

Los Medanos College

Educational Strategic Plan

2026-2031



Acknowledgements



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Executive Summary

The Los Medanos College Educational Strategic Plan 2026–2031 is a comprehensive, equity-centered framework guiding the institution through a period of meaningful change. Grounded in data, shaped by the voices of the College community, and aligned with District priorities, the plan establishes a clear direction for advancing student success, institutional effectiveness, and community impact. It is both a strategic roadmap and a call to action—challenging the College to serve students with intention, address inequities, and remain adaptable in a rapidly changing educational and economic landscape.

Plan Development Process

The development of the Educational Strategic Plan began in Spring 2025 with a college-wide engagement process to initiate the updating of the institution's Mission, Vision, and Values, establishing the foundational framework for all subsequent planning efforts. During Spring and Summer 2025, institutional and Student Equity Plan data were analyzed to identify disproportionately impacted student populations to ground the planning process in equity-focused data. In September 2025, the College Assembly marked a pivotal milestone with the formal launch of the current Integrated Planning Cycle, aligning Program Review, the Student Equity Plan, and the Educational Strategic Plan within a unified planning cycle. The following month, Community Forums provided an opportunity for broad stakeholder input, with community members contributing perspectives on access, programs, learning outcomes, and institutional partnerships. Additionally, the October 2025 College Assembly session facilitated a review of institutional and equity data to directly inform the development of strategic goals. The Fall 2025 semester concluded with the finalization and submission of the Student Equity Plan, which established the core metrics and priorities that continue to guide the College's equity-focused work.

Spring 2026 saw the 4CD Governing Board approval of the Mission, Vision, and Values, the submission of Program Reviews, and the drafting of the Educational Strategic Plan. Shared across constituencies, the Plan continued to improve through feedback and revision and was approved by Academic, Classified and Student Senates along with the Los Medanos College Shared Governance Council in May 2026.

Educational Strategic Plan Foundation & Context

At Los Medanos College, equity is not an initiative; it is a responsibility embedded in all aspects of institutional practice. The plan integrates servingness and anti-racist frameworks to move beyond prioritizing access, toward actively designing systems that support student success,

belonging, and well-being. Equity is embedded at every level: program design, instruction, resource allocation, and evaluation.

Developed through broad participation by faculty, classified professionals, administrators, students, and community partners, the plan is informed by institutional data, program review findings, survey results, and analysis of internal and external environments.

Three key themes shape its direction:

- Theory of change: Grounded in servingness and anti-racist institutional transformation, this framework drives meaningful, systemic change rather than incremental improvements.
- Data-informed progress and challenges: Enrollment recovery, growth in dual enrollment, and improvements in select outcomes reflect institutional resilience—yet equity gaps persist, requiring sustained, intentional strategies that address structural barriers.
- Regional context: Demographic shifts, economic variability, and evolving workforce demands require the College to expand its reach, strengthen pathways for adult learners, and align programs with emerging industry needs.

Four strategic areas of focus quickly emerged from cross-constituent dialogue, analysis of the qualified survey data, quantified outcomes data, and internal and external scans. Goals for improvement were set to drive improvement. The following four goals are each supported by specific objectives, measures, and broad activities developed directly from the program review documents submitted by each unit and department during the Spring 2026 process. This structure ensures that the plan is not only aspirational, but also practical and assessable. The objectives clarify intended outcomes, the measures identify how progress will be tracked, and the activities outline the general actions that will support implementation. Across all four goals, the framework emphasizes equity, student success, collaboration, data-informed decision-making, and continuous improvement.

Goal 1: Improved Campus Culture

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

Goal 2: Equitable Student Access, Learning, and Outcomes

Expand equitable student access to enrollment and wrap-around support services — integrated resources designed to address academic, personal, and basic needs — while

strengthening the first-year experience and improving persistence, completion, and transfer that lead to sustainable employment outcomes.

Goal 3: Increased Partnerships

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

Goal 4: Continual Improvement of Practices and Infrastructure

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

Integrated Planning Infrastructure

A defining strength of this plan is its integration with program review and the Student Equity Plan. This alignment connects institutional priorities directly to on-the-ground activities, ensures decisions are evidence-informed, and focuses college resources on strategies that advance equity and student success. Planning is guided by a continual cycle—Discover, Design, Resource, Implement, Evaluate, and Reflect—positioning the College for ongoing learning and adaptation rather than static, isolated planning.

Planning evaluation, covered in Chapter 5, will keep the College on track with achieving the objectives and goals laid out in Chapter 4, through data-informed efforts to continually improve and to hold ourselves accountable to that improvement.

Path Forward

The success of this plan depends on collective ownership, transparent decision-making, and continual engagement across the campus community. Student success is a shared responsibility—one requiring collaboration, accountability, and sustained commitment. By maintaining focus on data, student voice, and institutional accountability, Los Medanos College is well-positioned to make meaningful progress toward its goals and fulfill its core purpose: ensuring that all students, particularly those historically underserved, have the opportunity, support, and environment to learn, persist, complete, and thrive.

Chapter 1: Introduction

Planning Context

As the newest of three colleges within the Contra Costa Community College District (4CD), Los Medanos College (LMC) has a vibrant history of serving the diverse communities of eastern Contra Costa County, including Antioch, Brentwood, Oakley, Pittsburg, and surrounding areas. Since its founding in 1974, the College has grown into a comprehensive institution offering transfer, career technical education, and foundational skills programs that support equitable student success and regional workforce development.

Los Medanos College operates in alignment with districtwide strategic directions, accreditation standards, and statewide initiatives. The District's 2025–2030 Strategic Plan provides a unifying framework that guides decision-making, fosters collaboration across colleges, and ensures that institutional efforts are coordinated to improve outcomes for students and communities.

The 4CD Strategic Plan establishes four overarching goals that directly inform and shape college-level planning:

1. Equitably improving student learning and completion through holistic support;
2. Fostering a culture of inclusion, belonging, and student-focused engagement;
3. Advancing future readiness through innovation and adaptability; and
4. Ensuring responsible and sustainable stewardship of resources.

These goals are grounded in the District's mission to deliver high-quality, equity-centered educational programs and to prepare students to thrive in a changing world.

In alignment with this districtwide framework, Los Medanos College engages in an ongoing, integrated planning process that connects its Student Equity Plan, program review, this Educational Strategic Plan, and resource allocation processes. The College's planning efforts are guided by a commitment to equity, inclusion, and student-centered practices, with a focus on closing opportunity gaps and improving completion outcomes for historically marginalized student populations. This work reflects District priorities to simplify systems, remove structural barriers, and provide culturally responsive, evidence-based support services that promote student success.

