Los Medanos College

EDUCATIONAL MASTER PLAN

2020-2025

Organizational Development and the Fulfillment of Our Mission

LOS MEDANOS COLLEGE

Los Medanos College

Educational Master Plan

2020-2025

EMP Core Group approved version 9.4.2020

To

Academic Senate, Classified Senate, and Student Senate
1st read 9.14.2020

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Function and Plan Alignment Structure

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

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

Thus, the goals and objectives established in the *Los Medanos College's Educational Master Plan 2020*-2025, which are grounded in addressing these central questions, serve to advance student success and ensure equitable outcomes for students.

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

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

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

3. decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79

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

4. increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure;

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

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

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

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

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

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

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

California Vision for Success

Contra Costa Community College District Strategic Plan

College Strategic Plans and Educational Master Plans

Contra Costa College Strategic Plan — Program Review and other College Plans

Diablo Valley College Educational Master Plan — Program Review and other College Plans

Los Medanos College Strategic Plan — Program Review and other College Plans

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

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

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

LMC 2020-25 EMP Goals	4CD Strategic Directions	CCCCO Vision for Success Goals	CCCCO "Call to Action" Strategies
Goal 1: Strengthen a culture of equity, diversity, inclusion, and racial justice.	**Strategic Direction 2:** Decrease Equity Gaps for All Students. **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District.	**Goal #5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 2:** Campus leaders must host open dialogue and address campus climate. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. **Strategy 4**: District Boards review and update your Equity plans with urgency. **Strategy 5:** Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan. **Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."
Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges. **Strategic Direction 2:** Decrease Equity Gaps for All Students.	**Goal #1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **Goal #2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **Goal #3** Decrease the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units. **Goal #5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 1:** A System-wide review of law enforcement officers and first responder training and curriculum. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.

LMC 2020-25 EMP Goals	4CD Strategic Directions	CCCCO Vision for Success Goals	CCCCO "Call to Action" Strategies
Goal 3: Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.	**Strategic Direction 3:** Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways.	**Goal #2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **Goal #4** Increase the percentage of exiting CTE students who report being employed in their field of study.	**Strategy 1:** A System-wide review of law enforcement officers and first responder training and curriculum.
Goal 4: To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships.	**Strategic Direction 3:** Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways.	**Goal #1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **Goal #2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **Goal #4** Increase the percentage of exiting CTE students who report being employed in their field of study.	**Strategy 1:** A System-wide review of law enforcement officers and first responder training and curriculum.
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges. **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District. **Strategic Direction 5:** Responsibly, Effectively, and Sustainably Steward District Resources.	**Goal #1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **Goal #5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."

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

While this Educational Master Plan informs the goals and objectives of other College Plans (i.e., Student Equity Plan, Technology Plan, and Facilities Plan), it is particularly important to articulate the functions of the Educational Master Plan and the Strategic Enrollment Management (SEM) Plan,

as there are identifiable intersections between these two major plans. Both of these plans are centered on Vision for Success and Guided Pathways goals; however, the SEM Plan is also designed to address the new Student-Centered Funding Formula (SCFF) and projected economic fluctuations. The comprehensive SEM Plan, which the College developed over the course of the 2019-2020 academic year, integrates instructional, student services, and administrative units and programs with broader College initiatives and focuses on three core student success components: the LMC Student Experience, Institutional Organization, and Fiscal Responsibility. Moreover, while the Strategic Enrollment Management Plan specifically focuses on optimizing enrollments, improving student success, and ensuring fiscal viability, connecting SEM goals to the College mission and Educational Master Plan (EMP) 2020-2025 goals will ensure that strategies and expected outcomes for both are congruent. Figure 2 illustrates the relationships between and among the District's Strategic Directions, the College's Educational Master Plan, and Strategic Enrollment Management Plan.

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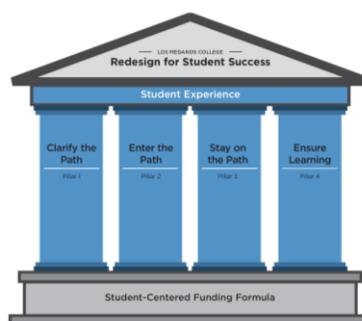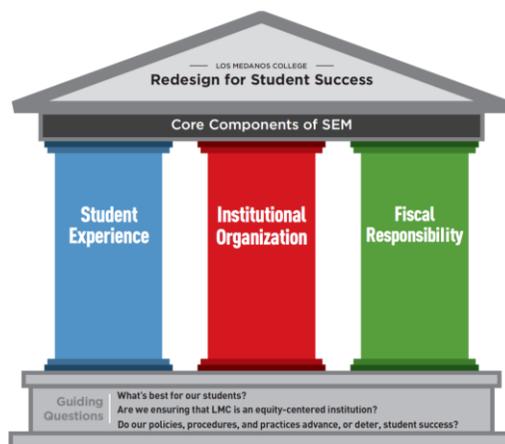
Operationalizing the Educational Master Plan

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

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Table 2. **LMC Institution-Set Standard**

	2014-2015	2015-2016	BASELINE 2016-2017	2017-2018	2018-2019	Institution-Set Standard	Stretch-Goal
Course Success	72.10%	71.6%	**73.5%**	73.1%	73.4%	**72.9%**	**75.4%**
Degree: AA/AS/AAT/AST	1161	1219	**1356**	1571	1556	**1356**	**1627** (20% increase from baseline)
Certificate of Achievement 18+ units	422	578	**694**	849	871	**694**	**833** (20% increase from baseline)
Transfer: AAT/AST	214	286	**325**	415	452	**325**	**439** (35% increase from baseline)

Data Source: CCCCO Data Mart 2.25.2020

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

III. Planning Process

III.   Planning Process

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

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

Ultimately, this approach to planning also helped to broaden cross-functional communication and foster cooperative organizational relationships while successfully merging different insights and perspectives, particularly on the student experience and improving student achievement. Table 3 provides an overview of the Educational Master Plan development timeline and brief descriptions of key milestones, activities, purposes or functions, and outcomes.

