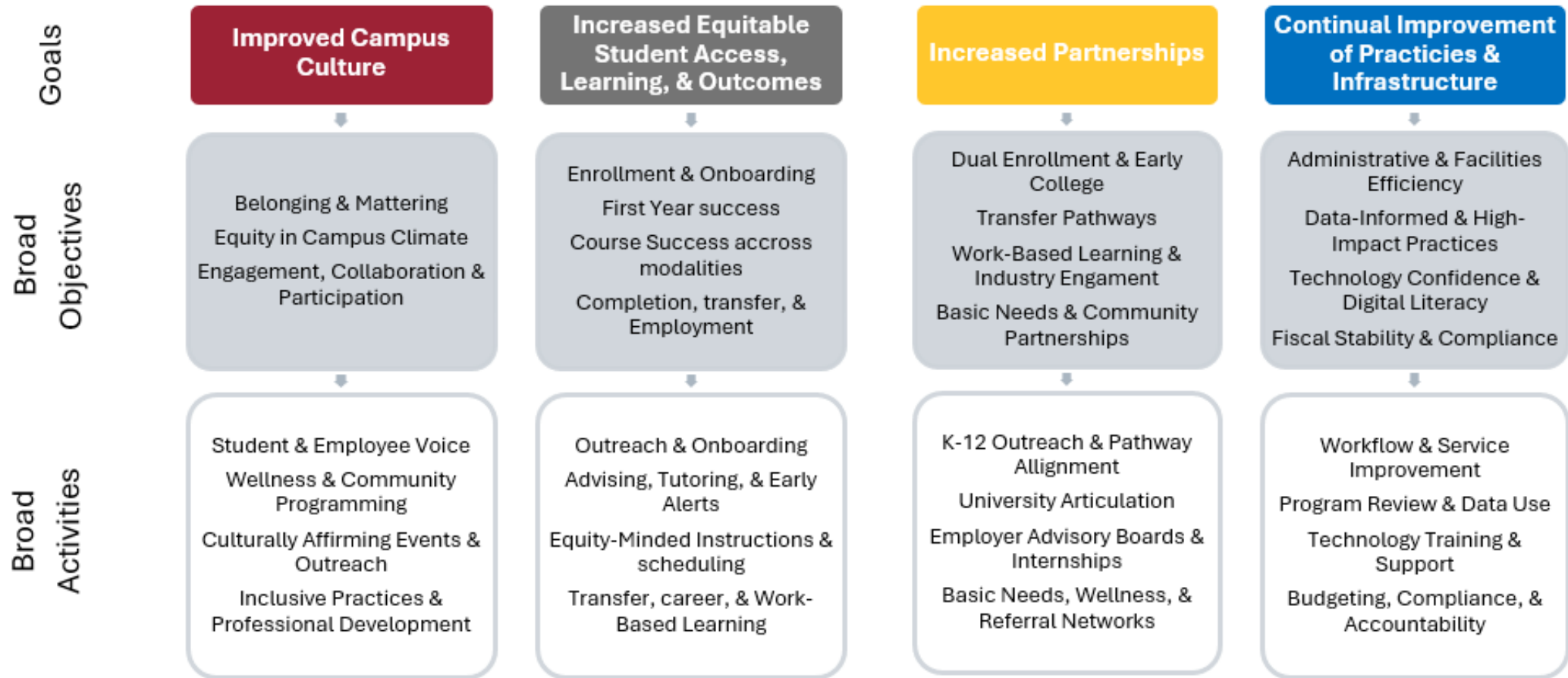
Our Story

We are building a college where every student feels they belong, and every employee is proud to work. We do that by creating a welcoming, inclusive, and supportive campus culture, and by guiding students from the first step through completion with strong early support and equitable experiences that lead to transfer, degrees, and careers.

We strengthen that impact through deep partnerships with K-12 schools, universities, employers and community organizations that expand pathways and real-world opportunities. We sustain it all through continuous improvement, using data, research-based teaching practices, and efficient systems and facilities that keep us responsive, effective, and ready for what's next.



Broad Objectives and Activities per Goal



Goal 1: Campus Culture

Foster an inclusive, anti-racist campus climate where all students and employees experience respect, value, safety, and belonging. This is supported by equitable practices, inclusive physical and digital environments, and programs that promote well-being, engagement, and community.