Los Medanos College's Educational Strategic Planning process builds on this foundation by incorporating input from faculty, staff, students, and community partners, as well as analysis of

institutional data, labor market trends, and regional demographics. Central to this process is the systematic use of departmental program review, through which instructional, student services, and administrative departments and units identify goals and improvement strategies grounded in evidence and outcomes assessment. These program-level plans and activities are reviewed, synthesized, and elevated to inform collegewide priorities, ensuring that the Educational Strategic Plan reflects both institutional goals and the on-the-ground needs of programs and services. Consistent with District priorities, the College emphasizes strengthening educational pathways, expanding access to flexible and innovative learning opportunities, and aligning programs with workforce needs to support social mobility and economic vitality in Contra Costa County.

In addition, LMC's planning reflects the District's emphasis on fostering inclusive and engaging environments where students and employees feel connected, valued, and supported. Through participatory governance, professional development, and intentional efforts to elevate student voice, the College contributes to a districtwide culture of belonging and continuous continual improvement.

This Educational Strategic Plan represents the culmination of a collaborative, data-informed, and student equity centered effort. It is designed to guide Los Medanos College in advancing its mission while contributing to the broader goals of the Contra Costa Community College District—ensuring that the College remains responsive, innovative, and equity-focused in meeting the evolving needs of its students and communities over the next decade.

Los Medanos College Profile

Los Medanos College (LMC) is located in Pittsburg, California, in eastern Contra Costa County, with an additional instructional location in Brentwood. The College serves a diverse and growing region that includes the cities of Antioch, Brentwood, Oakley, Pittsburg, as well as surrounding communities. Situated approximately 45 miles northeast of San Francisco, the College is part of the Contra Costa Community College District (4CD), one of the largest multi-college districts in California, serving more than 1.1 million residents across Contra Costa County. More detailed profile information can be found in [Chapter 3](#).

Los Medanos College opened in 1974 to meet the expanding educational and workforce needs of eastern Contra Costa County. Since its founding, the College has grown from a small local campus into a comprehensive community college offering a wide range of transfer, career technical education, and foundational skills programs. Over the decades, the College has expanded its facilities, academic offerings, and student support services in response to regional population growth and economic change.

The College has played a critical role in the region's economic and social development. As part of 4CD, Los Medanos College contributes to a broader district impact estimated at \$2.3 billion annually in regional income and supports thousands of jobs across Contra Costa County. This impact reflects the College's role in preparing students for transfer, employment, and career advancement in key regional industries.

Today, Los Medanos College continues to evolve in response to changing community needs, including demographic shifts, workforce transitions, and advances in instructional delivery. The College's planning efforts emphasize equitable access, student success, and alignment with regional economic priorities, ensuring that it remains a vital educational resource for eastern Contra Costa County.

Student Profile

Los Medanos College serves a diverse student population that reflects the demographic and socioeconomic characteristics of its service area. The College enrolls approximately 12,000–13,000 students annually, with enrollment patterns influenced by broader economic conditions, demographic trends, and external disruptions such as the COVID-19 pandemic.

Enrollment trends over the past two decades demonstrate the College's responsiveness to economic cycles. Enrollment has increased during periods of economic recession, such as the 2008 financial crisis, and declined during economic recovery periods. More recently, the COVID-19 pandemic led to a significant drop in enrollment—from approximately 13,400 students in 2019–2020 to under 12,000 in 2020–2021—with gradual recovery occurring in subsequent years.

The student population at Los Medanos College is predominantly part-time, with approximately 65% of students enrolled in fewer than 12 units per semester, and 35% attending full-time. This pattern reflects the needs of working adults, first-generation college students, and students balancing education with family and employment responsibilities.

LMC serves a highly diverse student body and plays a critical role in advancing educational equity within the region. Hispanic/Latino students represent the largest group, comprising approximately 46% of the student population, followed by white (17%), Asian (12%), and Black/African American (13%) students. Compared to Contra Costa County as a whole, the College serves a higher proportion of historically underrepresented students, underscoring its importance as an access point to higher education.

The socioeconomic and educational context of the service area further shapes the student profile. While most service-area adults have completed high school, only about 26% hold a

bachelor's degree or higher, which is well below county and state averages. This indicates a strong demand for community college education and highlights the College's role in supporting transfer, degree completion, and upward mobility.

Additionally, the service area reflects a diverse income distribution, with a substantial proportion of households in low to middle-income brackets. These conditions reinforce the importance of financial aid, student support services, and flexible scheduling options in promoting student persistence and completion in higher education opportunities that Los Medanos College provides.

Academic Programming

Los Medanos College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges and operates as a comprehensive public community college offering a wide range of academic and career education programs.

The College provides instruction across transfer education, career technical education (CTE), basic skills, and noncredit offerings. Programs are designed to support multiple educational goals, including transfer to four-year institutions, workforce entry and advancement, and lifelong learning. Academic offerings are aligned with regional labor market needs and district priorities, particularly in high-demand sectors such as healthcare, education, transportation, and skilled trades.

Los Medanos College offers a broad array of associate degrees, associate degrees for transfer (ADT), and certificates of achievement. These programs are complemented by student support services and guided pathways designed to help students clarify goals, complete programs efficiently, and transition successfully to employment or further education.

Instructional delivery at the College has undergone a significant transformation in recent years. While most courses were historically offered face-to-face (approximately 87% in Fall 2019), the COVID-19 pandemic accelerated a shift toward online and hybrid modalities. As of Fall 2025, approximately 42% of courses are offered fully face-to-face, with the remainder delivered through online and hybrid formats. This shift reflects both changing student preferences and the College's commitment to expanding access through flexible learning options.

The College's academic programming is continually evaluated and improved through an integrated planning process that includes program review, outcomes assessment, and alignment with institutional and district strategic goals. Through this approach, Los Medanos College

ensures that its educational offerings remain responsive to student needs, community expectations, and the evolving economic landscape of Contra Costa County.

Mission, Vision, and Values

Mission

Los Medanos College serves our diverse community by providing transformative education and student-centered support rooted in inclusion, innovation, and partnership.

Vision

Los Medanos College will transform our community through innovative, dynamic, equitable, and diverse educational experiences, support services, and career opportunities empowering students and staff to achieve their potential as leaders, learners, and professionals.

Values

Diversity: We believe deeply in the important role of diversity in the success of our students and institution. We recognize that our highest potential – individually and collectively – can only be achieved when we: embrace and celebrate the diversity in our student body and community; hire, support, and retain a diverse and highly-qualified workforce; provide a wide array of diverse course offerings, academic programs, and support services; ensure that diverse perspectives and culturally-responsive practices are reflected in our curricula and learning environments; and advocate for racial and social justice for all.

Equity: We commit to actively identifying and removing barriers to access, opportunity, and success for all members of our community. We go beyond inclusion to ensure fair treatment, meaningful participation, and the resources necessary for everyone to thrive.

Respect: All members of our campus community deserve – and must be treated with – respect. We honor the attributes, skills, abilities, and contributions of everyone, and are committed to treating one another with dignity, civility, and compassion.

Empowerment: We believe in fostering confidence, agency, and self-determination in students, faculty, and staff. Through trust, support, and opportunities for growth, we empower individuals to achieve their full potential and contribute their unique talents to the LMC community.