Table 3. Overview of the Educational Master Plan Development Process

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

TIMELINE	ACTIVITY	PURPOSE/FUNCTION	OUTCOMES
December- January 30, 2020	SOAR (Strengths, Opportunities, Aspirations, Results) Campus Survey	▪ Appreciative inquiry to assess organizational strengths, define aspirations, and establish anticipated results.	• Constituency groups and all campus stakeholders respond to survey. • Campus discussion of SOAR survey analysis ▪ Feedback for community partners survey and input
February 2020	EMP Public Forums for employees, students, and external community	▪ Inform stakeholders on the EMP process, data analysis; foster dialogue and obtain input on Five Guiding Questions.	▪ Collection of varied perspectives to inform the EMP goals and objectives.
February and March 2020	EMP Themes Identified (from Mission, Vision, Values, and SOAR Survey Results)	▪ Synthesize themes from mission, vision, and values review process, SOAR survey, and public forums.	▪ Draft themes for EMP Core Group to develop the EMP Goals and Objectives.
March 6, 2020	EMP Core Group Retreat	▪ Review draft Mission, Vision, Values ▪ Analyze data, surveys and reports ▪ Draft goals and objectives ▪ Explore integration of Technology, Facility, and Student Services	▪ Draft of EMP Goals and Objectives, which align with District and Vision for Success. ▪ Draft approaches to Technology, Facilities, and Student Services for EMP.
May – June 2020	Draft Goals and Objectives-College Input	▪ Refine draft goals and objectives for constituency group review.	▪ Feedback from constituency groups.
August 2020	EMP Final Draft-College Review	▪ Share and vet the final draft Educational Master Plan for publication.	▪ Feedback from constituency groups.
September 2020	EMP Final Draft-Shared Governance Review	▪ Governance approval-- Academic Senate, Classified Senate, Student Senate, and SGC	▪ EMP approvals completed
October – November 2020	College President approval (October) Governing Board approval (November)	▪ College Assembly (10/19/2020) ▪ Board approval (November)	▪ EMP approvals completed

IV. Core Beliefs

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Mission

Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as 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. (Under revision, coming soon)

Vision

Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most. (Under revision, coming soon)

Values

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.

(Under revision, coming soon)

College Goals

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

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

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

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

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

V. The College and its Service Area

V.   The College and its Service Area

Founded in 1974, Los Medanos College is the third of three community colleges in Contra Costa Community College District, serving primarily the East Contra Costa County community - one of the fastest growing areas of the County. The communities within the College's service area specifically include the cities of 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. Los Medanos College contributes significantly to the economic vitality of the region as a whole and consistently increases socio-economic opportunities for area residents.

With a main campus consisting 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 the 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, which offer living wages. 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 their educational and career goals.

While enrollment varies by semester, in 2018 Los Medanos College served approximately 9,700 students, which, as reflected in Figures 3, 4, and 5, includes students of diverse ethnicities, national origins, ages, and genders.

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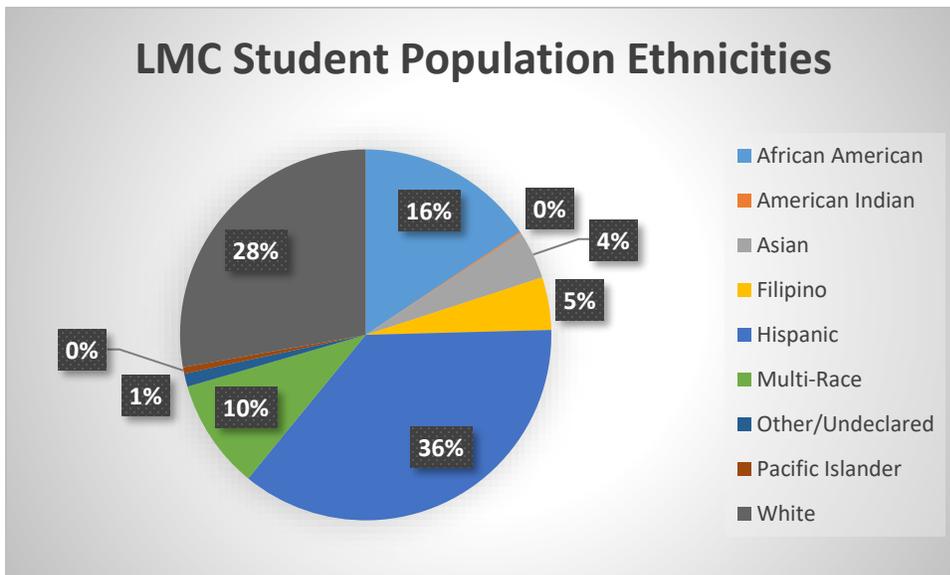
Source: District Research. Colleague (2019)

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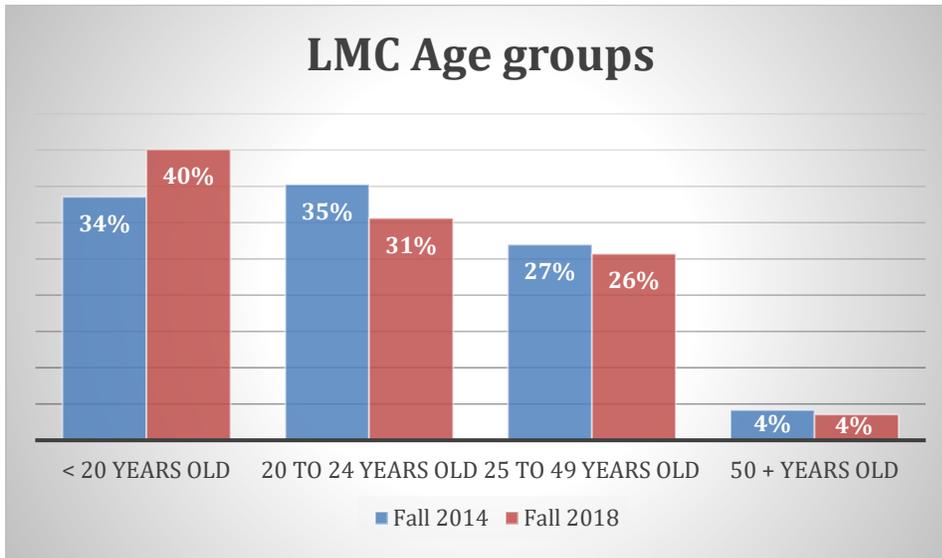
Source: District Research. Colleague (2019)

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

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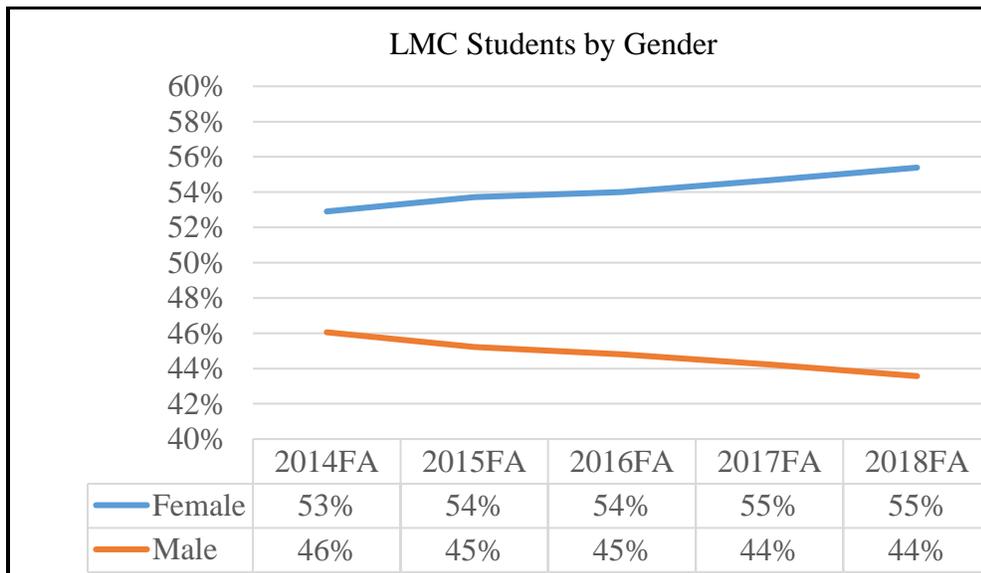
Source: District Research. Colleague (2019)

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

VI. Environmental Scans: Overview and Implications

VI.   Environmental Scans: Overview and Implications

Purpose

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

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

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

External Environmental Scan Overview

1. GENERAL POPULATION DATA AND PROJECTION SUMMARY

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

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

Source: California Department of Finance

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

Canvas of Service Area Population Trends

- *By population, Antioch, Pittsburg, Brentwood, and Oakley are the largest cities in the College's service area.*
- *Brentwood experienced the greatest one-year percentage increase in population.*
- *Bethel Island and Discovery Bay are currently among the smallest service area cities, they have seen the highest one-year percentage increases in population.*
- *Over the next decade the 25 to 39 age group is projected to increase significantly.*
- *The segments of the population identified as Multi-racial (Non-Hispanic), Black (Non-Hispanic), and Asian (Non-Hispanic) are projected to increase substantially.*
- *Between 2010 and 2017 median household income in Contra Costa County rose slightly more (i.e., by one to two percent) than median incomes for the US and California.*
- *Substantial increases in median income levels are especially evident in the College's primary service area of East County.*

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

2. SNAPSHOT OVERVIEW: FOUR LARGEST CITIES IN LMC SERVICE AREA (2017)

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

Table 4. Snapshot Data for Four Service Area Cities

City	% Pop. Change 2010-17	Median Age	Percent Foreign Born	Percent Homeowner	Percent Poverty	Largest Demogra-Phic In Poverty By Age/Gender	Largest Demogra-Phic 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

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

Canvas of Educational Attainment

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

4. COUNTY ECONOMIC AND LABOR MARKET DATA, PROJECTIONS, AND LOS MEDANOS COLLEGE PROGRAM GAPS

County and Regional Economic Data and Projection

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

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

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

Notable labor market conditions, which are included in the External Scan Profiles in the Appendix, focus on gainful economic opportunities for Los Medanos College's students and establish a foundation for the EMP's goals and objectives. Additionally, while the current economic fluctuations pose major forecasting challenges, through its Workforce and Economic Development Unit the College continuously monitors economic conditions for employment/unemployment, labor market trends, and gross regional product (GRP) output.   Although LMC produces an annual "environmental scan" of economic conditions in fall of each year, monitoring economic conditions is continuous, both through the analysis of data, and through engagement with industry partners via associations and professional organizations, as well as governmental and non-governmental economic development entities. To ensure that LMC is responsive to changing economic and workforce conditions, the College will continue to use innovative instructional tools such as non-credit, contract and community education, and short-term career programs to meet workforce needs and respond to rapidly changing conditions such as those posed during the COVID-19 pandemic of 2020.

County Income, Wage Data, and LMC Program Gap Analysis

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

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

An analysis of job growth projections correlated to living wages and LMC programs reveals that the College currently offers a number of degree and certificate programs that will ultimately prepare students for direct entry into growing occupational field with living wages, or for transfer to four-year college/university programs for bachelor's degrees required for these occupations. However, it does not offer degree or certificate programs, which would prepare students for entry into eleven 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.

5. K12 AND HIGH SCHOOL DATA PROFILE SUMMARY

As high schools are a major source of community colleges' student population, K12 enrollment projections point to potential student enrollment for Los Medanos College. While Los Medanos College draws students from around the region, the primary districts and high schools from which many entering LMC students have graduated include:

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

Notably, unlike K12 enrollments statewide, which are predicted to continue decreasing over the next decade as birth rates decline, Contra Costa County will see an increase in K12 enrollment through the 2027-2028 academic year. Moreover, intensified partnerships between the College and its K12 partners has resulted in an increased number of students from local high schools attending LMC.

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

Internal Environmental Scan Overview

1. CONTEXT

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

2. OVERVIEW OF NOTABLE TRENDS (2014-2018)

Student Characteristics and Achievement

Canvas of Notable Trends

Success and Persistence

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

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

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

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

- *CTE Courses: Fall-to-Fall Success, Completion, Enrollments by Delivery Method*
    - o Course Success 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) Retention Rate by Demographic* – 53% across all demographics; very little change in rates by group; compared to statewide fall to spring retention rate of 67%.

Student Demographics and Characteristics	Success, Persistence, Completion

- *Headcount* - Increase in overall student headcount at both Pittsburg Campus and Brentwood Center, but Pittsburg Campus experienced more significant percentage increase.	- *Awards (2014-15 to 2018-19)*
	o *Overall* - Increase in number of awards (AA/AS and Certificates ("1-4 Year" Certificates), but little change in number of 1-year Certificate awards.
- *Age* - Most notable increase in terms of number and percentage of the total student population – under 20 years; slight decreases in most other age groupings.	o *By Gender* - Slight increase in number of awards to females; small decrease in number of awards to males.
- *Ethnicity* - Most notable increase – Hispanic population; most notable decrease – White population.	
- *Gender* - Slight increase in percentage of female students; corresponding decrease in percentage of male students – pattern in colleges across the state and US.	o *By Ethnicity* - Increase in the percentage of awards to Hispanic students; lowest percentages of awards to Asian and African American students.
- *Educational Goals* - Most notable increase – Transfer with/without degree; most notable decrease – Career Development.	o *By Age* - Highest number of awards earned by students ages 20 to 24 years old; lowest number and percentage of awards were granted to students under 20 years and over 50 years.

Instructional Programs

Approach

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

An examination of fall-to-fall instructional program data for five previous academic years (i.e., 2014-2015 through 2018-2019) provides a composite representation of key enrollment and success trends by program. This data includes Census Enrollment, Fill Rates, FTES, FTES/FTEF, WSCH/FTEF, WSCH Growth, and Course Success Rates. Full data sets are located in the Appendix (Internal Environmental Scan Profiles).

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

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

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

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- ✓ *Program's Five-Year Average – Compared to Past Practice of 16*
- ✓ *Categorize - Above College Five-Year Average or Below 16*
- ✓ *FTES/FTEF Trend – F 2015 compared to F 019 (Over this Five-year span, program either increased FTES/FTEF, decreased, or remained the same).*

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- ✓ *Program's Growth Trend – F 2015 compared to F 2019*
- ✓ *Program Trend Compared to College Trend (F2015 to F2019)*
- ✓ *Categorize - Faster, slower or same as College (type of method used to forecast WSCH for space allocation projections)*

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

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

Student Learning Programs and Support Services

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

Student Success Services

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

Success Service	2014-2015	2018-2019	% Change
Academic/Progress Probation Services	98	751	666.33%
Counseling/Advisement Services	6927	5630	-18.72%
Education Plan Services	7559	18329	142.48%
Initial Assessment Services Placement	3718	5445	46.45%
Initial Orientation Services	3612	4583	26.88%
Other Services	5921	17322	192.55%

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

Disabled Student Program and Services (DSP&S)

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

Disability	2014-2015	2018-2019	% Change
Acquired Brain Injury	38	21	-44.74%
Attention Deficit Hyperactivity Disorder	na	77	
Autism Spectrum		71	
Developmentally Delayed Learner	59	50	-15.25%
Hearing Impaired	20	25	25.00%
Learning Disabled	213	419	96.71%
Mobility Impaired	76	54	-28.95%
Other Disability	437	160	-63.39%
Psychological Disability	111	183	64.86%
Speech/Language Impaired	8	2	-75.00%
Visually Impaired	12	24	100.00%

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

Extended Opportunity Programs and Services (EOPS)

There has been a significant increase in EOPS participation.

Program(s)	2014-2015		2018-2019		% Change
	Students #	Students %	Students #	Student %	
EOPS and CARE	75	0.60%	45	0.33%	-40%
EOPS (excluding CARE)	472	3.76%	789	5.81%	67%

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

Center for Academic Support

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

Tutoring – Individual Students	FALL 2015	FALL 2019	% CHANGE
Pittsburg	392	400	2%
Brentwood	32	29	-9.3%
Combined Total	424	429	1.2%
Consultation – Individual Students	**FALL 2015**	**FALL 2019**	**% CHANGE**
Pittsburg	966	591	-38.8%
Brentwood	65	102	56.9%
Combined Total	**1031**	**693**	**-32.8%**

Implications

1. Summary Overview of Trends:

- Both the population and the economy in the service area 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 prior to the current pandemic many residents had been working and were also spending comparatively more time commuting to their places of employment. While economic recovery may take five to ten years to return to 2019 levels of GDP and unemployment, those residents of East County who have experienced job losses will eventually return to work.
- 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). The recent rise in unemployment rates will likely exacerbate these inequities.
- Many residents are high school graduates, but do not have college degrees.
- K12 enrollments will increase and with a decrease in the high school drop-out rate, Los Medanos College will potentially see an increase in the number of students coming directly from area high schools; however, working with high school partners on early outreach to students at-risk of dropping out will be important to increasing equitable access to the College's programs and services.
- There have been notable improvements related to student success and achievement, but gaps among different student groups, instructional modalities, and course types persist. Additionally, as online instruction has recently emerged as a major method of delivery – a trend which may continue post-pandemic – improving outcomes for students enrolled in distance education courses and ensuring their access to support services will be important to closing achievement gaps.

2. Planning Implications and Recommendations:

Implications

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

o The combination of factors – increase in 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; and,
- working adults who are also likely to be caring for children or other members of multi-generational households and commuting to jobs in the region.

Recommendations

- o Develop and deploy information technology tools that will allow the College to track students' access to student services and learning support programs and implement an integrated data dashboard that will allow for the assessment and reporting of learning support outcomes.
- o Expand dual enrollment programs with local high schools.
- o Develop partnerships with 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 (e.g., Gear Up program model).
- o Deploy flexible program and schedule options for working adults (e.g., accelerated terms, weekend college, fully online or hybrid offerings, year-to-career program schedules, course and program offerings at job sites).
- o Expand childcare services at times that courses are scheduled.
- o Invest in professional development related to improving online instruction and support services.
- o Develop a robust First Year Experience as part of the Guided Pathways framework that more seamlessly transitions students from "prospective" status through their first year at LMC, by connecting students to just-in-time services and support in order to increase student retention, success, and persistence
- o To increase student access to holistic support services and programs, re-envision and implement the delivery of Student Services and learning support programs in an online environment, including the deployment of effective and integrated student support e-tools.

VII. College Goals and Objectives
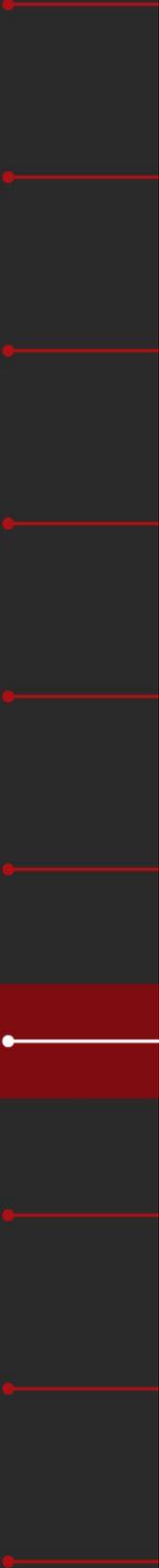
VII. College Goals and Objectives

These Educational Master Plan goals recognize new requirements outlined by the California Community Colleges Chancellor's Office (CCCCO) regarding the alignment of local strategic goals to system goals, as articulated in the Vision for Success. This plan contextualizes these system goals in our local environment and trends, while at the same time responds to our own identity, needs, and priorities.

Each goal includes specific objectives whose attainment will advance the College toward achieving that goal. Additionally, suggestions are offered for measuring progress over the next five years to support regular reflection, celebration of achievements, and course-corrections where needed.

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

Objectives:

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

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

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

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

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

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

Suggested Progress Measures for Goal 1:

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

2. Annually review progress toward goals identified in each college's Student Equity and Achievement plan.

3. Annually review progress toward Employee Diversity study.

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

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

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

Objectives:

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

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

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

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

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

Suggested Progress Measures for Goal 2:

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

2. Annually review College progress toward Vision for Success #2: Increase student transfers to the public universities (CSU and UC) by 35%.

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

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

5. Annually review progress toward goals identified in each college's Student Equity and Achievement plan.

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

Objectives:

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

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

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

Suggested Progress Measures for Goal 3:

1. Annually review College progress toward Vision for Success #2: Increase student transfers to the public universities (CSU and UC) by 35%.

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

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

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

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

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

Objectives:

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

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

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

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

Suggested Progress Measures for Goal 4:

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

2. Annually review College progress toward Vision for Success #2: Increase student transfers to the public universities (CSU and UC) by 35%.

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

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

Objectives

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

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

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

Suggested Progress Measures for Goal 5:

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

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

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

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

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

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

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

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

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

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

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

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

VIII. Implications for Technology and Facilities

VIII. Implications for Technology and Facilities

General Recommendations for Consideration:

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

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

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

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

Approach to Future Program Space Needs:

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

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

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

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

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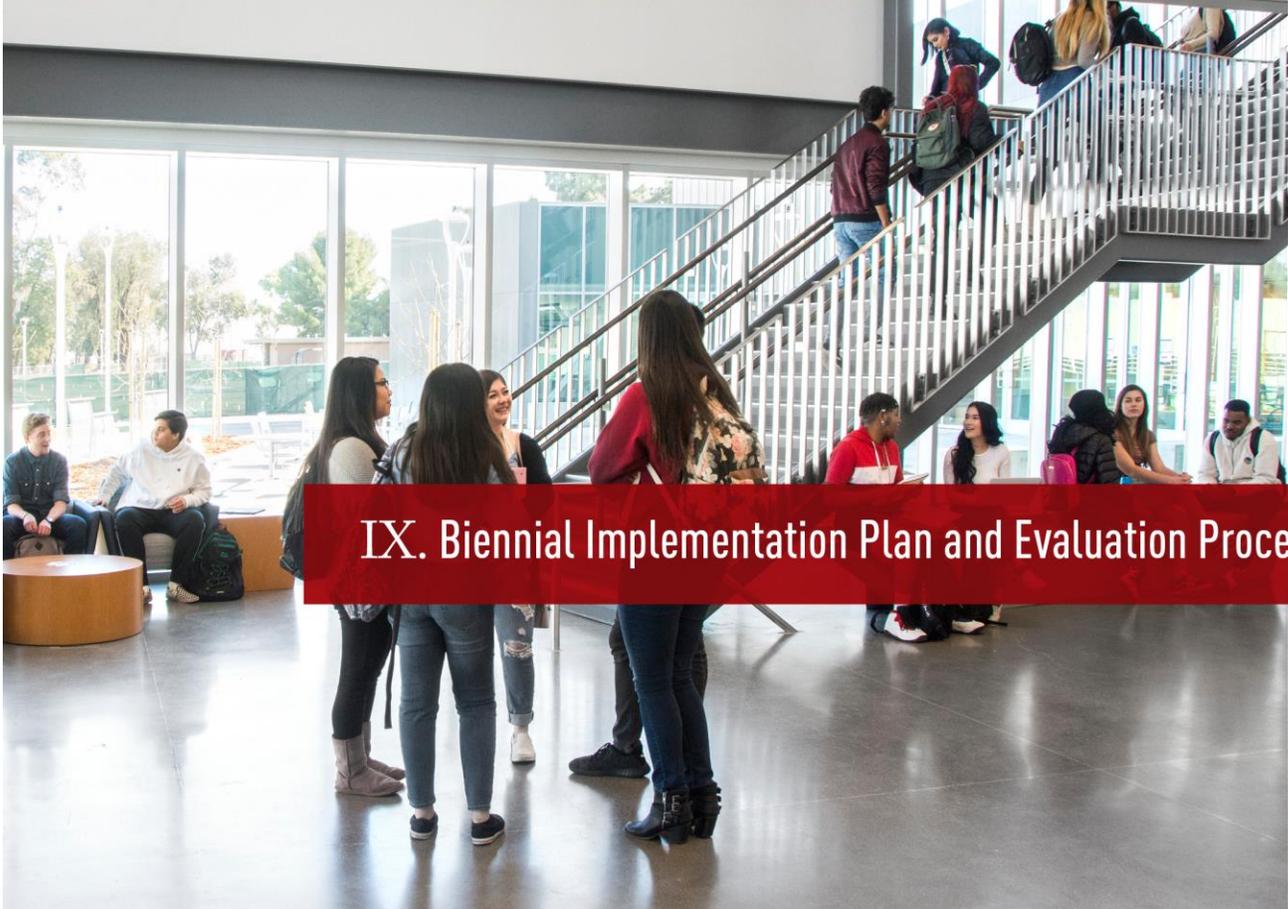
IX. Biennial Implementation Plan and Evaluation Process

IX.   Biennial Implementation Plan and Evaluation Process

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

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

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

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

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

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

C. *EMP Biennial Implementation Reports:*

   1. The EMP Biennial Implementation Plan progress updates will be captured in a Biennial Implementation Plan Report.

   2. The timeline/deadline for the submission of the initial Biennial Implementation Plan Reports will be in May 2022 and May 2023, as aligned with the program review cycle.

   3. Biennial Implementation Plan Reports will be reviewed by the Planning Committee and submitted to the President and/or SGC.

   4. Biennial Implementation Plan Reports will be published and posted on the website.

Sample Implementation Plan and Report Structure

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

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

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

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

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

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

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

X.   Appendix

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

X. Appendix

1. EMP Planning Process Timeline and Tasks

LMC Mission/Vision/Value and Educational Master Plan 2020-2025 Planning Process, Task, and Timeline	
Key Planning Process	Task
Kick Off Educational Master Plan 2020-2025	
Sept 11, 2019	1. Meet with EMP liaison and President's Cabinet to review the proposed Mission/Vision/Value and EMP workplan; activities, timelines, responsibilities, and draft of communications plan.
Sep 12-Sept 24	2. Meet with College leaders (Senates' presidents) to review the proposed Mission/Vision/Value and EMP workplan; activities, timelines, responsibilities, and draft of communications plan.
Sept 30, 2019	3. College Assembly: Mission/Vision/Value workshops and forum + EMP Overview Mission/Vision/Value (with focus on identification of stakeholders, formal and informal mandates/purposes, & "Six Key Organizational Questions") + overview of EMP purpose and development process
Oct 3 (Planning Committee)	4. Meet with the EMP Core Committee to discuss overall planning activities, timeline, responsibilities, and communication plan actions and methods. Gather input on the current planning process and structure and approach to integration.
Environmental Scan	
Oct--Dec. 2019	5. Conduct an assessment of existing plans to identify linkages (e.g., use RP Group's Crosswalk of College Plans and Processes and Accreditation Standards) between and among plans, identify planning gaps, and develop an approach to address gaps.
	6. Determine data sets for environmental scan, prepare additional data, and conduct environmental scan analysis. (**External Data Analysis Profiles**)
	7. Administer SOAR activity (Nov 8-20) to constituent groups (e.g., senates, SGC, SEM etc.), and gather themes to create SOAR survey and administer it in December 2019.
	8. Collect and synthesize instructional program and support services information, strengths, challenges, and opportunities, (including program reviews and interviews with program/unit/area representatives). (**Internal Data Analysis Profiles)**
Nov 7	9. Review #6 External Data Analysis Profiles, and review #7 proposed SOAR activity

Dec 5	10. Review #6 External Data Analysis Profiles and #8 review Internal Data Analysis Profiles.
College Forums: Identify College-wide key issues, strategies and opportunities	
January 24, 2020 (College Opening Day)	11. College Opening Day: Mission/Vision/Value + EMP progress (#5,6,7,8,9,10)
February 6	12. Review #8 Internal Data Analysis Profiles and review #7 SOAR survey results
February (3 College Forums)	13. Meet with faculty, classified professionals, deans, other administrators and students to gain input on program and services strengths and opportunities (e.g., college forums). Three EMP Forums in February. We could incorporate the information/analysis gathered in #5,6,7,8,9,10,11.
March 6 (Friday) (whole day)	14. Facilitate a one-day planning retreat to review college forums input, scan data, SOAR results, program and services information to include the following: (#5,6,7,8,9,10,11,12) 1. Identify emerging themes 2. Draft goals 3. Integrate SEM into EMP structure
Goal Setting	
March-April	15. Refine draft goals and develop objectives
Draft EMP	
April 9, 2020	16. Finalize goals and objectives
May 7	17. Prepare, review and vet first draft of Educational Master Plan.
August 24, 2020 (College Opening Day)	18. Share and vet the final draft Educational Master Plan for publication
September/October	19. Governance approval--Academic Senate, Classified Senate, Student Senate, (1st read--9/14 or 9/28; 2nd read 9/28 or 10/12) and SGC (1st read--9/23 and 2nd read 10/14) 20. College Assembly (10/19/2020)
November	21. BOT approval

2. Educational Master Plan 2020-2025 Website

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

3. Alignment of LMC EMP Goals and Objectives, 4CD Strategic Directions, CCCCO "Vision for Success" Goals & CCCCO "Call to Action" Strategies   *Revised Draft, 8/5/20*

LMC 2020-25 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies
Goal 1: Strengthen a culture of equity, diversity, inclusion, and racial justice **1.1.** Strategically recruit, support, train and retain a highly-qualified, diverse workforce. **1.2.** Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices. **1.3.** Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices. **1.4.** Utilize data to identify practices, prioritize actions, and allocate resources that address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately-impacted, and historically-underserved/under-represented groups. **1.5.** Foster and maintain a safe and welcoming learning and work environment for all by assessing campus climate and developing action plans to foster a more inclusive atmosphere. **1.6.** Engage and support all members of the College community in anti-racism and anti-discrimination efforts; review and enhance support strategies and resources for employees and students who have experienced racism, sexism, or any form of discrimination at the College.	**Strategic Direction 2:** Decrease Equity Gaps for All Students **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District	**GOAL #5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 2:** Campus leaders must host open dialogue and address campus climate. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. **Strategy 4**: District Boards review and update your Equity plans with urgency. **Strategy 5:** Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan. **Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."

LMC 2020-25 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies
Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs. **2.1.** By 2020-22, develop and implement the Strategic Enrollment Management Plan (2020-23) to include flexible and strategic scheduling, curriculum, integrated student support, and distance education. **2.2.** Implement the Student Equity Plan to meet institutional goals for reducing Equity Gaps and to ensure equitable success for all students. **2.3.** Across all of the College's instructional sites, increase equitable access to courses, programs and student support services, improved infrastructure, and technology resources through 2022-23. **2.4.** Improve the flexibility in the delivery of programs and services. **2.5.** Design and offer culturally responsive, historically accurate, anti-racist curriculum.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges **Strategic Direction 2:** Decrease Equity Gaps for All Students	**GOAL #1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **GOAL #2** Increase by 35% the number of students system-wide transferring annually to a UC or CSU. **GOAL #3** Decrease the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units. **GOAL #5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 1:** A System wide review of law enforcement officers and first responder training and curriculum. **Strategy 3:** Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.

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

LMC 2020-25 EMP Goals & Objectives	4CD Strategic Directions	CCCCO "Vision for Success" Goals	CCCCO "Call to Action" Strategies
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission **5.1.** By 2020-21, develop and implement the Distance Education Plan to include technology and instructional equipment, online student services, and technical professional development. **5.2.** Develop and implement the Facilities Plan by 2021-22. **5.3**. Develop a total cost of ownership policy model by 2021-22 and integrate it into all future institutional plans.	**Strategic Direction 1:** Improve Student Learning and Completion across District Colleges **Strategic Direction 4:** Cultivate a Culture of Engagement throughout the District **Strategic Direction 5:** Responsibly, Effectively, and Sustainably Steward District Resources	**GOAL #1** Increase by 20% the number of students annually who acquire associate degrees, credentials, certificates. **GOAL #5** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years.	**Strategy 6:** Join and engage in the Vision Resource Center "Community Colleges for Change."

4. External Environmental Scan Profiles

External Profiles

- Set 1: State and County demographic conditions and projections
- Set 2: Four City Demographic Snapshot
- Set 3: County Labor Market and Workforce, including LMC program gap analysis
- Set 4: K12 and High School data and projections
- Set 5: Workforce and Economic Summary (NH)
- External Data review Summary

Feedback Results from EMP Core Group (Diane)

5. Internal Environmental Scan Profiles

Internal Profiles, SOAR Survey Results, Public Forums

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

6. Public Forum and SOAR Analysis in relation to College Goals

- Monday, February 10, 2020: EMP Public Forum for Faculty/Staff/Managers
- Friday, February 21, 2020: EMP Public Forum for External Community
- Monday, February 24, 2020: EMP Public Forum for Students

 Power point

Data Analysis:

- Set 1: State and County demographic conditions and projections
- Set 2: Four City Demographic Snapshot
- Set 3: County Labor Market and Workforce, including LMC program gap analysis
- Set 4: K12 and High School data and projections
- Set 5: Student Demographics & Characteristics 2014 to 2018
- Set 6: Degree/Certificates by Program 2016-2017 to 2018-2019. Excluding COC
- Set 7: Enrollment and Productivity by Program Fall 2015 through Fall 2019
- Set 8: Student Services Programs
- Set 9: SOAR Survey Analysis (SurveyMonkey Report)

Forum Feedback

- February 10, 2020: Pittsburg. Brentwood.
- February 21, 2020: External Community
- February 24, 2020: Student Feedback

7. EMP Core Group Retreat

Friday, March 6, 2020

Agenda

Glossary of Key Planning Terms

Mission, Vision, and Values

- Draft Mission Statement: College Assembly handout (3.2.2020). Power Point (3.2.2020)
- Theme alignment on Mission, SOAR, and SEM

Profile Analysis and Implications

- Set 1: Profile Summary State and County demographic conditions and projections
- Set 2: Profile Summary Four City Demographic Snapshot
- Set 3: Profile Summary County Labor Market and Workforce, including LMC program gap analysis
- Set 4: Profile Summary K12 and High School data and projections
- Set 5: Profile Summary Student Demographics & Characteristics 2014 to 2018
- Set 6: Profile Summary. Degree/Certificates by Program 2016-2017 to 2018-2019. Excluding COC
- Set 7: Profile Summary. Enrollment and Productivity by Program Fall 2015 through Fall 2019
- Set 8: Student Services Programs
- Set 9: Profile Summary SOAR Survey Analysis (SurveyMonkey Report)
- Set 10: Profile Summary. Public Forums
- Set 11: Profile Summary. Employee Engagement Survey Report 2019
- Set 12: Profile Summary. Strategic Plan 2014-2019 Evaluation Report 2019
- Set 13: Profile Summary. Educational Master Plan 2006-2016 Evaluation Report 2018
- Set 14: Profile Summary. Comprehensive Program Review Evaluation Report 2018
- Set 15: Profile Summary. SENSE 2018
- Set 16: Profile Summary. CCSSE 2019

Gap Analysis and EMP Themes

- Gap analysis
- EMP Theme
- Theme alignment on Mission, SOAR, SEM, and EMP

EMP Goal Development

- Alignment with VfS and District Goals
- Vision for Success
- Technology, Facilities, Student Services implications in EMP

8. Draft Educational Master Plan Process

Draft Themes

[EMP Theme](#)

[Theme alignment on Mission, SOAR, SEM, and EMP](#)

Draft Goals and possible Objectives

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

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

Educational Master Plan Time Table

[Draft EMP Production Timeline](#)

[Draft Bi-Annual Implementation Plan](#)

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

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

9. EMP Core Team Members

Student Representatives
- Shagoofa Khan, LMCAS Senate Rep, Student
- Christian Ortiz, LMCAS Senate Rep, Student

Faculty Representatives
- Josh Bearden, Academic Senate Rep, Faculty & Chair, Social Sciences, Academic Senate President
- Scott Hubbard, Academic Senate Rep, Faculty, Mathematics Department/ TLC Chair
- Marie Arcidiacano Kaufman, Academic Senate Rep, Faculty & Dept. Chair, Communication Studies & Speech/Academic Senate Vice President
- Scott Warfe, Academic Senate Rep, Faculty, English, Faculty Research Coordinator, Accreditation Technical Writer
- Louie Giambattista, Academic Senate Rep, Faculty & Curriculum Committee Chair

Classified Professional
- BethAnn Stone, Classified Senate Rep, Administrative Support, Senior Administrative Assistant, Office of Planning & Institutional Effectiveness, Classified Senate Vice President
- Eloine Chapman, Classified Senate Rep, Senior Web Admin, TAG Rep (Spring 2020);
- Tammy Oranje, Classified Senate Rep, Financial Aid Scholarship Program Specialist (Fall 2019)
- Chris Long, Classified Senate Rep, Program Coordinator
- Paul West, Classified Senate Rep, Science Lab Coordinator
- Catherine Fonseca, Classified Senate Rep, Program Coordinator

Management
- Bob Kratochvil, Management Rep, College President
- Tanisha Maxwell, Management Rep, Vice President of Student Services
- Nancy Ybarra, Management Rep, Vice President of Instruction (Interim)
- Carols Montoya, Management Rep, Vice President of Business and Administrative Services
- Sabrina Kwist, Dean of Equity and Inclusion, Management Rep,

Chair
- Chialin Hsieh, Committee Chair, Senior Dean of Planning & Institutional Effectiveness

10. EMP Core Team Role and Communication Plan

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

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

Communication Plan

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

Committee/Groups
1. SGC: EEO, IDEA, Planning, PDAC, Safety, TLC, SEM
2. Academic Senate: Curriculum, TLC, Department Chairs, GE, DE
3. Classified Senate
4. Student Senate
5. Manager: President's Cabinet, President's Council, Student Services Leadership Team, Instructional Deans Team, Administrative Services Team

X. Appendix

Communication Plan Elements and Timeline

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

What	When	Purpose
EMP Timeline and Deliverables	After 10/3/2019	Provide information
Environmental Scan: External Data Analysis Profiles SOAR Data Gathering	After 11/7/2019	Provide information and seek feedback
Internal Data: Program Vitality	After 12/5/2019	Provide information and seek feedback
3 College Forums	After 2/6/2020	Remind constituents about the EMP Forums
Emerging Themes/Draft Goals	After 3/5/2020	
Draft Goals/Objectives/KPI	After 4/9/2020	
First draft EMP	After 5/7/2020	
Second draft EMP/Vetting	After College Opening Day	Solicit feedback
Governance approval	Oct 2020	Approval
BOT approval	Nov 2020	Approval

11.　Key Planning Document

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

Key Planning Document Analysis/Summary

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

12.   External and Internal Data

External Data (11/7/2019)

1. State/County Demographics (11/7/2019)
    - Population Growth by County
    - Population Growth by Age
    - Population Participation
    - Educational Attainment by County
    - Median Income
    - Unemployment
    - Largest Industries
    - Largest Occupations
2. Labor Market and Workforce (11/7/2019)
    - Job Growth
    - Employment Projections by Industry
    - Brentwood Economic Development Strategic Plan
    - CCTA TEP
    - City of Pittsburg Site Comparison
    - Contra Costa AEBG Report 2018 Final
    - Contra Costa Asset Map
    - Contra Costa Economy Overview
    - Contra Costa Highest Ranked Industries
    - East Bay Economic Outlook 2019-2020
    - Economic Mobility Research Brief
    - Economy Overview 4 Contra Costa County
    - Economy Overview 4 California Counties
    - NEWDI Strategic Action Plan
    - Oakley Economic Development Plan 2019
    - Occupation Overview County
    - Lift Up Contra Costa Demographic Analysis
    - Contra Costa Economy Overview
    - Highest Ranked Industries in Contra Costa County
    - Economy Overview of 4 California Counties
3. High School Pipeline (11/7/2019)
    - HS Graduate Projections
    - First-time to College Headcount
    - English and Math Placement (by ethnicity)

Internal Landscape (12/5/2019)

1. Student Characteristics (12/5/2019)
    - Headcount
    - Headcount by Age
    - Headcount by Ethnicity
    - Headcount by Gender
    - Headcount by District Residency
    - Headcount by Financial Aid Status
    - Headcount by Educational Goal
    - Top 10 Majors (*Tableau Course Success View: LMC EMP Top 10 Program of Study)*
    - Awards
    - Course Success
    - Course Type & Delivery

- o [Fall-to-Fall Retention](#)
2. Student Outcomes (12/5/2019)
    - o Transfer Volume and Rates
    - o Degrees/certificates Conferred by Demographic Variables (*Tableau Degree/Certificate View: LMC EMP DegreeCertificate)*
    - o Persistence Rate by Demographic Variables (*Tableau Course Success View: LMC EMP Persistence Rate)*
    - o Course Success Rate by Demographic Variables (*Tableau Course Success View: LMC EMP CourseSuccess)*
    - o Basic Skills Improvement Rates by Demographic Variables
    - o Skills Builder Rates
    - o Course Type & Delivery
3. Technology (12/5/2019)
    - o Online Education
    - o Current and future impactful technologies in higher education
4. Education and Public Policy (12/5/2019)
    - o Impactful state and national legislation and initiatives
5. [Degree/Certificates by Program 2016-2017 to 2018-2019](#). [Excluding COC](#)
6. [Enrollment and Productivity by Program Fall 2015 through Fall 2019](#)