Los Medanos College
Redesign for Student Success

Strategic Enrollment Plan

2020-2023

Note:

5.19.2020 Version (Ryan's Version—Presented to SEM on May 19, 2020)

Feedback from the teams of Carlos, Tanisha, Nikki, and Natalie on the green box in Appendix A in Green Box based on SEM Coaches' suggestion. Chialin updated.

7.3.2020

LOS MEDANOS
COLLEGE

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I.   Introduction to the College Context

College Description

Los Medanos College (LMC) is a rising star, the fastest growing college in the Contra Costa Community College District, serving the needs of its 14,500 students and the community both on the campus in Pittsburg and in its Brentwood Center. Since 1974, LMC has been continually improving its innovative and supportive learning environment and state-of-the-art facilities. A focus on student learning and success helps students build their abilities and competencies as lifelong learners and provides critical educational preparation to help them to succeed in their career endeavors.

LMC offers award-winning transfer and career-technical programs, stellar support services, and diverse learning opportunities. Our exceptional educators, innovative curriculum, growing degree and certificate offerings, and strong regional partnerships focus squarely 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" and was named one of the "50 Best Community Colleges for 2017" by College Choice.

Over the years, LMC has implemented several significant strategies to help students attain their goals and to respond to the changing needs of the community.

The Guided Pathways committee has created new, interactive, online program maps for potential students to explore certificates and degrees offered at LMC. The program maps will be available on the college website. Two- and three-year maps and transfer options for CSU, IGETC, and local universities will be included. Department chairs are helping to update the course maps with the most recent course descriptions and program information. Program webpages will include program learning outcomes, salary and career information.

Perhaps foremost to LMC's efforts for student success has been work by faculty, classified professionals, managers, and students in establishing a collective equity goal to recognize and remove barriers that prevent students from being successful. The responsibility for student success lies on the entire institution, and the implementing process is data-informed, student-centered, and mobility-focused.

Informed by rich data, LMC's Student Equity Plan outlines support for disproportionately impacted student populations on five metrics: access to enrollment; Fall to Spring retention; completion of transfer level English and math within the first year; completion of degrees/certificates; and transfer to 4-year institutions.

LMC is focusing efforts on achieving educational excellence via online instruction, a crucial connection to equitable entry to higher education for our students. LMC established institution-set standards in its Vision for Success goals. These standards are reviewed and approved by the various shared governance constituency groups, and LMC has integrated regular assessment of its standards into the program review cycle.

LMC has implemented approaches that further student access to college. In fewer than 5 years, LMC has significantly increased opportunities for students in its service area to receive early college credit prior to high school graduation. With data in our region suggesting that fewer than half of high school graduates pursue a college education, these efforts serve as a catalyst to college.

In its 46th year of service to East Contra Costa County, LMC has a long-standing commitment to continuous improvement and excellence in teaching and learning.

Mission, Vision, Values, and Goals of the College

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.

II.   Relationship to Other College Plans and Processes

While the overarching purpose of the LMC Strategic Enrollment Management (SEM) Plan is to optimize enrollments, improve student success, and ensure fiscal viability, the integration among SEM, college plans, and statewide direction, is the key ingredient for assuring that SEM practices are designed and implemented effectively.

Finding the integration points between SEM and other college plans, as well as Vision for Success and Guided Pathways is integral for building a solid SEM plan; therefore, LMC's SEM goals not only align with the College's mission and Educational Master Plan 2020-2025 goals, but also align with Vision for Success (VFS) goals.

Moreover, intentionally building into the SEM plan precisely where and how strategies and practices align and support college's plans and process is as important as the strategies and practices themselves.

The College is:

• Connecting SEM goals to the College mission and Educational Master Plan (EMP) 2020-2025 goals to ensure that the expected outcomes for both SEM and the EMP are consistent and moving in the same direction, and that strategies and practices intended to achieve these outcomes are compatible .

• Aligning the SEM planning and decision-making processes with the key institutional decision-making processes (e.g. the planning cycle, program review, and steps in the budget decision-making process) to help establish a nimble yet solid infrastructure for all major planning and decision-making.

• Incorporating some of the same success indicators, measures and benchmarks as the global or college-wide indicators, measures and benchmarks. This will allow existing data resources to be leveraged, data interpretation to be provided from multiple perspectives, and ultimately resulting action steps to be developed more cohesively.

• Identifying the SEM strategies and practices that overlap and support, as well as compete and conflict with other major plans or initiatives in order to find better ways to leverage resources and collaborate more effectively.

• Utilizing the collective wisdom of a cross-functional group who not only has specific subject matter expertise, but who also has diverse perspectives and can help to fill in important gaps of knowledge, information, and strategy.

III.   Defining SEM at Los Medanos

Purpose

Los Medanos College is entrusted by its community to provide open-access education to a diverse population of students. The college must work to both meet the employment and educational goals of its students while maintaining its own fiscal viability. Additionally, Strategic Enrollment Management helps to integrate the work of the college and state-wide initiatives into clearly actionable projects that tie the work of these major initiatives together.

Background for SEM at LMC

From 2011 to 2014, Los Medanos College approached strategic enrollment management with two basic principles in mind; improving productivity and promoting course offerings that are most essential for student completion. With these principles in mind, the college strategic enrollment management committee developed a rubric for placing courses into tiers for additions/cuts of sections depending upon the financial need to dynamically grow/shrink the overall schedule offerings semester by semester that served as the basis for its strategic enrollment management plan that expired in 2014.

Throughout these years, the necessity of reducing the size of the schedule decreased as the college sought to grow and increase enrollment as much as possible while maintaining some level of efficiency. This created an environment in which there was less of an emphasis on more sophisticated enrollment and scheduling practices. The schedule rolled over each year, the college sought to grow where possible, and the strategic enrollment management committee met less and less frequently.

Fast forward to early Spring 2019 when college leadership, facing a changing landscape of new initiatives and goals (Vision for Success, Guided Pathways), the new Student Centered Funding Formula (SCFF), and a projected economic downturn, collectively believed that a re-envisioning of Strategic Enrollment Management at the college would be invaluable for student success and fiscal sustainability. Prompted by this desire, the college applied to join the IEPI (Institutional Effectiveness Partnership Initiative) Strategic Enrollment Management (SEM) Academy. Upon learning of their acceptance, an initial cross-constituent team was formed to attend the academy's first meeting in June. Through solicited feedback from the Classified and Academic Senates, a proposed framework and structure for the Strategic Enrollment Management Committee including clear connections to the Vision for Success and Guided Pathways initiatives was presented to the Shared Governance Council (SGC) in April 2019 and the plan to move forward with this framework and structure was approved by SGC at their May 22nd 2019 meeting.

At the June SEM Academy, participants from Los Medanos, working with their new IEPI coaches, collectively came to an understanding that the next year be primarily focused on the creation of a more comprehensive SEM plan for the college. In particular, it was evident that this plan was to include instructional, student services, and administrative units and programs as well as be integrated with broader college initiatives in order to take the work beyond the scheduling and course tier system that served as the primary driver of the previous SEM plan. Over the course of the 2019-2020 academic year, the SEM committee was established, and several college-wide activities were conducted to aid in the guidance and development of the 2020 – 2023 SEM plan.

IV.   SEM Guiding Principles

After introducing the college broadly to the intended work of SEM at August 2019 opening day, one of the earliest activities was to establish guiding principles for the work and the plan. To do this, the SEM committee hosted a college assembly on September 16, 2019 where the title "LMC Redesign for Student Success" was presented along with the structure of the work. After this introduction, the college participated in a gallery walk of guiding principles for SEM plans from a wide variety of colleges where they gave feedback about the principles that they felt most relevant and important for guiding the work at LMC.

Taking the information from the college assembly, a working group of the SEM committee distilled the feedback and developed the following guiding principles which were adopted at the October 15th, 2019 SEM Meeting:

We ensure each student's retention, persistence, and success through collaborative and data-driven decision making. As we work to ensure that we remain fiscally viable, we keep our students' and community's needs at the center of all we do.

Access, Equity, Inclusion, Dignity and Respect

Los Medanos College focuses on equity through student learning and success by centering inclusive practices and prioritizing the engagement of our students, employees, and community.

Meeting the Community's Needs

In collaboration with the community, Los Medanos College is building a plan that meets the academic, civic, career and workforce needs of our region and is responsive to the changing social and economic landscape in which we operate.

Student Centered Curriculum, Course Scheduling, and Student Services

Los Medanos College is committed to offering quality programs with clear educational pathways to ensure the course scheduling process has a student-centered focus aimed at providing access, retention, persistence and success.

Fiscal Responsibility

Los Medanos College strives to meet enrollment target goals in order to ensure fiscal stability and steward resources in a manner that serves the needs of the diverse population of our community.

V.   Structure and Organization of SEM

Core Components

In alignment with the State Vision for Success, the District Strategic Plan, and the LMC Educational Master Plan, the work of LMC Redesign for Student Success is focused on three core components: **The LMC Student Experience, Institutional Organization, and Fiscal Responsibility (See figure).** Each SEM activity at LMC supports one or more of these core components.

The Student Experience component utilizes the Guided Pathways framework consisting of four pillars, or stages: **Clarify the Path**, **Enter the Path**, **Stay on the Path** and **Ensure Learning**.
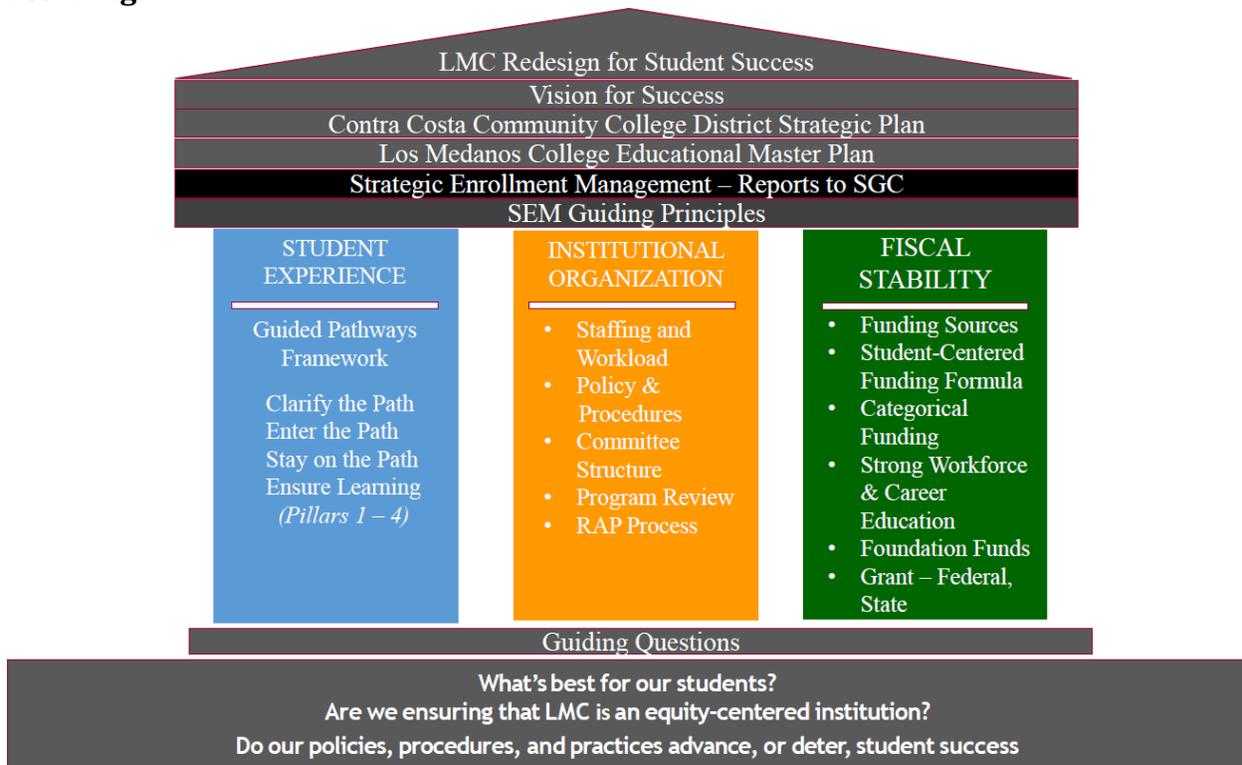
A goal of SEM using the Guided Pathways framework is for each of us to see our role and contribution throughout the student experience. Faculty, student, classified professional and manager participation is essential in assessing and advancing the LMC student experience.

Committee Membership

With this inclusive and participatory intent in mind, the College has an established large SEM committee reporting directly to the Shared Governance Council (SGC) that is comprised of student, classified, faculty and management representation.

Led by the college's three Vice Presidents, as of Spring 2020, the membership of the committee consisted of the individuals listed in the table below.

No.	Name	Representation	No.	Name	Representation
1	Almassey, Nicole	Classified Senate President	15	Maxwell, Tanisha	Tri-Chair VP Student Svcs.
2	Anicetti, Rachel	Transfer Center	16	Montoya, Carlos	Tri-Chair VP Bus & Adm Svcs
3	Belman, Dave	Student Services Dean	17	Moultrie, Nikki	Instructional Dean
4	Benford, Jeffrey	Student Services Dean	18	Noel, James	Academic Senate President
5	Cea, Jorge	Outreach Manager	19	Nogarr, Aprill	Faculty Representative
6	Freeman, Steven	Academic & Student Services Manager	20	Pedersen, Ryan	Instructional Dean
7	Hall, Rikki	Admissions & Records	21	Reyes, David	Faculty – Counseling
8	Hannum, Natalie	Tri-Chair VP Instruction	22	Richards, Virginia	Manager DSPS
9	Hsieh, Chialin	Sr. Dean Planning & Institutional Eff.	23	Rose, Rudolf Ryan	Faculty – Counseling
10	Hubbard, Scott	Faculty Representative	24	TBD	LMCAS Student Representative
11	Kwist, Sabrina	Dean of Equity & Inclusion	25	Toruno-Conley, Sara	Faculty – English
12	Lynn, Morgan	Curriculum Committee Chair	26	Valenzuela, Eileen	Articulation Officer
13	Ma, Jennifer	Financial Aid	27	Villegas, Grace	Academic Scheduling
14	Molina, Carla	Brentwood Center		Von Bergen, Julie	Faculty Representative

VI.   Internal and External Environmental Canvas

More detailed data is contained in Appendix B, but this canvas provides a snapshot into the current environment. (This may be modified into a more graphical format)

County Demographics
- The population in the County is projected to increase 4% in the next five years, but the College service area will grow at a higher rate.
- The 25-39 age group in the County will increase significantly over the next decade.
- The LMC's adult population is slightly less than that of the district as whole, but comparable to County's participation rate.

Workforce Trends
- Job growth: # of Jobs increased by 10.9% in the last five years (to 2018); # of jobs are projected to increase by 24,968 (5.8%) in next 5 years.
- Labor Force: Labor force participation decreased from 61.1% to 59.7% in last 5 years (to 2018); Unemployment has decreased from 6.1% to 3.5% in the last 5 years.
- Current Top 3 Industries: restaurants/food service, education and hospitals (local govt), and local government (excluding education and healthcare).

High School Pipeline
- While K12 enrollments statewide are predicted to continue decreasing over the next decade as birth rates decline, Contra Costa County will see an increase in K12 enrollment.
- California will see a modest decrease in high school enrollments; but the County will see a notable increase through the 2027-2028 academic year.
- Labor Force: Labor force participation decreased from 61.1% to 59.7% in last 5 years (to 2018); Unemployment has decreased from 6.1% to 3.5% in the last 5 years.
- Current Top 3 Industries: restaurants/food service, education and hospitals (local govt), and local government

Student Characteristics
- Increase in overall student headcount at both Pittsburg Campus and Brentwood Center, but Pittsburg Campus experienced more significant percentage increase.
- Most notable increase by age group in terms of number and percentage of the total student population – under 20 years; slight decreases in most other age groupings.
- Most notable increase – Hispanic population; most notable decrease – White population.
- Most notable increase – Transfer with/without degree; most notable decrease – Career Development

Competitive Landscape
- LMC offers a number of degree and certificate programs that will ultimately prepare students for jobs in growing occupational fields, which will provide graduates with living wages.
- LMC offers a number of degree and certificate programs that prepare students for entry into the fastest growing occupations in the County, or for transfer to four-year college/university programs for bachelor's degrees required for these occupations.
- LMC does not offer degree or certificate programs, which would prepare students for entry into 11 of the fastest growing occupations in the County, or for entry into several of the top growing industries in terms of new jobs, which also offer living wages.

Enrollment Trends
- There is a significant amount of student 'swirl" within the District, which is likely to continue.
- Online courses have higher productivity than face to face courses.
- The demand for online classes is clear as evidenced by enrollments; continue to increase as more online sections are added.
- Enrollment growth is steady until spring 2020.

Student Outcomes
- The number of degrees conferred continues to increase proportionally, particularly with the advent of ADT's, as well as certificates 18 to <30 units.
- By Ethnicity – notable increase in percentage of awards to Hispanic students; slight decreases in awards among other populations relative to Hispanic students. Lowest percentages of awards among Asian and African American student population.
- Fall-To-Fall (Fall 2014 to Fall 2017) Persistence Rate by Demographic – 53% across all demographics; very little change in rates by group, except "Gender Unknown," which saw marked decline in persistence. Compared to statewide, fall to spring retention rate (same college) is 67%.

VII.   Targeted Populations, Areas of Focus, Goals, and Suggested Progress Measures

Targeted Populations:

While the work of Strategic Enrollment Management is for the benefit of all students, it is important to establish targeted populations that will assist in focusing the work and prioritizing decision making. The SEM Committee has designated that the following populations will be heavily represented as the targeted group for which the activities of this plan are designed to benefit:

- New first-time students
- Dual Enrollment students
- Distance Education students

It is additionally critical that all activities are implemented in an intentional way to influence the associated measurable outcomes in terms of data that is disaggregated by disproportionately impacted populations, age, gender, day/night, instructional modality, etc. as needed. This is done in collaboration and alignment with the Student Equity Plan and its goals and objectives.

Areas of Focus and Goals

Strategic Scheduling: Maximizing data, physical and fiscal resources to ensure maximum number of student receive courses and services that they need to meet their educational goal.

GOAL 1: A student-centered schedule that facilitates the successful implementation of guided pathways best practices.

> *Suggested Progress Measures:*
>
> - *Annually review College wide progress toward the student success goals identified in the CCCCO's Vision for Success goals, specifically to achieve system wide improvement within five years: § Student completion of degrees and certificates by 20% § Student transfers to the public universities (CSU and UC) by 35% § Reduce time to degree by lowering units accumulated by associate's degree recipients to an average of 79 units*

Integrated Student Support/Retention: A holistic suite of student support designed to increase retention, persistence and completion throughout the student lifecycle both in and out of the classroom that align with guided pathways best practices.

GOAL 2: Promote student success by improving access, engagement, persistence, and completion.

> *Suggested Progress Measures:*
>
> - *Annually review College wide progress toward the student success goals identified in the CCCCO's Vision for Success goals, specifically to achieve system wide improvement within five years: § Student completion of degrees and certificates by 20% § Student transfers to the public universities (CSU and UC) by 35% § Reduce time to degree by lowering units accumulated by associate's degree recipients to an average of 79 units*

Curriculum Analysis: Systematic review and evaluation of current and potential curriculum that ensures the ability to meet the college mission.

GOAL 3: Example current and innovative high impact curriculum practices to facilitate student goal completion in alignment with guided pathways best practices.

> *Suggested Progress Measures:*
>
> - *Annually review College wide progress toward the student success goals identified in the CCCCO's Vision for Success goals, specifically to achieve system wide improvement within five years: § Student completion of degrees and certificates by 20% § Student transfers to the public universities (CSU and UC) by 35% § Reduce time to degree by lowering units accumulated by associate's degree recipients to an average of 79 units*

Distance Education: Comprehensive course offerings and integrated student support services delivered to students in a remote and hybrid format.

GOAL 4: Build a culture and infrastructure of outstanding online teaching and learning.

> *Suggested Progress Measures:*
>
> - *Annually review progress on the metrics identified in the 2017-2022 Districtwide Distance Education Strategic Plan.*
> - *Increase course completion rates in Distance Education courses by ? %*
> - *Increase course success rates in Distance Education courses by ? %*

Suggested Progress Measures for the SEM

1. Regularly monitor and review College wide performance on the metrics underlying the Student-Centered Funding Formula.
2. Annually review College wide progress toward the student success goals identified in the CCCCO's Vision for Success goals, specifically to achieve system wide improvement within five years: § Student completion of degrees and certificates by 20% § Student transfers to the public universities (CSU and UC) by 35% § Reduce time to degree by lowering units accumulated by associate's degree recipients to an average of 79 units
3. Annually review progress toward Vision for Success equity goals, specifically closing equity gaps for disproportionately impacted student groups by 40% in five years.
4. Annually review progress toward goals identified in each college's Student Equity Plan.
5. Regularly assess improvements in efficiency by reviewing costs within and across departments, divisions, and colleges related to SEM goals.
6. Regularly review the diversity of revenue sources including grants related to SEM goals.
7. Annually review progress on the metrics identified in the 2017-2022 Districtwide Distance Education Strategic Plan

VIII.   Goals and Objectives

For each of the identified areas of focus and corresponding goals, a number of objectives and associated steps to completion have been developed. The objectives, leads, target completion dates, and measurable outcomes are listed here. The action steps for each of these objectives are shown in the Appendix A.

Strategic Scheduling

GOAL 1: A student-centered schedule that facilitates the successful implementation of guided pathways best practices.

Objective 1.1
Develop a one-year and a two-year scheduling process that is cross disciplinary and aligns with meta-majors

Objective 1.2
Utilize efficiency metrics in scheduling

Objective 1.3
Integrate strategic scheduling activities across college divisions and department initiatives

Integrated Student Support/Retention

Goal 2: Promote student success by improving access, engagement, persistence, and completion.

Objective 2.1
Scale Up Use of LMC Connect with Emphasis on Early Alert

Objective 2.2
Develop a Robust First Year Experience (Including AB705 & Major/Program Identification)

Objective 2.3
Beyond FYE: Stay the Course with On-Going Clarification and Verification of Students' Academic and Career Pathway

Curriculum Analysis

GOAL 3: Example current and innovative high impact curriculum practices to facilitate student goal completion in alignment with guided pathways best practices.

Objective 3.1
Expand General Education Offerings

Objective 3.2
Complete a Robust Degree, Certificate, and Transfer Requirement Review and Integrate Articulation Processes Between Departments.

Objective 3.3
Utilize Distance Education to support students' completion of their math and English requirements.

Objective 3.4
Partner with Adult Education to support students' completion of their math and English requirements.

Distance Education

GOAL 4: Build a culture and infrastructure of outstanding online teaching and learning.

Objective 4.1
Develop and publish a comprehensive training plan and activities annually based upon faculty and classified professionals self-identified proficiency levels

Objective 4.2
Implement quality assurance steps to guide faculty in developing quality and accessibility compliant courses and integrate DE education and training into existing practices.

Objective 4.3
Implement and Assess CVC Ecosystem Tools

Objective 4.4

Help students be successful online learners.

Objective 4.5

Improve Student Outreach and messaging about online learning
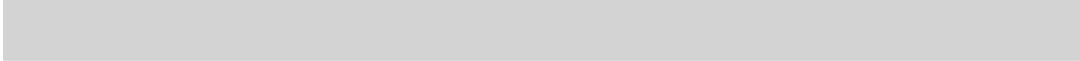
IX. Alignment of SEM Goals, SEM Core Components, and Targeted Populations

SEM Core Components							
SEM Goal	SEM Objective	Student Experience				Institutional Organization	Fiscal Responsibility	
		Pillar 1	Pillar 2	Pillar 3	Pillar 4			
1. Strategic Scheduling	1.1	√		√		√	√	4
	1.2					√	√	2
	1.3	√		√		√	√	4
2. Integrated Student Support/Retention	2.1			√				1
	2.2	√	√					2
	2.3			√				1
3. Curriculum	3.1	√	√	√	√	√		5
	3.2	√	√	√	√	√		5
	3.3	√	√	√	√	√		5
	3.4	√	√	√	√	√		5
4. Distance Education	4.1				√	√		2
	4.2				√	√		2
	4.3	√	√	√		√		4
	4.4	√	√	√		√		4
	4.5	√	√	√		√		4

Targeted Student Populations				
SEM Goal	SEM Objective	New First-Time Students	Dual Enrollment Students	Distance Education Students
1. Strategic Scheduling	1.1	√	√	√
	1.2	√		√
	1.3	√	√	√
2. Integrated Student Support/Retention	2.1	√	√	√
	2.2	√		
	2.3	√		√
3. Curriculum	3.1	√	√	√
	3.2	√	√	√
	3.3	√		√
	3.4			√
4. Distance Education	4.1	√		√
	4.2			√
	4.3			√
	4.4	√		√
	4.5			√

X.   Evaluation Process

Los Medanos College is committed to effectively implementing the visionary principles of the Strategic Enrollment Management Plan in a way that is meaningful, usable, and measurable. To that end, the SEM implementation and evaluation process are below:

- Biennial SEM Implementation Plan
    1. **Vice presidents** to lead the conversation with cross functional teams
    2. Identify SEM **Goals and Objectives**
    3. Identify SEM implementation **activities** for upcoming 2-3 academic years
    4. Identify the appropriate **responsible parties** and the **outcome(s)** for each activity.

- SEM Implementation Activities for upcoming academic years would ideally be identified with the initial implementation in **Fall 2020**.

- SEM Biennial Implementation Progress Reports will be prepared by the SEM Committee (and reviewed by the Planning Committee with comments or recommendations?) and submitted to the President and SGC.

- The Biennial Implementation Progress Reports will be submitted in spring 2022 (May 2022) utilizing the data collected from departmental program review reports collected in February 2022.

- SEM Biennial Implementation Reports should be published and posted on the website.

- Annually review Suggested Progress Measures related to each goal.
- Each semester, SEM leaders review and monitor the Measurable Outcomes for each objective with the SEM committee.

XI.   Appendix

Appendix A: Drafty Suggested Action Steps

Appendix B: External and Internal Environmental Scan

Appendix C: Evidence

Appendix A— Draft Suggested Action Steps

Planning grids surrounding objectives tied to each area of focus were completed by subgroups of the SEM Committee at their April 2020 meeting. From these grids, the objectives, leads, targeted completion dates and measurable outcomes were developed as represented in this plan. Additionally, as a part of these grids, each group identified the action steps that would be needed to complete the proposed objectives. These listed action steps are included here for reference as examples of the types of activities that would be necessary to complete the objective. The actual action steps to accomplish each objective may develop and evolve as necessary.

I.   Strategic Scheduling

GOAL 1: A student-centered schedule that facilitates the successful implementation of guided pathways best practices.

Objective 1.1	Action Steps	Activity Lead(s)	Target Completion Date
Develop a one-year and a two-year scheduling process that is cross disciplinary and aligns with meta-majors	1. Create meta-major groups to evaluate course taking patterns 2. Develop a process to evaluate course demand and evaluate faculty capacity 3. Adjust catalog development timeline 4. Revise the logistics of the scheduling process and timeline to facilitate a two year schedule 5. Create a process incorporate annual adjustments based on annual data and organizational impact	Deans and Department Chairs	February 2021 - Develop a Pilot one-year schedule February 2022 - Develop a one-year schedule February 2023 - Develop a two-year schedule
Output	• The completion of a one-year scheduling process • The completion of a two-year scheduling process		
Measurable Outcomes	• Increased 2% fall to spring persistence rates. • Reduction in average number of units at time of completion to an average of 79 units (VfS) • Increase 20% degrees awarded (AA and AS) (VfS) • Increase 20% transfer degrees awarded (AAT and AST) (VfS) • Increase 35% transfers (UC, CSU, out-of-state, in state private)(VfS) • Increase 20% certificate awarded (VfS)		

Objective 1.2	Action Steps	Activity Lead(s)	Target Completion Date
Utilize efficiency metrics in scheduling	1. Evaluate physical space capacity 2. Evaluate productivity metrics 3. Facilitate interested parties in planning hybrid courses 4. Set department and college-wide goals for efficiency 5. Develop incentive program 6. Develop process for incorporating efficiency metrics into the scheduling timeline to facilitate a two year schedule 7. Create a process incorporate annual adjustments based on annual data and organizational impact	VPI, VP of Business, Dean of Institutional Effectiveness	January 15, 2021 – Develop Pilot Metric Report for one-year schedule December 15, 2021 – Develop Metric Report for one-year schedule December 15, 2022 - Develop a Metric Report for two-year schedule two-year schedule
Output	• Increased Productivity to align with state standards and college goals • Ability to Monitor Cost of Schedule • Improved Instructional Operation Costs • Establishment of College Staff, Efficiency, FTES Goals		
Measurable Outcomes	• Increased Productivity to align with state standards and college goals • Meet the Staff, Productivity, FTES Goals		

Objective 1.3	Action Steps	Activity Lead(s)	Target Completion Date
Integrate strategic scheduling activities across college divisions and department initiatives	1. Integrate two year schedule process and efficiency metrics into Student Services 2. Work with Institutional Effectiveness to create Tableau dashboard workbook with standard reporting for college stakeholders 3. Integrate annual revisions with the meta majors scheduling group 4. Integrate new schedule with new college marketing plan	VPI, Deans, Cabinet	February 2021 – Integrate Pilot one-year schedule with Student Services December 15, 2021 – Develop Tableau dashboard February 2022 – Annual Meta Majors Revision February 2023 – Integrate full two-year schedule with Student Services May 2023 -Develop new Marketing Plan
Measurable Outcomes	- Increased Productivity to align with state standards and college goals - Increased 2% fall to spring persistence rates. - Reduction in average number of units at time of completion to an average of 79 units (VfS) - Increase 20% degrees awarded (AA and AS) (VfS) - Increase 20% transfer degrees awarded (AAT and AST) (VfS) - Increase 35% transfers (UC, CSU, out-of-state, in state private)(VfS) - Increase 20% certificate awarded (VfS)		

II.   Integrated Student Support/Retention

Goal 2: Promote student success by improving access, engagement, persistence, and completion.

Objective 2.1	Action Steps	Activity Lead(s)	Target Completion Date
Scale Up Use of LMC Connect with Emphasis on Early Alert	1. Identify which departments/roles will be part of success teams. 2. Create Success Teams 3. Determine how students are assigned to success teams (I.e. Meta Majors, other) 4. Explore text communication to increase student engagement with LMC Connect 5. Evaluate current use and set targets for increased use 6. Better understand barriers/reluctance to use 7. Provide increased training 8. LMC Leadership will champion and incentivize broad use of the tool	SSRP, Counseling, VP's	Project Completion Date: May 2021 Detailed timelines for each action step to be provided by SSRP
Output	• % and # of Students Engaged with and Using LMC Connect • % of Faculty Completing Progress Surveys • % of Faculty & Staff Raising "Kudos/Flags" • % of Departments Using LMC Connect		
Measurable Outcomes	• Increase 2% course completion rate (grade A,B,C,D,F) • Increase 2% course success rate (VfS) (gradeA,B,C) • Increase 2% term to term persistence rate		
Targeted Population	First Students, Dual Enrollment, Distance Ed.		

Objective 2.2	Action Steps	Activity Lead(s)	Target Completion Date
Develop a Robust First Year Experience (Including AB705 & Major/Program Identification)	1. Create a Shared Vision 2. Identify Current Activities that Should be Included 3. Identify Current Activities that Should be Enhanced 4. Identify Missing Activities that Should be Included 5. Include exploration of relevant course offerings 6. Develop a Roadmap for Culture Shift	Design Lab: Counseling Transfer & Career Services Center for Academic Support SSRP Learning Communities Outreach, Welcome, Assessment MORE...	December 2020
Output	• Clear Plan for FYE Development • Timeline for Implementation		
Measurable Outcomes	• Increase 2% course completion rate by semester (grade A,B,C,D,F) • Increase 2% course success rate by semester (VfS) (grade A,B,C) • Increase 2% fall to spring persistence rate • Increase 2% fall to fall persistence rate • Successfully completion of English and math in their first academic year (support QFE)		
Targeted Population	New student		

Objective 2.3	Action Steps	Activity Lead(s)	Target Completion Date

Beyond FYE: Stay the Course with On-Going Clarification and Verification of Students' Academic and Career Pathway	1. Evaluate the Change of Major Process and barriers students face with it
	  o Look at Data to see what students put in application vs. what they graduate with to see how "big" the problem is
	  o How many times do students change their major and typically after how many units?
	  o (Perhaps the "intervention" is not needed at the intake stage)
	2. Engage with District to simplify the Change of Major process
	3. Enhance on-going "just in time" student engagement in Career Exploration activities
	4. On-going verification of major over time and connections at multiple "points/locations" at key milestones (i.e. 15, units, 30 units, 45 units, etc.) and touchpoints (i.e. with student services, in courses, etc.) in students' journey
		Admissions & Records Financial Aid Transfer & Career Services Outreach, Welcome, Assessment Counseling SSRP	December 2020 - Refining the Change of Major Process:
			
			On-Going Clarification and Verification of Students' Academic and Career Pathway:

Output	• Increased # of students "on the path" • Increased number of students with accurate ed-plans		
Measurable Outcomes	• Reduction in average number of units at time of completion to an average of 79 units (VfS) • Increase 20% degrees awarded (AA and AS) (VfS) • Increase 20% transfer degrees awarded (AAT and AST) (VfS) • Increase 35% transfers (UC, CSU, out-of-state, in state private)(VfS) • Increase 20% certificate awarded (VfS)		
Targeted Population	New Student, Distance Ed.		

III. Curriculum Analysis

GOAL 3: Example current and innovative high impact curriculum practices to facilitate student goal completion in alignment with guided pathways best practices.