OBJECTIVES

- 1.1 Increase student and employee morale, sense of belonging and mattering with equity.
- 1.2 Reduce equity gaps in campus climate experiences across student and employee groups.
- 1.3 Increase engagement, collaborations and participation in campus activities, governance, and community building.





Goal 2: Equitable Student Access, Learning, And Outcomes

Expand equitable student access to enrollment and wrap-around support services — integrated resources designed to address academic, personal, and basic needs — while strengthening the first-year experience and improving persistence, completion, and transfer that lead to sustainable employment outcomes.

OBJECTIVES

- 2.1 Increase successful enrollment and onboarding for new students.
- 2.2 Improve first-year outcomes.
- 2.3 Increase equitable course success across all instructional modalities.
- 2.4 Increase degree/certificate, transfer and employment outcomes following completion.



Goal 3: Partnerships

Deepen meaningful partnerships with educational institutions, employers, and community organizations to improve student success, persistence, completion, transfer, and career outcomes. Through these collaborations, LMC will expand early college opportunities, grow work-based learning and transfer pathways, and connect students to resources that address basic needs and well-being.

OBJECTIVES

- 3.1 Expand dual enrollment success and early college opportunities through K–12 partnerships.
- 3.2 Strengthen pathways and alignment through credit for prior learning and articulation with four-year institutions.
- 3.3 Increase work-based learning and employment opportunities through industry partnerships.
- 3.4 Increase and market partnerships that support student basic needs, wellness, and community engagement.





Goal 4: Continuous Improvement Of Practices And Infrastructure

Enhance college practices, systems, and infrastructure to be efficient, reliable, and adaptable to evolving student and institutional needs. This includes strengthening core administrative processes, improving support services, using data-informed decision-making, and ensuring employees and students have the tools and resources needed for success — supported by transparent budget and planning practices.

OBJECTIVES

- 4.1 Increase efficiency and effectiveness of administrative services and facilities operations.
- 4.2 Increase use of innovative and data/research-based high impact practices.
- 4.3 Utilizing professional development, increase employee confidence in use of evolving technology, systems, tools and infrastructure.
- 4.4 Ensure fiscal stability and compliance with regulatory standards.



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NEXT STEPS

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Implementation

Once the Educational Strategic Plan is approved, the institution will coordinate implementation to achieve its goals. Implementation will follow these steps:

- **Establish Shared Accountability:** Each goal will have designated leads, including administrators and governance bodies, ensuring shared responsibility.
- **Delineate Early Reporting Responsibility:** Early in implementation, specific individuals or groups will be responsible for monitoring and reporting progress, with clear communication expectations.
- **Prioritize Plan Activities:** Identify and sequence high-impact, time-sensitive objectives based on institutional needs and capacity.
- **Develop Timelines:** Create realistic, phased timelines for each objective, considering workload and dependencies.
- **Define Measurable Outcomes:** Formalize measurable outcomes and targets using existing data and metrics.
- **Create Action Plans:** Create detailed plans for each objective and convene cross-functional teams as needed.
- **Align Resources and Planning Processes:** Allocate resources according to plan priorities and integrate the program review cycle with implementation to ensure ongoing support.



Evaluation

Evaluation of the Educational Strategic Plan will be ongoing, data-driven, and focused on continuous improvement. The process includes:

- **Establish Baseline Data:** Key metrics will be identified and documented to assess progress over time.
- **Set and Review Targets:** Performance targets will be set and regularly reviewed to measure progress.
- **Annual Assessment Cycle:** Progress will be assessed yearly using standard quantitative measures.
- **Shared Governance Review and Communication:** Annual findings will be shared with governance bodies for transparency and shared interpretation.
- **Continuous Improvement Actions:** Evaluation results will inform adjustments to strategies, timelines, and targets.
- **Mid-Plan Comprehensive Review:** In Year 3, a comprehensive review will assess overall progress and may lead to refining goals or strategies.



Reviews and Approvals

April 22 – SGC First Read

April 27 – Student, Classified and Academic Senates 1st Read

May 11- Student, Classified, and Academic Senates 2nd Read

May 13 – SGC 2nd Read

May - June: Formatting and Website Development

June – July: Governing Board Approval



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Questions or Comments

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Senate Questions and Comments 4.27.26

- LMCAS Comments:
- Classified Senate Comments:
- Academic Senate Comments: