Educational Master Plan 2020-2025

4.21.2020

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President's Message

Purpose of the Educational Master Plan

Function and Plan Alignment Structure

- EMP Educational Master Plan is the College's blueprint for its organizational development and the fulfillment of its mission.

- Central Questions Frame EMP Purpose

  - Who are we teaching?
  - What are we teaching?
  - How are we teaching?
  - Where are we teaching?
  - When do our students attain their goals (e.g., degrees, certificates, transfer, employment)?

- Overarching purpose - provide a superstructure for all College planning, which:
  - uses the Vision for Success goals and Guided Pathways as the basic framework
    - [include brief description of Vision for Success and Guided Pathways]
  - integrates with the District Strategic Plan, which deals with macro issues, and focuses on "what" the District intends to do to respond to environmental changes
    - Incorporate from CCCD Strategic Plan
      - Figure 1. Relationship Among State, District, and College Plans (p.9.)
      - Per CCCD Strategic Plan, "...our "north star," providing a guide for District planning as well as our three colleges: Contra Costa College, Diablo Valley College, and Los Medanos College. The scope and direction of the District Strategic Plan deliberately accommodates the varied strategic objectives at each college as they work to best serve the particular needs of their local communities.
      - [include overview of District Strategic Directions and Objectives - *Strategic Directions, Objectives, and Progress Measures At-a-Glance* (pp. 28-31)
    - Incorporate Table: Vision for Success Plan Alignments [VFS, CONTRA COSTA COMMUNITY COLLEGE DISTRICT STRATEGIC DIRECTIONS, and LOS MEDANOS COLLEGE EMP GOALS AND OBJECTIVES]
  - The Strategic Enrollment Management Plan's alignment with the Educational Master Plan

- [include brief description of the SEM Plan and its three core concepts (i.e., the Student Experience, Institutional Organization, and Fiscal Responsibility)];
    - serves to inform other College Plans (e.g., Student Equity Plan, Technology Plan, and Facilities Plan);

Operationalizing the Educational Master Plan

- The EMP's primary outputs:

    1) operational goals, which focus on "what" the institution will do and "how" (i.e., operational goals, objectives, key actions) in order to effectively responds to environmental changes.

    2) Biannual Implementation Plan and Institutional Set Goals
    - In 2016, during the goal setting required by the California Community College Chancellors' Office (CCCCO) via the Institutional Effectiveness and Partnership Initiative (IEPI), the College established and adopted the six-year course success goal to 75.4% by 2021-2022; therefore, the Institution set standard (short-term goal for 2015-16) for course success rate is 72.9% and the stretch goal (long-term goal) is 75.4%. (Course Success Goal Setting).
    - In 2019, the College established its Vision for Success goals, which were established through the College's shared governance process and accepted by the President's Cabinet, Academic Senate, Classified Senate, Student Senate, and the Shared Governance Council. Per the CCCCO Vision for Success, the College set the 2016-17 actual outcomes as the baseline for setting our Stretch Goals. The College then utilized this same baseline to set our Institution-Set Standards. For degrees and certificates awarded, the Stretch Goal was set at 20% above the Institution-Set Standards. For transfer degrees awarded, the Stretch Goal was set at 35% above the Institution-Set Standards.
    - INSERT TABLE (Institutional Set Standards)
    - These Institutional Set Goals will guide biannual implementation planned actions, outcomes, responsibility assignments, and key performance indicators.

- While providing a foundation for the institution's development, the EMP is "living document," which will allow for the institutional flexibility needed to adjust to significant changes that are on the horizon for our state, region, and communities. This plan will allow the College to continue delivering equitable access to high quality instruction, intensive support and guidance,

successful program completion, and opportunities to enter careers in high-demand fields or earn additional degrees at four-year colleges and universities.