Objective 3.1	Action Steps	Activity Lead(s)	Target Completion Date

Expand General Education Offerings	1. Current Efforts
	  a. GE Committee discussing local GE requirements
	
	2. Future Steps
	  a. Develop cross disciplinary work group to meet and identify existing courses eligible for CSU-GE and IGETC and LMC GE pattern
	
	3. GE Committee rep to be a member of SEM (SEM approach GE Committee/Academic Senate with help to develop the plan)
	
	4. Implement (develop) a funneling model for GE curriculum within degree pathways to provide students w/flexibility in case they change their mind/path to allow for students to change paths w/minimal credit accumulation irrelevant to completely new path (reduce excess credits).
		GE Committee
		
		Faculty
			Spring 2021
			CSU/IGETC = December timeline
			UC = July

Output	• TBD by Academic Senate • Documents from other committees		
Measurable Outcomes	• Reduction in average number of units at time of completion to an average of 79 units (VfS)		

Objective 3.2	Action Steps	Activity Lead(s)	Target Completion Date
Complete a Robust Degree, Certificate, and Transfer Requirement Review and Integrate Articulation Processes Between Departments.	1. Liberal Arts Task Force 2. ADT Curriculum Review 3. Local Degree Curriculum Review 4. Certificate Curriculum Review 5. Planning & Institutional Effectiveness (Program Review) 6. Review articulation process. 7. Re-evaluating current ADTs & comparing courses available on TMCs to add courses already offered by LMC.Include exploration of relevant course offerings	Collaboration between Faculty, A & R, Counseling, Transfer, and Articulation Officer	Spring 2021 CSU/IGETC = December timeline UC = July
Output	• Meet the Vision for Success goals of degree and completion rates. • Report fill rates to inform the scheduling process		
Measurable Outcomes	• Increase 20% degrees awarded (AA and AS) (VfS) • Increase 20% transfer degrees awarded (AAT and AST) (VfS) • Increase 35% transfers (UC, CSU, out-of-state, in state private)(VfS) • Increase 20% certificate awarded (VfS)		

Objective 3.3	Action Steps	Activity Lead(s)	Target Completion Date

Utilize Distance Education to support students' completion of their math and English requirements.	• Supplemental Instruction
	• Create online versions of support classes
	• Professional development for faculty and staff. e.g. 1st year Friday workshop (ties to both curriculum analysis and Pillar 4, retention success)
	  o retention
	  o sharing pedagogy, best practices for teaching first year students
	Increase courses offered in various formats, e.g. hybrid, late start across the scheduling pattern.
	Create curriculum that supports online/hybrid instruction
		Faculty Collaboration Distance Education Committee, Dev Ed Committee, PIP, TLC, English and Math Departments	Spring 2021

Output	• Capture accurate summary of English/math alternatives completions/transcript evals, AP, dual enrollment, etc.
Measurable Outcomes	• Increase successful completion of transfer English and Math in the first academic year
Target Population	New Student, Distance Ed.

Objective 3.4	Action Steps	Activity Lead(s)	Target Completion Date
Partner with Adult Education to support students' completion of their math and English requirements.	• Consider gaps that Adult Ed schools can fill when students are not successful in math or English ○ Consider offering AE courses on LMC campus for these students ○ Avoid stigma of being referred to AS Clarify AE courses that would be taught on LMC by Adult Ed instructors	Faculty Collaboration Distance Education Committee, Dev Ed Committee, PIP, TLC, English and Math Departments WED team and AEBG	Spring 2021
Output	• Capture accurate summary of English/math alternatives completions/transcript evals, AP, dual enrollment, etc.		
Measurable Outcomes	• Increase successful completion of transfer English and Math in the first academic year		

IV. Distance Education

GOAL 4: Build a culture and infrastructure of outstanding online teaching and learning.

Objective 4.1	Action Steps	Activity Lead(s)	Target Completion Date
Develop and publish a comprehensive training plan and activities annually based upon faculty and classified professionals self-identified proficiency levels	Analyze respondent data to identify training needs.	DE Coordinator working Office of PIE	May 2020 (annually)
	Work with GROW 4CD, LPG and Office of Equity and Inclusion to curate training modules that align with proficiency levels and craft or curate trainings from 4CD Grow, CVC-OEI or other resources that support training/PD needs.	DE Coordinator, DE Chair and Technology Training Specialist	May 2020 (annually) and update continuously
	Request blanket FLEX approval for attendance and participation in these trainings.	DE Chair	Spring 2020 (fall and spring Annually)
	Design a strategic training schedule for the academic year	DE Coordinator, DE chair working with VPI or designee	August for fall schedule and January for spring schedule (and annually thereafter)
	Continuously monitor and update schedule and publish on Website.	DE Coordinator, DE chair and Technology Training Specialist	Minimum updates of twice per month.
	Conduct "Tech Talks" twice weekly to address Distance Ed "hop topics"	Technology Training Specialist	Begin June 2020 and ongoing.

Output	• Proficiency levels for overall technical and Canvas proficiency are identified. • Courses/PD are identified and published. Measurement will be the number of courses/PD trainings that are advertised and how many faculty and staff engage/attend. • FLEX credit is awarded to participating faculty attending trainings that were submitted under the FLEX credit application. • People accessing and using the predictable schedule of training and at their level of proficiency, as well as product-specific training for CVC Ecosystem of products (Net Tutor, Proctorio, Cranium Café, etc.). To be measured in number of attendees and proficiency assessment conducted annually. • Accurate and timely trainings/PD and updates related to DE. • Measurable outcomes will be number of individuals that attend and increase in knowledge and proficiency around their tech issue or problem.
Measurable Outcomes	• Increase 2% course completion rate (grade A,B,C,D,F) • Increase 2% course success rate (VfS) (gradeA,B,C) • Increase 2% fall to spring persistence rate • Successfully completion of English and math in their first academic year (support QFE)
Targeted Population	New Students, Distance Ed.

Objective 4.2	Action Steps	Activity Lead(s)	Target Completion Date

Implement quality assurance steps to guide faculty in developing quality and accessibility compliant courses and integrate DE education and training into existing practices.	Campus wide adoption of Design checklist for remote instruction and implement on two levels:
	     Level 1: Initial design checklist for emergency remote instruction
	     Level 2: Moving toward incorporating more of CVC-OEI rubric for actual online teaching (not emergency remote instruction)
		VPI, DE Coordinator, DE Chair	October 2020

	Integrate Becoming and Effective Online Instructor training into Nexus first year faculty experience.	DE Coordinator working with Dean of Equity and Inclusion & Nexus faculty leads.	October-April 2020-2021 (Annually thereafter)

	Provide training to Senate, Curriculum Committee, and Department Chairs on DE Addendum and 508 Compliance standards Annually, including 16 CVC-OEI accessibility areas, e.g. headings, color, font, etc.	DE Coordinator, DE chair, Disabled Student Services Director.	September 2020 (Annually)
	Include DE Orientation and compliance standards in new faculty orientation at the start of each semester, and host FLEX activity during FLEX week, including 16 CVC-OEI accessibility areas, e.g. headings, color, font, etc.	VPI, Deans, DE Coordinator, Disabled Student Services Director.	Begin August 2020 and then conduct annually in August & January
	Conduct mandatory College Assembly to raise awareness of 508 compliance standards and tools.	DE Coordinator, Disabled Student Services Director	September (Annually)
	Tailor BEOI district course more specifically to LMC, include equity strand	DE Coordinator, DE Chair	November 2020
	Develop community of practice to identify course models and align to peer mentors	DE Coordinator and DE chair	August 2020 and ongoing
	Create dynamic content online.	Technology Training Specialist working with individual faculty	July 1, 2020 and ongoing
	Develop LMC course badging standards and a process by which a course receives a badge.	DE Coordinator, DE Chair, Technology Training Specialist	Spring 2021 and ongoing
	PIP-Cohort Teaching community built around DE.	DE Coordinator, DE chair, working in	May 2020 and ongoing

		collaboration with LPG and English Department	
Output	• Develop policy to adopt Design checklist and minimum level of standard for local approval. • All new faculty will have minimum training in DE to meet article 27 of UF contract and be prepared to take courses online if needed. • Track attendees and provide pre- and post- quiz on 508 compliance standards. • Measure attendance and adjust content based upon feedback and surveys. • Number of courses that adopt dynamic content. • Number of badge courses that are advertised in catalog/schedule. • English faculty that increase proficiency in online teaching and learning skills. Improved student retention. Increased number of badged English courses.		
Measurable Outcomes	• Increase 2% course completion rate (grade A,B,C,D,F) • Increase 2% course success rate (VfS) (gradeA,B,C) • Successfully completion of English and math in their first academic year (support QFE)		
Target Population	Distance Ed.		

Objective 4.3	Action Steps	Activity Lead(s)	Target Completion Date
Increase the success of students prior to enroll in online courses	Develop an instrument and process for student self-assessment for online learning.	DE Coordinator, DE Chair, collaborating with Counseling and Student Services.	January 2021 and ongoing
	Develop and conduct online learning student orientation	DE Coordinator and DE chair working with online teaching faculty	January 2021 and onging
	Embed student success module in all online courses.		January 2021 and onging
Output	• Evaluate the effectiveness of the self-assessment instrument and process • Evaluate the effectiveness of the online student orientation • Evaluate the effectiveness of the student success module.		
Measurable Outcomes	• Increase 2% course completion rate (grade A,B,C,D,F) • Increase 2% course success rate (VfS) (gradeA,B,C) • Successfully completion of English and math in their first academic year (support QFE)		
Target Population	Distance Ed.		

Objective 4.4	Action Steps	Activity Lead(s)	Target Completion Date
Help students be successful online learners.	Weave Ecosystem components into course design Implement the following products into instructional design: • NetTutor • Cranium Café • Proctorio or similar proctoring software • Labster • Other products available within the Ecosystem	DE Coordinator, DE Chair, Technology Training Specialist, faculty	December 2020 and ongoing April 2020 and ongoing
	Professional development for faculty and staff on the use of Ecosystem products and emerging technologies.	Technology Training Specialist	August 2020 and ongoing
	Assess Ecosystem tools for their effectiveness in supporting students	DE Coordinator and DE chair/DE Committee	Spring 2021 and annually each spring term
	Identify and address student technology constraints.	Student Services/counseling	Spring 2020 and ongoing
Output	• Number of courses that have embedded Ecosystem tools. • Measure the number of courses that have integrated tools such as NetTutor, Proctorio, Cranium Café for counseling, etc. • Number of faculty taking trainings on Ecosystem products • Annually analyze Ecosystem tools and their impact on student success. • Number of students whose technology needs are met.		
Measurable Outcomes	• Increase 2% course completion rate (grade A,B,C,D,F) • Increase 2% course success rate (VfS) (gradeA,B,C) • Successfully completion of English and math in their first academic year (support QFE)		
Target Population	New Students, Distance Ed.		

Objective 4.5	Action Steps	Activity Lead(s)	Target Completion Date
Improve Student Outreach and messaging about online learning	Marketable syllabus.	Faculty	September 2021
	Redesign student-facing website that is more "student friendly" and provides orientation to distance learning, including self-assessment tool.	DE Chairs with assistance from SS	August 2020
	DE information day. Students can meet teachers, etc. Make students aware of what is available.	DE Coordinator, Counselor(s), SS, DSPS.	August 2020
	Student experience welcome letter to increase awareness of help available like peer to peer and DE communities	Student Services Dean	August 2020 and ongoing each semester.
	DE Orientations (similar to learning community orientation)	Counseling collaborating with DE chair and DE coordinator	Fall 2020 and ongoing
Output	- Number of course syllabi that can be "marketed" for online learning. - New Website. - Information/orientation is developed and hosted with students. - Letter issued to students at the beginning of each term.		
Measurable Outcomes	- Increase course enrollment in online courses - Increase 2% course completion rate (grade A,B,C,D,F) - Increase 2% course success rate (VfS) (gradeA,B,C) - Increase 2% fall to spring persistence rate - Increase English and/Math enrollment in online courses. (support QFE)		
Target Population	Distance Ed.		

Appendix B: External and Internal Environmental Scan

External Environmental Scan Overview

Population Data and Projection Summary

- Contra Costa County's population is 1,161,000. In last 5 years, that number has grown by 6%, (65,929) and is projected to grow by 4% by 45,000 in next 5 years.
- The 25-39 age group will increase significantly over the next decade.
- In comparison with other ethnic groups, those identified as Multi-racial (Non-Hispanic), Black (Non-Hispanic), and Asian (Non-Hispanic) populations are projected to increase substantially over the decade.
- Median household income rose slightly more than median incomes for the US and California, but dramatic increases are evident in East County, LMC's service area.
- By population, Antioch, Pittsburg, Brentwood, and Oakley are the largest cities in LMC's service area. Among the four largest cities, Brentwood has experienced the greatest one-year percentage increase in population; however, while the cities of Bethel Island and Discover Bay are currently among the smallest cities in the LMC service area, they have experienced the highest one-year percentage increases in population.
- LMC's adult population participation is slightly less than that of CCCCD's as whole, but comparable to Contra Costa County's participation rate.

Snapshot Overview: Four Largest Cities In LMC Service Area (2017)

- Three of four cities in service area have populations growing at faster rate than the County; likely due to SF Bay Area residents seeking more affordable housing.
- Ethnically very diverse; more diverse than County as a whole.
- Median age in all four cities were in range of "mid to upper 30's; slightly younger than Contra Costa County median age.
- Disparities in poverty by location, ethnicity, and gender: Antioch and Pittsburg poverty rates above that of the County; Brentwood and Oakley poverty rates below that of the County. Also reflected in lower rates of homeownership for residents of Antioch and Pittsburg.
- Preponderance of residents in poverty: Hispanic Females, particularly aged 34-45 in Antioch and Pittsburg.
- Comparatively longer commute times than County as a whole.
- Most residents have access to computers and broadband.