Integrity: We demonstrate integrity in the development and delivery of all programs, services, and operations. As good stewards of public resources and trust, it is incumbent upon us to educate and engage our students, colleagues, and community with honesty, transparency, and accountability.

Theory of Change and Integrated Planning

Los Medanos College's theory of change is grounded in the understanding that equitable student outcomes are achieved through intentional transformation of institutional structures, culture, and practices. Rather than focusing solely on improving individual student performance, the College's approach centers on redesigning systems to better serve students—particularly those from historically marginalized and disproportionately impacted populations.

This theory of change is anchored in two complementary frameworks:

1. Servingness (Garcia, 2020)
2. A Framework for Advancing Anti-Racism Strategy on Campus (National Association of Diversity Officers in Higher Education [NADOHE], 2021)

Together, these frameworks provide a comprehensive model for advancing equity by aligning institutional identity, structures, and practices with students' needs, experiences, and strengths.

Servingness as an Institutional Responsibility

At the core of Los Medanos College's theory of change is the concept of *servingness*, which reframes institutional effectiveness from access to intentional service. Premised on Gina Garcia's (2020) notion of "servingness," LMC's approach to servingness emphasizes that enrolling diverse students is insufficient; institutions must actively design environments, policies, and practices that enable those students to thrive.

Servingness is a multidimensional framework that includes both:

- Indicators of serving (student outcomes and experiences)
- Structures for serving (institutional policies, practices, and culture)

This dual focus shifts responsibility from students to the institution. It requires Los Medanos College to examine not only whether students succeed, but how institutional systems contribute to or hinder that success and commit to changing systems to increase students' success.

Importantly, servingness expands the definition of student success beyond traditional academic metrics to include:

- Increased sense of belonging and validation;
- Identity development and cultural affirmation;
- Student engagement and leadership; and
- Holistic well-being

These outcomes are recognized as essential conditions for persistence and completion, particularly for students who have historically been underserved by higher education systems.

Anti-Racism as Structural Transformation

Complementing servingness, Los Medanos College's theory of change is informed by the National Association of Diversity Officers in Higher Education's (NADOHE, 2021) *Framework for Advancing Anti-Racism Strategy on Campus*, which provides a systemic approach to addressing inequities.

The NADOHE framework identifies key institutional domains where transformation must occur, including:

- Institutional structures;
- Policies and procedures;
- Resource allocation;
- Academic equity and student success;
- Curriculum and pedagogy;
- Hiring, retention and promotion;
- Institutional programming
- Education/training/employee development;
- Campus climate and culture;
- Admission and access.

Central to this framework is the understanding that racism is embedded within institutional systems, and therefore, equity work must focus on dismantling structural barriers rather than implementing isolated interventions.

This perspective reinforces that:

- Equity requires proactive, systemic change.

- Institutional policies and practices must be examined through a racial equity lens.
- Resource allocation must reflect stated equity commitments.
- Accountability must be embedded in institutional processes.

At Los Medanos College, this framework informs how the institution evaluates and redesigns systems to ensure that they do not inadvertently reproduce inequities.

Theory of Change – Equity Strategy

LMC's integration of servingness and anti-racism frameworks is operationalized through the College's Student Equity Plan, which serves as the primary mechanism for identifying equity gaps and defining institutional priorities.

The Student Equity Plan establishes a focused set of student success metrics, including:

- Successful enrollment;
- Persistence (first to second term);
- Completion of transfer-level math and English;
- Degree and certificate attainment; and
- Transfer.

These metrics function as indicators of serving, reflecting the measurable outcomes of institutional effectiveness. At the same time, the College recognizes that improving these metrics requires transforming the structures for serving, including pedagogy, student support systems, policies, and resource allocation.

In this way, the Student Equity Plan bridges the two frameworks:

- Servingness → defines what it means to truly serve students, and
- Anti-racism → defines how institutional systems must change to achieve equity.

Institutional Transformation Through Alignment

Los Medanos College's theory of change is based on the premise that sustainable equity gains occur when frameworks, metrics, and institutional processes are aligned. This alignment ensures that:

- Institutional goals reflect equity-centered definitions of success;
- Data are used to identify and monitor disparities;
- Programs and services are designed to address systemic barriers;

- Resources are allocated to support equity-focused strategies; and
- Accountability is embedded at all levels of the institution.

Rather than treating equity as a discrete initiative, this model embeds it into the institution's core operations.

Expected Institutional Impact

Through this theory of change, Los Medanos College seeks to transform itself into an institution that not only provides access but actively serves and affirms all students. This includes:

- Eliminating equity gaps across key student success metrics;
- Creating culturally responsive and inclusive learning environments;
- Strengthening holistic supports that address academic and non-academic needs; and
- Embedding equity into institutional decision-making and resource allocation.

Ultimately, this approach positions Los Medanos College as an institution that holds itself accountable for student success, ensuring that systems are designed not for the average student but for those who have been historically underserved.

Integrated Planning Model and Cycle

Los Medanos College (LMC) utilizes a comprehensive, integrated planning framework that aligns institutional priorities, resource allocation, and continuous improvement processes across all levels of the College. At the center of this framework is the Student Equity Plan, which serves as the primary driver of institutional goals, metrics, and strategies to advance equitable student outcomes.

Student Equity at the Core of Planning

LMC's integrated planning model places the Student Equity Plan at the core of institutional decision-making. The SEP establishes priority populations, identifies equity gaps, and defines key performance metrics related to access, success, and completion. These metrics are not isolated within a single plan; rather, they are intentionally adopted across the College's Educational Strategic Plan, program review processes, and resource allocation systems to ensure coherence and sustained focus on equity outcomes.

In addition, the College incorporates student voices and experiences through survey-based measures (e.g., the Real College Survey and CCSSE/SENSE), further strengthening the alignment between quantitative outcomes and qualitative insights.

This approach reflects a commitment to equity-centered planning, in which all institutional efforts—whether instructional, student services, or administrative—are aligned to improve outcomes for disproportionately impacted students. By anchoring planning in the SEP and with significant student input, the College ensures that equity is not a parallel initiative, but the foundation of all institutional priorities and actions.

Alignment of Metrics Across Plans

A key feature of LMC’s integrated planning model (see Figure 1) is the use of a common set of student success metrics across all major planning and evaluation processes. These metrics are organized along the student journey and include measures of:

- **Access and Enrollment** (e.g., applicant-to-enrollment yield, overall enrollment, financial aid participation);
- **Early Momentum and Success** (e.g., persistence from first to second term, completion of transfer-level math and English, course success rates); and
- **Completion and Post-Completion Outcomes** (e.g., degrees and certificates awarded, transfer, living wage attainment).

These metrics are consistently applied across the Student Equity Plan, Educational Strategic Plan, Vision 2030 reporting, and departmental program review.

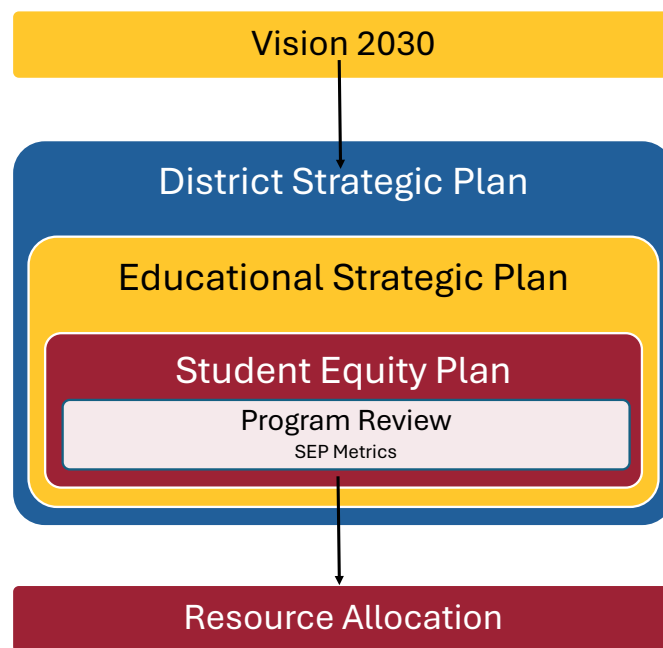


Figure 1. Integrated Planning Graphic

By using a consistent, shared set of indicators, the College creates a unified framework for evaluating progress, identifying equity gaps, and prioritizing actions across all levels of the institution.

Integration with Program Review

Departmental program review is a central mechanism for operationalizing integrated planning at Los Medanos College. Each instructional, student services, and administrative unit engages in a regular cycle of program review that includes analyzing disaggregated student outcomes, identifying equity gaps, and developing targeted goals and activities.

Program review is explicitly aligned with the Student Equity Plan metrics and priorities. Departments are expected to:

- Use Student Equity Plan-aligned metrics to assess program performance;
- Identify disproportionately impacted student populations;
- Develop equity-focused goals and strategies; and
- Propose resource needs tied to improving student outcomes.

These program-level activities are aggregated and synthesized to inform collegewide planning priorities within the Educational Strategic Plan. In this way, departmental insights directly shape institutional direction, ensuring that planning remains grounded in evidence and practice.

This alignment ensures that the same metrics used to evaluate institutional effectiveness are also used at the program level, creating a seamless connection between planning, implementation, and evaluation.

Integrated Planning Cycle

Los Medanos College's planning processes are structured around a continuous improvement cycle that connects program review, student equity planning, strategic planning, and resource allocation. This cycle includes the following stages:

1. **Discover** – Analyze student outcome data, identify equity gaps, and review best practices;
2. **Design** – Develop strategies and prioritize activities aligned with SEP and institutional goals;
3. **Resource** – Allocate funding and resources based on prioritized, equity-focused activities
4. **Implement** – Carry out initiatives at the program and institutional levels;
5. **Evaluate** – Assess effectiveness using common student success metrics; and

6. Reflect and Report – Share results, refine strategies, and inform the next planning cycle.

This structured cycle ensures that planning is iterative, data-informed, and continually responsive to student needs. It also reinforces the connection between planning and budgeting, as resource allocation decisions are guided by program review findings and equity priorities.

Planning and Resource Allocation

Resource allocation at Los Medanos College is directly tied to integrated planning processes. Funding decisions are informed by:

- Program review recommendations;
- Student Equity Plan priorities; and
- Educational Strategic Plan goals.

The Resource Allocation Process is designed so that requests for resources must demonstrate a clear connection to improving student outcomes, particularly for disproportionately impacted populations. This ensures that limited institutional resources are strategically invested in initiatives that advance equity and student success.

The College's planning and budgeting processes are intentionally aligned to create a transparent and evidence-based system in which priorities identified through program review and equity planning are translated into funded actions.

Institutional Commitment to Continuous Improvement

Through this integrated planning framework, Los Medanos College ensures that equity, data, and collaboration are at the center of institutional decision-making. By aligning metrics, processes, and resources across all levels of the College, LMC has created a cohesive system that supports continuous improvement and advances its mission to provide equitable access, opportunity, and success for all students

Chapter 2: Overview of the Educational Strategic Plan

Purpose and Process 2025-2026

Educational Strategic Plan Purpose

Los Medanos College's Educational Strategic Plan 2026-2031 is a forward-looking, student-centered roadmap that guides the College's collective efforts over the next five years. Grounded in our Mission, Vision, and Values, the plan affirms our commitment to equitable student success, meaningful community impact, and continuous institutional learning.

Higher education continues to evolve in response to advances in technology, shifts in workforce needs, and the growing diversity of the communities we serve. These changes present not only challenges, but also powerful opportunities. At Los Medanos College, we view this moment as one of possibility—an opportunity to strengthen what we do best while reimagining how we serve students and our community with greater intention, equity, and effectiveness.

This Educational Strategic Plan serves several essential purposes:

- **Clarifying Direction:** defining shared priorities that align our daily work—across instruction, student services, and operations—toward common goals.
- **Advancing Equity:** centering the outcomes, metrics, and processes of the Student Equity Plan, ensuring that closing equity gaps and supporting disproportionately impacted students remain at the heart of institutional decision-making.
- **Strengthening Integration:** centering program review, resource allocation, student learning outcomes assessment, and other institutional plans into a coherent, cyclical planning process.
- **Fostering Collective Ownership:** reflecting the voices of students, employees, and community members, reinforcing the idea that strategic planning is not a simple document, but rather a meaningful, ongoing, and shared practice.

Ultimately, this plan is both a guide and a commitment: a guide for how we will prioritize our efforts, and a commitment to ensuring that all students have the opportunity to thrive, complete their goals, and contribute meaningfully to our community.

Overview of the Educational Strategic Plan Development Process

The Educational Strategic Plan was developed through a comprehensive, participatory, and iterative process grounded in two core principles:

1. An Equity-Centered Planning Process

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

2. A Continual Integrated Planning Cycle

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

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

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



Figure 2. Integrated Planning Cycle Graphic

Discover Phase (Spring – Fall 2025)

The Discover phase focused on building a shared foundation through data, engagement, and equity-centered inquiry.

- **Mission, Vision, and Values Development (Spring – Fall 2025)**
College-wide engagement informed updated Mission, Vision, and Values, establishing the foundation for all planning.
- **Identification of Prioritized Student Populations (Spring – Summer 2025)**
Institutional and Student Equity Plan data identified disproportionately impacted student populations.
- **Launch of Integrated Planning (September 2025 College Assembly)**
The College aligned Program Review, the Student Equity Plan, and the Educational Strategic Plan within a shared cycle.
- **Community Forums (October 2025)**
Community members contributed input on access, programs, learning outcomes, and partnerships.
- **Student Equity Plan Development and Submission (Fall 2025)**
The Student Equity Plan was finalized and submitted, providing core metrics and priorities.
(Reference: [Student Equity Plan webpage](#))
- **Data and Metrics Review (October 2025 College Assembly)**
Institutional and equity data were analyzed to inform goal development.

Design Phase (Fall 2025 – Spring 2026)

The Design phase translated discovery into structured priorities, goals, and measurable outcomes.

- **College-Wide Engagement and Goal Area Survey (Fall 2025)**
Surveys and Menti-Meter activities across all constituencies identified shared priorities.
- **Development of Draft Goal Areas (November 2025 College Assembly)**
Draft goal areas were refined through collaborative activities and dialogue.
- **Drafting Objectives and Measures (December 2025 – January 2026)**
The Planning Committee and Shared Governance Council developed objectives and aligned metrics grounded in institutional and equity data.
- **Refinement and Selection of Goal Language (February 2026 College Assembly)**
Eight draft areas were consolidated into four integrated goal areas:
 - Campus Culture

- Equitable Student Access, Learning, and Outcomes
- Partnerships
- Continuous Improvement
- **Constituent Feedback on Goal Language (March 2026)**
Shared Governance Council representatives gathered structured feedback from all constituency groups.

Integration with Program Review (Spring 2026)

A defining feature of this process was the integration of program-level planning.

- **Program Review Submission (February 27, 2026)**
All departments submitted Program Review documents aligned to equity priorities and institutional goals.
- **Thematic Alignment and Integration (March 2026)**
Program Review activities were:
 - Thematically grouped
 - Mapped to strategic goals and objectives
 - Synthesized into broader institutional strategies

This step ensured that the Educational Strategic Plan reflects:

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

Governance Review and Plan Finalization (Spring – Summer 2026)

The Educational Strategic Plan progressed through participatory governance and approval processes.

- **April 2026:**
A cross-constituent subgroup of the Shared Governance Council collected feedback from their respective groups and utilized this together with student senate feedback to refine the language of the strategic plan goals. The new language was approved by SGC on April 8, 2026.

- At the April 13th Academic and Classified Senate meetings, senators were provided with access to the full-text draft of the plan and encouraged to read at least the Executive Summary and Goals, Objectives and Activities sections in preparation for the 1st read of the document on April 27th.
- The plan underwent first readings through the Academic Senate, Classified Senate, Student Senate, and Shared Governance Council. Feedback led to:
 - Changes in language and emphasis surrounding tutoring, research, child-care and instructional support.
 - Addition of course success rates in all courses being added as a measure of success.
 - A more detailed explanation of the methodology behind Student Equity Plan targets and explanatory language around the past decade of increases in 1st year math and English completion rates.
- **May 2026:**
- The plan was reviewed and approved by the Academic, Classified and Student Senates on May 11, 2026.
- The plan was reviewed and approved by the Shared Governance Council on May 13, 2026.
 - This approval formally adopted the Educational Strategic Plan as the College's guiding framework for integrated planning and resource allocation.
- **June 2026:**
- The Educational Strategic Plan 2026 – 2031 website was created and published.
- **July 2026:**
- The plan was reviewed by the Governing Board.
- **Projected Outcome:**
The approved plan provides:
 - A clear, equity-centered strategic direction
 - A fully integrated connection between planning, program review, and resource allocation

This process reflects Los Medanos College’s commitment to inclusive, data-informed, and equity-centered planning. It ensures that:

- Strategy is grounded in data, community voice, and program-level practice;
- Equity is embedded in goals, metrics, and evaluation;
- Planning is continual and iterative, not a one-time event; and
- Institutional priorities are directly connected to resource allocation and implementation.

By integrating Program Review, Student Equity Planning, and institutional strategy within a shared cycle, this Educational Strategic Plan becomes more than a document—it is a living framework that guides action, reflection, and continuous improvement across the College.

Chapter 3: Discover – Los Medanos College Data Profile

Service Area Environmental Scan

Los Medanos College serves a dynamic and evolving region within eastern Contra Costa County, primarily encompassing the cities of Antioch, Brentwood, Oakley, and Pittsburg. The characteristics of this service area—including its demographic composition, educational attainment, economic conditions, and population trends—directly shape the College’s enrollment patterns, programmatic priorities, and equity-focused planning efforts.

Service Area Populations

The Contra Costa Community College District (4CD) serves a population of over 1.1 million residents across Contra Costa County (see Figure 3), with Los Medanos College positioned as the primary access institution for the eastern portion of the county. The College’s immediate service area includes communities that have experienced significant population growth over the past two decades and continue to evolve demographically and economically.

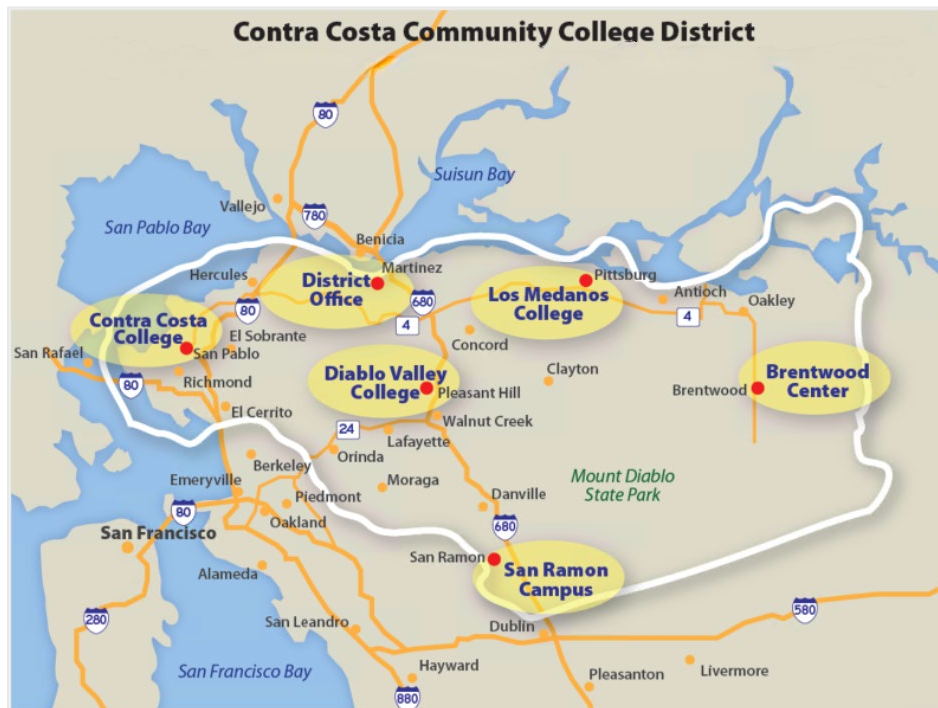


Figure 3. 4CD Service Area Map (4CD Research Office, 2025)

While overall population growth in Contra Costa County is projected to remain modest—approximately 0.4% annually, through 2033—the composition of the population is expected to

shift significantly. The number of residents aged 65 and older is projected to increase substantially, while the population under age 18 is expected to decline. This demographic shift has important implications for future enrollment, as traditional pipelines from recent high school graduates may remain flat or decline (see Figure 4), requiring the College to expand outreach to adult learners and non-traditional students.

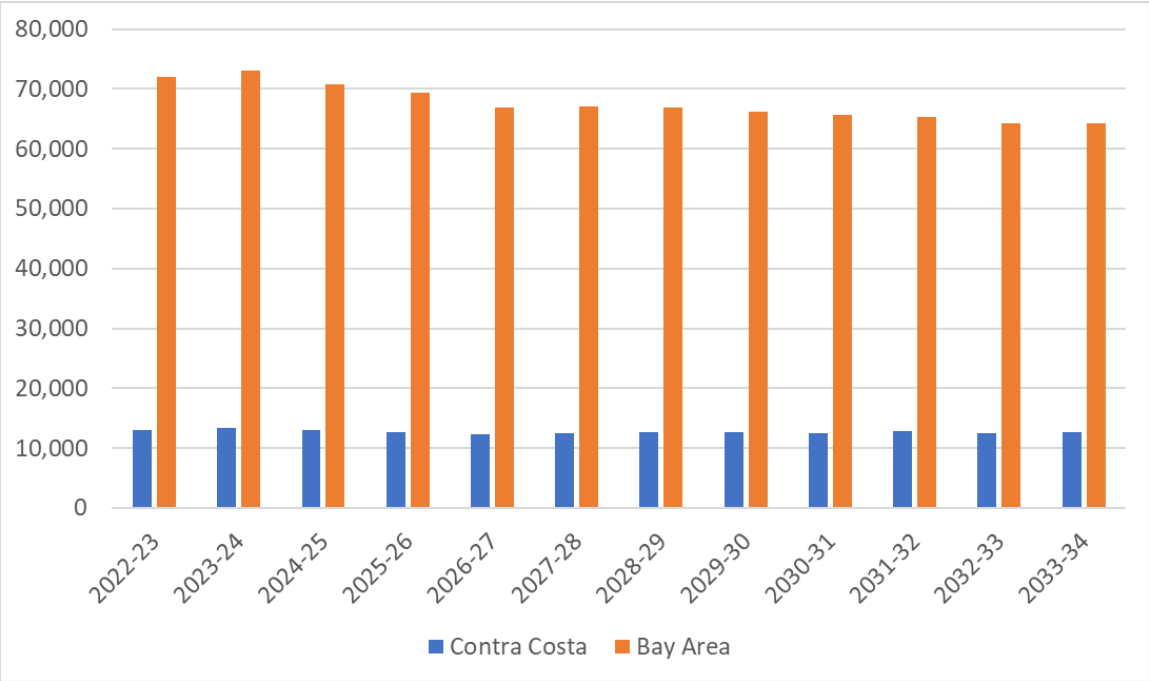


Figure 4. High School Graduate Projection for the Bay Area and Contra Costa County
Note: The Bay Area value is derived from its nine counties. (State of California, Department of Finance - Demographic Research Unit, circa 2024)

Population Demographics

The LMC service area spans diverse and growing populations across its primary cities (see Figure 5). Antioch and Pittsburg represent the largest population centers, while Brentwood and Oakley have experienced rapid growth and suburban expansion in recent years.

Racial and ethnic composition varies across cities (see Figure 6) but collectively reflects a highly diverse population. Across the service area, there are substantial proportions of Hispanic/Latine, Black/African American, Asian, and White residents, with variation by city. For example, Pittsburg and Antioch show higher proportions of Black/African American and

Hispanic/Latine residents relative to other cities, while Brentwood and Oakley reflect different demographic balances.

This diversity is a defining characteristic of the College’s service area and reinforces the importance of culturally responsive practices and equity-centered planning.

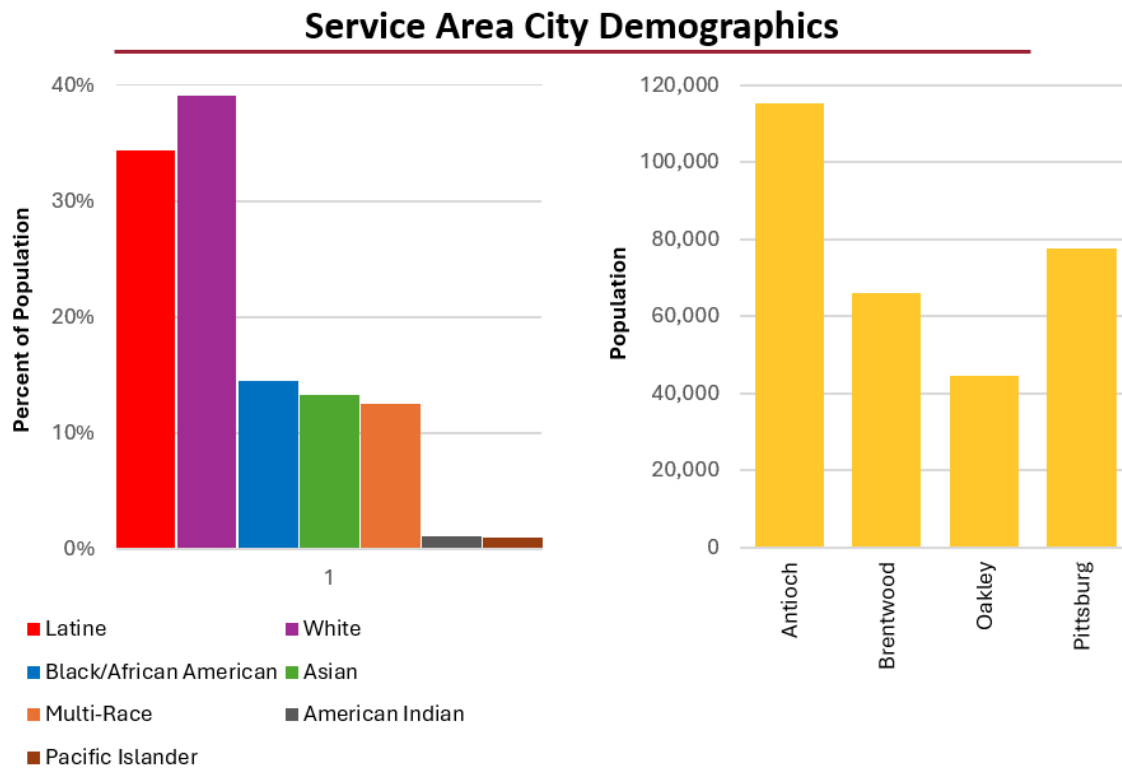


Figure 5. Service Area City Demographics (U.S. Census Bureau, 2023)

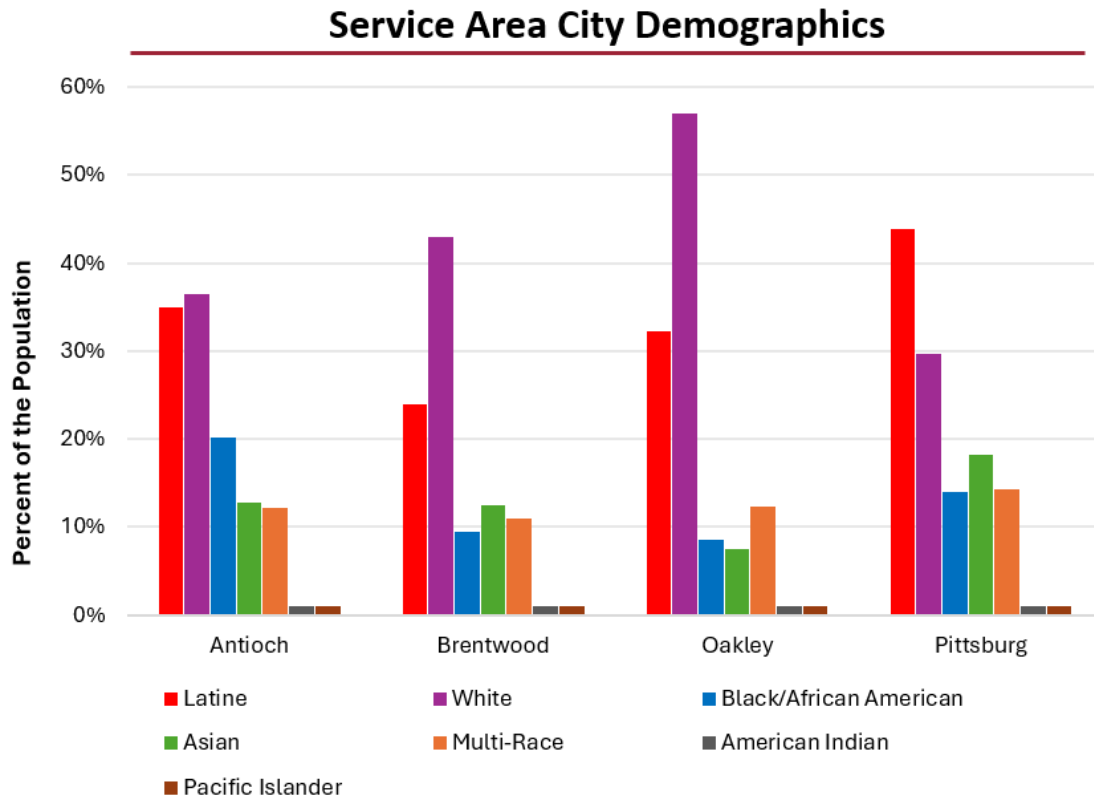


Figure 6. Service Area City Demographics (U.S. Census Bureau, 2023)

Language diversity is also a significant feature of the service area (see Figure 7). A substantial proportion of residents speak a language other than English at home, with rates varying by city but consistently aligning with or exceeding county averages. This highlights the need for multilingual outreach, support services, and inclusive instructional practices.

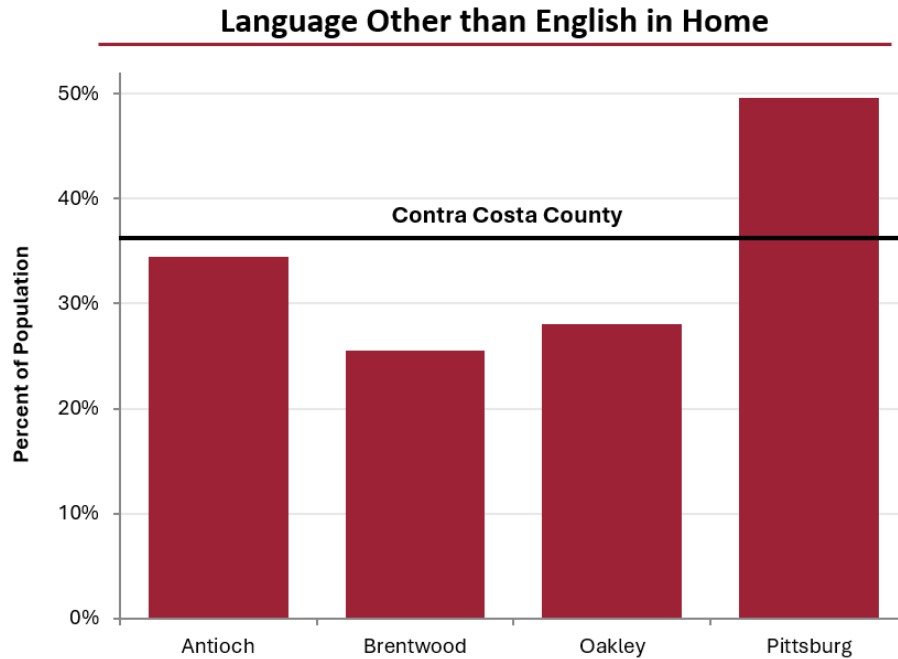


Figure 7. Language Other than English in Home (U.S. Census Bureau, 2023)

Income and Housing

The LMC service area reflects a diverse economic profile, with a mix of low-, middle-, and upper-income households (see Table 1). Compared to Contra Costa County, the service area has:

- A slightly higher proportion of households below \$50,000
- A strong concentration of households in the \$50,000–\$149,999 range
- A smaller share of households earning \$200,000 or more

This distribution suggests a community with moderate economic stability but persistent pockets of financial vulnerability.

Table 1. 2023 12-Month Household Income Comparison by County (In 2023 Inflation-adjusted Dollars)

Income Group	California	Contra Costa	LMC Service Area
Less than \$49,999	27%	19%	21%
\$50,000 to \$99,999	25%	21%	22%
\$100,000 to \$149,999	18%	18%	17%
\$150,000 to \$199,999	11%	14%	17%
\$200,000 or more	19%	29%	23%

Note. The increment for the income group range was adjusted from \$10,000 to \$50,000 (U.S. Census Bureau (2019-2023))

Additional indicators reinforce this mixed economic profile. Rates of poverty (see Figure 8), disability, and lack of health insurance (see Figure 9) vary across cities but highlight ongoing disparities within the service area.