Planning Process

- By design, LMC's developed a planning process whereby the goals, objectives, and strategies, which are ultimately embedded in the EMP for 2020-2025, are understood throughout the institution, and effectively articulated to the community. Moreover, to build upon and strengthen the planning development process deployed for the 2006-2016 EMP, the College designed a development process, which ensured that this Educational Master Plan:
    - authentically emerged from the College's existing processes;
    - honors and reflects the College's values and collaborative ethos;
    - addresses the unique environmental conditions and institutional priorities, and, most importantly, the needs of Los Medanos College's students; and,
    - is data informed.
- Ultimately, this approach to planning helped foster organizational relationships while also successfully merging different insights and perspectives, particularly on the student experience and improving student achievement.
- Key Activities, Functions, and Timeline (brief overview and explanation of each, plus outcomes-could also be presented in table format)
    - EMP Core Group Established: October 2019
    - Mission, Vision, and Values Review Process: October 2019 through May 2020 [?]
    - External Environmental Scan Data and Analysis: October and November 2019
    - Analysis of Internal Data Profiles: December 2019
    - SOAR Survey to campus: December-January 30, 2020
    - EMP Public Forums:
        - LMC Employees Forum—Monday, February 10, 2020
        - LMC External Community Forum—Friday, February 21,2020
        - LMC Students Forum—Monday, February 24, 2020
    - EMP Themes Identified (from Mission, Vision, Values, and SOAR Survey Results)
    - EMP Core Group retreat: Friday March 6, 2020
    - Draft Goals & Objectives-College Input: Monday, May 4, 2020
    - EMP Final Draft-College Review: August 2020
    - EMP Final Draft-Shared Governance Review: September 2020
    - College President approval: October 2020

- Governing Board: November 2020

Core Beliefs

Mission

[CURRENT MISSION STATEMENT HERE; REVISED MISSION STATEMENT IN DEVELOPMENT]

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 lifelong 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.

Vision

[CURRENT VISION STATEMENT HERE; REVISED VISION STATEMENT IN DEVELOPMENT]

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

Values

[CURRENT VALUES STATEMENT HERE; REVISED VALUES STATEMENT IN DEVELOPMENT]

Learning

Student learning and student success are the focal points of our college. We strive to create a dynamic environment that encourages lifelong engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in ongoing 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.

College Goals

1. Increase and maximize equitable opportunities for students by improving flexibility in the delivery of programs and services.
2. Increase opportunities that will prepare students to enter high demand and living wage occupational fields.
3. Expand and deepen educational, workforce and community partnerships to better support students in achieving their educational and career goals, from entry to completion/transition.
4. Effectively prioritize instructional, technology, and physical resources in order to achieve the mission.

The College and its Service Area

- Founded in 1974, the third of three community colleges in Contra Costa Community College District, serving primarily the East Contra Costa County community, which is one of the fastest growing area of the County.

- Service Area includes East Contra Costa County cities: Pittsburg, Brentwood, Antioch, Oakley, as well as the surrounding communities of Bay Point, Bethel Island, Byron, Clayton, and parts of Concord, Discovery Bay, and Knightsen.

- With a main campus of 120 acres in Pittsburg and the Brentwood Center, which is located 14 miles southeast of the main campus, the College plays a critical role in County offering residents opportunities to earn academic degrees, transfer to four-year institutions, or complete certificates that prepare graduates for employment in high-demand occupations.

- Because of its deep commitment to student success and equitable outcomes, the College provides an array of student services and programs designed to ensure that all students have access to the support they need to achieve the educational and career goals.

- The College contributes to the economic vitality of East Contra Costa County as a whole while also expanding socio-economic opportunities for area residents.

- Enrollment varies by semester, but, approximately 9,700 students in 2018.

- Diverse student population (include table with student ethnicities, age, gender).

- Los Medanos College is known for excellent curriculum, innovative degree and certificate offerings, and strong regional partnerships – all centered on student success. Of the 1,600 two-year institutions across the nation, LMC received consecutive recognitions as a "Top 150 U.S. Community College" by the Aspen Institute (2017 & 2019); and College Choice named LMC one of the "50 Best Community Colleges for 2017."

Environmental Scans: Overview and Implications

Purpose

This EMP's goals and objectives are framed by some basic questions, which stem directly from the mission:

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

To center the EMP goals and objectives in ways that address these fundamental questions, it is important to analyze both the external and internal environments to determine broad trends, anticipated growth considerations, current program gaps and emerging opportunities.

External Environmental Scan Overview

1. POPULATION DATA AND PROJECTION SUMMARY [BULLET POINTS WILL BE SUMMARIZED IN PARAGRAPHS]

   - 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. [EMSI Q3 2019 Data Set – Contra Costa County]
   - Over the next decade the County's population growth rate will outpace California's.
   - 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 College's participation rate.

2. 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.

CITY	% POP. CHANGE 2010-17	MEDIAN AGE	PERCENT FOREIGN BORN	PERCENT HOMEOWNER	PERCENT POVERTY	LARGEST DEMOG. IN POVERTY BY AGE/GENDER	LARGEST DEMOG. IN POVERTY BY ETHNICITY	AVG. COMMUTE (MIN.)	COMPUTER (C) & BROADBAND (B) HOUSEHOLD ACCESS
ANTIOCH	6%	35.2	26.9%	60.8%	14.6%	35-45 Females	Hispanic	43.5	C: 91.4% B: 83.3%
PITTSBURG	10%	35	32.6%	56.1%	13.6%	35-44 Females	Hispanic	41.3	C: 92.9% B: 85.8%
BRENTWOOD	14%	38.8	15.8%	74.9%	7.7%	6-11 Females	White	41.2	C: 91.4% B: 83.3%
OAKLEY	13%	34.3	19.1%	75.3%	7.4%	18-24 Males	White	38.9	C: 95% B: 87%
COUNTY	**7.1%**	**39.2**	**25%**	**67.8%**	**9.8%**	**25-34 Females**	**White**	**36.1**	C: 93.4% B: 88.2%

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

3. EDUCATIONAL ATTAINMENT SUMMARY – FOUR LARGEST SERVICE AREA CITIES

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

4. COUNTY ECONOMIC AND LABOR MARKET DATA, PROJECTIONS, AND LOS MEDANOS COLLEGE PROGRAM GAPS [BULLET POINTS WILL BE SUMMARIZED IN PARAGRAPHS]

- *County and Regional Economic Data and Projection*
  - **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 (insert examples).
- 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 (insert examples).
- 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.
  - TABLE - Fastest Growing Occupations – Alameda and Contra Costa Counties (reported together for 2014-2024) and Current LMC Programs

5. 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

1. CONTEXT [BULLET POINTS WILL BE SUMMARIZED IN PARAGRAPHS]

- The Educational Master Plan 2020-2025 is grounded in an analysis of the current status and the anticipated future of the instructional programs and services offered to students.
- Internal scan data includes current student demographics and characteristics as well as instructional program information.
- The internal program analysis for the EMP is:
  - broader than program review because it provides an overview of all programs;
  - higher-level than program review because it is focused on a narrower range or type of data, which will help inform growth projections;
  - supplements program review; does not replace or duplicate it.
- EMP program analysis differs the SEM's in that:
  - data used for the EMP helps answer broader institutional questions (as per the above);

- establishes EMP goals and objectives that will <u>inform</u> the SEM plan goals and objectives (as well as other institutional plans, such as Technology and Facilities).
- Additionally:
  - an array of factors drives enrollment numbers for different disciplines;
  - discipline data in the EMP is broader, higher level than program review and supplements program review;
  - discipline data is not presented in the EMP for purpose of identify programs in need of revitalization or discontinuance, as the College has policies and procedures for these actions.

2. NOTABLE TRENDS (2014-2018) [BULLET POINTS WILL BE SUMMARIZED IN PARAGRAPHS]

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*
  - 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. (include table)
- *Ethnicity*
  - Most notable increase – Hispanic population; most notable decrease – White population. (include table)
- *Gender*
  - Slight increase in percentage of female students; corresponding decrease in percentage of male students – pattern in colleges across the state and US.
- *Goals*
  - Most notable increase – Transfer with/without degree; most notable decrease – Career Development

Success, Persistence, Completion

- *Overall Success, Persistence, Retention, Completion*
  - Marked increases in Number of Course Enrollments, Number Successful, and Number Retained. (insert table)
- *Success-Completion-Enrollments by Delivery Method*
  - 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%).
  - 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*
  - Course Success Rate – notably increased by 9 percentage points in Face-to-Face Courses.
  - 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*
  - Course Success Rate and Completion Rates – remained highest, but unchanged, in Face-to-Face courses.
  - Course Enrollments – increased in 100% online but decreased for Face-to-Face courses.
- *Fall-To-Fall (Fall 2014 to Fall 2017) Retention Rate by Demographic* – 53% across all demographics; very little change in rates by group, except "Gender Unknown," which saw marked decline in persistence. Compared to statewide, fall to spring retention 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.

Instructional Programs

Instructional Program Data Analysis Approach (PRESENTED IN TABLE FORMAT)

- Fall to Fall Program Enrollment Data for Five Academic Years (2015, 2016, 2017, 2018, 2019):
  - Census Enrollment
  - Fill Rates
  - FTES
  - FTES/FTEF
  - WSCH/FTEF
  - WSCH Growth
  - Course Success Rate

Program Summaries [Introductory paragraph and Program Data Presented in Table Format - brief summary observation (few sentences) based on synthesis of data (e.g., program is in growth mode, program should be monitored, program is stable, high enrollment and fill may warrant new degree or certificate, etc….].

Implications

1. Summary Overview:

   - Both the population and the economy in the service have grown, which is forecasted to continue; however, the College will need to monitor local demographics over the next five years in order to adjust to changes resulting from the current virus pandemic and its aftermath.
   - East County has seen relatively low unemployment until recent months, which means that most residents are working, but residents spend more time commuting to these jobs in comparison with the County as a whole.
   - While incomes have risen in East County, the distribution of wealth is uneven and patterns of socio-economic disparity persist (e.g., poverty rates in Antioch and Pittsburg, and more pronounced among Hispanic females, ages 34-45).
   - Many residents are high school graduates, but do not have college degrees.
   - K12 enrollments have been declining, which is projected to continue.

2. Implications and recommendations:

   - External Environment Implications
     - While LMC currently offers degrees and certificates that prepare graduates for entry into occupations in high demand fields that provide living wages in the Contra Costa County, there are opportunities for the College to expand program offerings in additional fields that are among the fastest growing job sectors offering living wages.
     - Thus, LMC will need to determine which of these new program opportunities are most viable (e.g., greatest student interest and demand, availability of faculty and staff, technology and facilities needed, optimal location and/or instructional modalities, programs not offered within the District or by other regional community college districts).
     - Combination of factors - decline of K12 enrollments and a growing proportion of working adults in the service area who do not have college degrees – indicates that the College will need to determine ways to expand outreach to two different segments of the population:
       - high school students through dual enrollment, or even middle school students, which would also potentially help address higher dropout rates among "at risk" student populations (e.g., African American students); and,
       - working adults who are also likely to be caring for children or other members of extended households and commuting to jobs in the region.

   - Internal Environment Implications
     - Student Demographics and Characteristics
     - Instructional Programs

- *Recommendations:*
  - Expand dual enrollment programs.
  - Develop partnerships with K12 partners, particularly middle schools, to design a parent, family and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, and college and career readiness (note – Gear Up program model).
  - Deploy flexible program and schedule options for working adults (e.g., accelerated terms, weekend college, fully online or hybrid offerings, year-to-career program schedules, course and program offerings at job sites).
  - Expand childcare services at times that courses are scheduled.

College Goals and Objectives

In the achievement of the *EMP 2020-2025 Goals and Objectives*, the College will effectively enhance our institutional effectiveness

1. Increase and maximize equitable opportunities for students by improving flexibility in the delivery of programs and services.

Objectives:

1.1. By 2020-2021, develop and implement the Strategic Enrollment Management Plan (2020-2023) to include a flexible scheduling model, which addresses online, weekends, intersessions, short-term courses, and noncredit programs.

1.2. Increase equitable access to courses, programs, and student support services, across the College's service area through the Brentwood center, improved infrastructure, and technology resources through 2022-2023.

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

Objectives:

2.1. Implement the Workforce Development Strategic Plan to include the development of new instructional programs, including degree, certificate, and transfer credit programs, as well as noncredit opportunities through 2024-2025.

2.2. Increase and strengthen internal collaborations to support students' preparation for high demand and living wage careers through 2024-2025.

3. Expand and deepen educational, workforce and community partnerships to better support students in achieving their educational and career goals, from entry to completion/transition.

Objectives:

3.1. Increase dual enrollment and articulation with HS partners.

3.2. Expand articulation and pathways to four-year institutions by 2024-2025.

3.3. Continue to expand and cultivate employer partnerships, advisory group, and external partnership through 2024-2025.

3.4. Continue to expand partnerships with nonprofits and location agencies to address student basic needs through 2024-2025.

4. Effectively prioritize instructional, technology, and physical resources in order to achieve the mission. Proposed revised EMP goal #4. Effectively prioritize organizational resources to enhance existing capacity and fortify infrastructure, ~~instructional, and physical resources~~ in order to achieve the mission.

Objectives:

4.1. Develop and integrate a total cost of ownership policy model by 2021-2022 into all future plans.

4.2. By 2020-2021, develop and implement the Distance Education Plan to include technology and instructional equipment, online student services, and technical professional development.

4.3. Develop and implement the Facilities Plan by 2021-2022.

Proposed Objective **4.4:** related to enhancements or re-organization of **staffing resources**

Proposed Objective **4.5:** related to ensure **fiscal responsibility** to increase resource efficiency and better serve our students.

Proposed Objective **4.6:** related to overall (faculty, classified professionals, and managers) **professional development**

Implications for Technology and Facilities

Brief bullet point summaries that integrate Tech and Facility planning; helps the District in its macro level planning

PENDING REVIEW

General Recommendations for Consideration:

1. To maximize access to programs and services, including any current or future "off-site" instructional locations, enhance facilities and technology:

- calibrate facility renovations or any new construction to enrollment projections and the strategic enrollment management plan;
- improve information technology infrastructure, which includes an approach to the total cost of ownership, in accordance with a Technology Master Plan;
- consider investing in state-of-the-art telepresence (video-collaboration technology) or similar technologies that deliver high-definition video and stereophonic sound to link students, faculty, and staff from multiple locations and enable real-time collaborations for both instructional and student support purposes;
- as many students are working parents, consider expanding childcare facilities and ensure that students can always access childcare services whenever classes are in session; and,
- in light of the high cost of housing and students' housing insecurities, explore options for low-cost student housing.

2. To ensure that facilities support the highest quality delivery of instruction and student services:

- consider building or renovating current spaces in ways that strategically co-locate services for students, including programs that address students' basic needs (e.g., housing, food, health, services, mental health services, legal services);
- to facilitate a collaborative team-based (or "case management") approach to student success, consider co-locating Guided Pathways instructional faculty, counselors, and support staff to help students easily access the full range of assistance they need;
- consider office space for adjunct faculty, who are the majority of faculty and serve the greatest number of students, and ensure that adjunct faculty have access to the technological tools needed to maintain communications with their students; and,

- to enhance student connections, build, renovate, or redesign student gathering spaces (exterior and buildings), meeting rooms, tutoring and supplemental instruction spaces, and "quiet zones" for studying, relaxation, or meditation.

Approach to Future Program Space Calculations: (pending further development)

- Maximum flexibility in approach to facilities necessary due to a host of unknowns in the current environment.
- Assess current and future facilities via central questions, such as:
  - How do current facilities support Vision for Success and Student Equity and Achievement goals?
  - Over the previous five years, which program(s) are growing, stable, or shrinking?
  - How has distance learning impacted the space needs of instructional programs?
  - What new instructional approaches, such as "flipped classrooms," will impact space needs?
  - What new programs will the College develop over the next five to ten years and what facilities will be needed to support the delivery of instruction in these programs?
  - For CTE Programs:
    - What are have industry advisory boards indicated as high priorities for CTE programs?
    - What impact will efforts to meet industry demands have on program and space needs?
  - What noteworthy implications for future technology or facilities have been noted in program reviews?
  - How will the College address the need for the remote delivery of support services?
- Data to inform future space needs:
  - Program enrollment analysis-
    - WSCH – five years of program analysis – to forecast future growth. (EMP Appendix document)

Bi-Annual Implementation Plan and Evaluating Progress

Protocol

A. Since the EMP is a college-wide plan, the Office of Planning and Institutional Effectiveness in consultation with the President's Office and the Planning Committee would oversee the bi-annual EMP Implementation Plan and the bi-annual EMP Implementation Report (as described in the Goal 1 sample below).

B. **Bi-Annual Implementation Plan: President's Cabinet Members** could be responsible to lead the conversation with cross functional teams for identifying annual activities, which are needed to implement, and thus, ultimately accomplish, each **EMP Goal and Objective**, the appropriate **responsible parties** (position responsible for overseeing the completion of the activity), and the **outcome(s)** for each activity.

C. The identification of annual EMP implementation activities for upcoming academic years could be approached in several possible ways:

　　1. identify activities for the next academic year only;

　　2. identify activities for two to three academic years;

　　3. Identify activities for all five academic years covered by the EMP.

Note: #2. Two to three academic years may be a more efficient approach that allows for some flexibility while allowing for opportunities to methodically consider what sets of future activities would be most logical based on what has been accomplished. In addition, it would be with program review cycle.

D. EMP Implementation Activities for upcoming academic years would ideally be identified

　　1. Fall 2020

　　2. **Spring 2021**

E. **Bi-Annual Implementation Reports** could be presented in a very streamlined format (e.g., single page fillable pdf) and include:

　　1. Status of each activity – complete; not complete;

　　2. Outcomes for completed activities; and,

　　3. For activities not completed, approximate percentage or portion that has been completed, a completion deadline.

　　4. resource needed: resource request process (institution-wide resource request)

　　5. Program Review Year 5 Update (2021-2022) and Comprehensive Program Review (2022-2023) (Spring 2022, and Spring 2023), align with program review cycle.

F. Bi-Annual Implementation Plan Reports would be reviewed by the Planning Committee and submitted with (or without) comments or recommendations to the President and/or SGC.

G. The College would have to determine the best timeline/deadline for submission of Annual Implementation Plan Reports.

H. Bi-Annual Implementation Reports should be published and posted on the website.

Sample Implementation Plan and Report Structure (Current Draft Emp Goal 1)

EMP Goal 1: Increase and maximize equitable opportunities for students by improving flexibility in the delivery of programs and services. (Responsible Party)

Objectives:

1.1. By 2020-2021, develop and implement the Distance Education Plan to include online student services and technical professional development. (Responsible Party)

ACTIVITY	RESPONSIBLE PARTY	RESOURCES NEEDED	TIMELINE (Beginning & Ending Date)	OUTCOME	UPDATE TO ACTIVITY
1.1.1.					
1.1.2.					

1.2. By 2020-2021, develop and implement the Strategic Enrollment Management Plan (2020-2023) to include a flexible scheduling model, which addresses online, weekends, intersessions, short-term courses, and noncredit programs. (Responsible Party)

ACTIVITY	RESPONSIBLE PARTY	RESOURCES NEEDED	TIMELINE (Beginning & Ending Date)	OUTCOME	UPDATE TO ACTIVITY
1.2.1.					
1.2.2.					

1.3. Increase equitable access at the Brentwood center including, but not limited to, courses, programs, student support services, learning communities, student life through 2022-2023. (Responsible Party)

ACTIVITY	RESPONSIBLE PARTY	RESOURCES NEEDED	TIMELINE (Beginning & Ending Date)	OUTCOME	UPDATE TO ACTIVITY
1.3.1.					
1.3.2.					

Appendix

1. EMP Planning Process Timeline and Tasks (link to EMP page)
2. External Environmental Scan Profiles
3. Internal Environmental Scan Profiles
4. SOAR Analysis in relation to College Goals
5. Summary of the Strategic Plan 2014-2019 Evaluation Report
6. Summary of the EMP 2006-2016 Evaluation Report
7. Employee Engagement 2019
8. EMP Core Team
9. Annual Implementation Plan

EMP Planning Process Timeline and Tasks (link to EMP page)

External Environmental Scan Profiles

Internal Environmental Scan Profiles

SOAR Analysis in relation to College Goals

Summary of the Strategic Plan 2014-2019 Evaluation Report

Summary of the EMP 2006-2016 Evaluation Report

EMP Core Team

Annual Implementation Plan