Educational Attainment Summary – Four Largest Service Area Cities

- *Cities Overall*:
    - High School Graduates - Percentage of high school graduates in Antioch and Oakley all are within the same range; Pittsburg has the greatest percentage of high school graduates; Antioch has the least.

- Associate Degrees - Antioch and Pittsburg have the lowest percentage of residents with Associate degrees and lowest percentage of residents with bachelor's degrees.
- *Ethnicity*: 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.
- *Age*: Among all age categories in all cities, fewer than 25% of residents hold bachelor's degrees. However, compared to the County, these cities also have moderately higher percentages of HS graduates, especially in the age ranges of 18-24 and 25-34.
- *Gender*: In general, a greater percentage of females have earned Associates degrees.

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

- **Job Growth:**
  - # of Jobs increased by 10.9% in the last five years (to 2018); # of jobs are projected to increase by 24,968 (5.8%) in next 5 years.

- **Labor Force:**
  - Labor force participation decreased from 61.1% to 59.7% in last 5 years (to 2018); Unemployment has decreased from 6.1% to 3.5% in the last 5 years.

- **Industries:**
  - <u>Current Top 3 Industries</u>: restaurants/food service, education and hospitals (local govt), and local government (excluding education and healthcare).
  - <u>Projected Top 5 growing industries (new jobs; in order)</u>: healthcare/social assistance (11k jobs), construction (5.9k jobs), accommodation/food services (5.7k jobs), administrative and support, and waste management/remediation services (4.8k jobs), and transportation and warehousing (2.7k jobs).
  - <u>Industries with top average earnings</u>: utilities ($190k+), management of companies and enterprises ($165k), mining, quarrying, oil and gas extraction ($130k), finance and insurance ($130k), and information ($130k).
  - <u>Industries with lowest average earnings</u>: retail trade, educational services, arts/entertainment/recreation, and food service.
  - <u>Most In-Demand Skills</u>: Selling Techniques, Restaurant Operation, Merchandising, Accounting, Nursing, Home Care, Customer Experience, SQL Programming, Warehousing, and Customer Satisfaction.

- **Occupational Employment Forecasts:**
  - 167,200 new jobs from industry growth; approximately 259,200 job openings from replacement needs; combined total of @426,300 openings.
  - 68% of projected job openings is comprised of occupations that have an entry level education of a high school diploma or less.
  - 50 fastest growing occupations: projected growth rate of 25.7% +; @ 25% of these occupations are in construction related fields.

- **County Income, Wage Data, and LMC Program Gap Analysis**
    - Median income in Contra Costa County outpaced that for the US and California (2010-2017).
    - Median income in East County grew more significantly than the US, California, and all other sectors of the County.
    - LMC goals and living wage analysis (explain context and purpose) - the living wage in Contra Costa County ranges from a low of $17.47/hour (one adult/no children) to $52.94/hour (one adult/three children). For two income households, a living wage runs from $13.12 to $27.00 per hour.
- **Job growth patterns correlated to living wages and LMC Programs**
    - LMC offers a number of degree and certificate programs that will ultimately prepare students for jobs in growing occupational fields, which will provide graduates with living wages.
    - LMC offers a number of degree and certificate programs that prepare students for entry into the fastest growing occupations in the County, or for transfer to four-year college/university programs for bachelor's degrees required for these occupations.
    - LMC does not offer degree or certificate programs, which would prepare students for entry into 11 of the fastest growing occupations in the County, or for entry into several of the top growing industries in terms of new jobs, which also offer living wages.

K12 and High School Data Profile Summary

- While K12 enrollments statewide are predicted to continue decreasing over the next decade as birth rates decline, Contra Costa County will see an increase in K12 enrollment.
- California will see a modest decrease in high school enrollments; but the County will see a notable increase through the 2027-2028 academic year.
- In the previous two academic years reported, Contra Costa County schools have seen a lower percentage of student dropouts compared with the state as a whole.
- African American students and students whose ethnicity is not reported experience the highest percentages of high school dropouts in the County.

Internal Environmental Scan Overview

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*

- o Most notable increase by age group in terms of number and percentage of the total student population – under 20 years; slight decreases in most other age groupings.
  - ▪ *Ethnicity*
    - o Most notable increase – Hispanic population; most notable decrease – White population.
  - ▪ *Gender*
    - o Slight increase in percentage of female students; corresponding decrease in percentage of male students – pattern in colleges across the state and US.
  - ▪ *Goals*
    - o Most notable increase – Transfer with/without degree; most notable decrease – Career Development

Success, Persistence, Completion

- ▪ *Overall Success, Persistence, Retention, Completion*
  - o Marked increases in Number of Course Enrollments, Number Successful, and Number Retained.
- ▪ *Success-Completion-Enrollments by Delivery Method*
  - o Course Success Rate – notably increases in course success rates in hybrid courses (1-50% online); hybrid 51-99% and 100% online range vary, but generally between 60% and 68%, which is markedly lower than Face-to-Face modalities (72%).
  - o Course Completion Rate – While the number of online course enrollments dramatically increased, completion rates across all modalities remained generally constant; however, 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*
  - o Course Success Rate – notably increased by 9 percentage points in Face-to-Face Courses.
  - o Course Completion Rate – the number of course enrollments dropped, but completion rates improved by 3 percentage points.
- ▪ *CTE Courses: Fall-to-Fall Success, Completion, Enrollments by Delivery Method*
  - o Course Success Rate and Completion Rates – remained highest, but unchanged, in Face-to-Face courses.
  - o Course Enrollments – increased in 100% online but decreased for Face-to-Face courses.
- ▪ *Fall-To-Fall (Fall 2014 to Fall 2017) Persistence Rate by Demographic* – 53% across all demographics; very little change in rates by group, except "Gender

Unknown," which saw marked decline in persistence. Compared to statewide, fall to spring persistent rate (same college) is 67%.

- *Awards (2014-15 to 2018-19)*
  - Degrees and Certificates – overall significant increases in number of awards (AA/AS and Certificates ("1-4 Year" Certificates); very little change in number of 1-year Certificates awarded
  - By Gender – slight increase in number of awards to females; slight decrease in number of awards to males.
  - By Ethnicity – notable increase in percentage of awards to Hispanic students; slight decreases in awards among other populations relative to Hispanic students. Lowest percentages of awards among Asian and African American student population.
  - By Age - Highest number and percentage of awards earned by students ages 20 to 24 years old; Lowest number and percentage of awards – under 20 years and over 50 years.

Appendix C: Evidence

1. LMC SEM Report--Completion of Gateway English and Math (2.11.2020)
2. LMC SEM Report--On and Off Track (2.11.2020)
3. LMC SEM Report--Scheduling (2.11.2020)
4. LMC SEM Report--External Environment (2.11.2020)
5. LMC SEM Report--Completion of Gateway English and Math (11.11.2019)
6. LMC SEM Report--New First Time Full Time Students (NFT2) (10.15.2019)
7. College Opening Day 8.22.2019