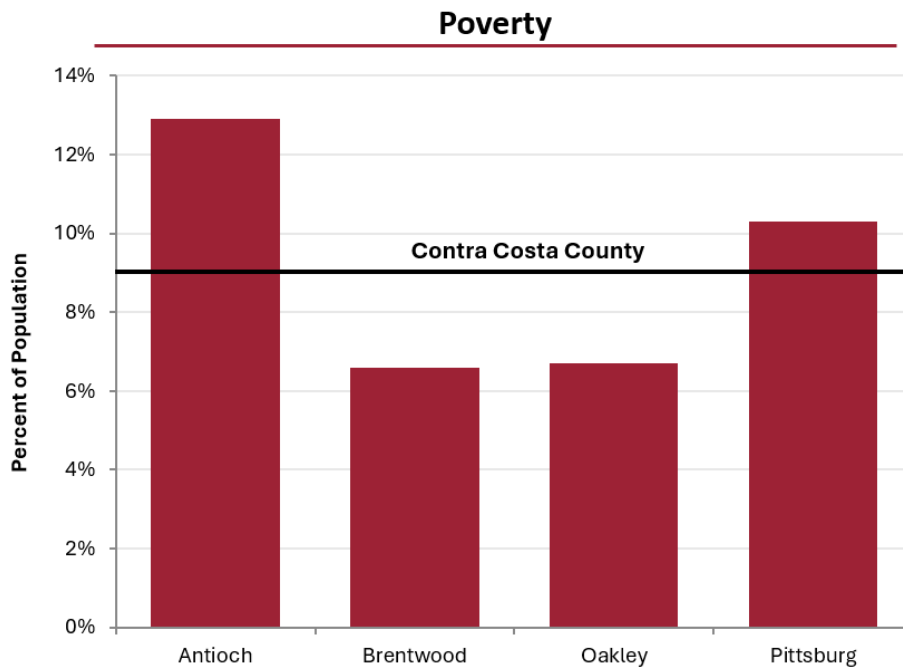


Figure 8. Poverty Rates by City (U.S. Census Bureau, 2023)

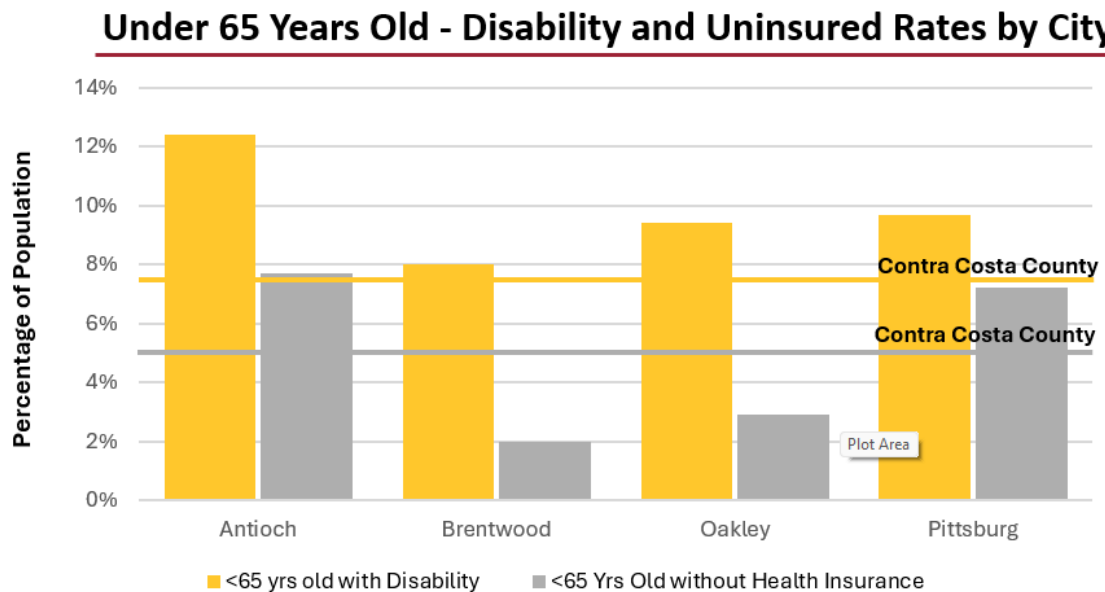


Figure 9. Disability and Uninsured Rates by City (U.S. Census Bureau, 2023)

Date Generated: November 28, 2023.

Definition/Notes: With a disability, under age 65 years, percent; Persons without health insurance, under age 65 years. 2017-2021

Median household income and per capita income also vary across cities (see Figure 10), reflecting localized economic differences that influence educational access and student needs.

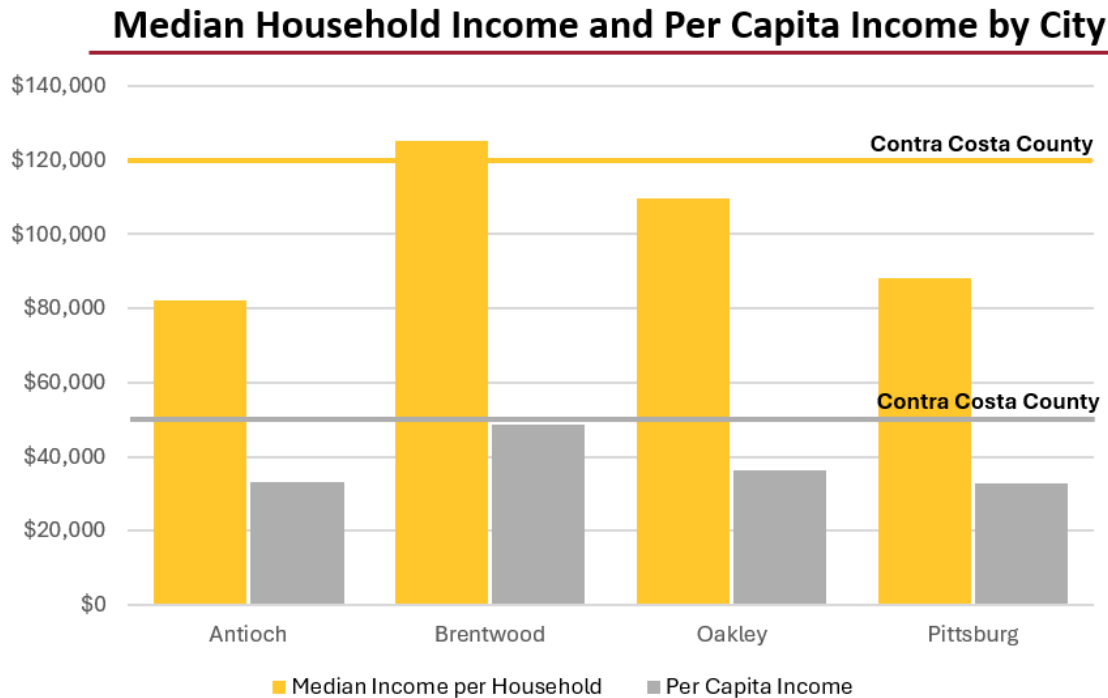


Figure 10. Median Household Income and Per Capita Income by City (U.S. Census Bureau, 2023)

Date Generated: November 28, 2023

Definition/Notes: Median household income (in 2021 dollars), Per capita income in past 12 months (in 2021 dollars), 2017-2021

Education Level

Educational attainment patterns within the LMC service area reveal both opportunity and challenge. While a high proportion of residents have completed high school (approximately 85%), the percentage of residents holding a bachelor's degree or higher (26.33%) is significantly lower than both the county (44.9%) and state (36.5%).

Table 2. Educational Attainment, Persons 25 and Older

<i>Educational Attainment</i>	<i>California</i>	<i>California %</i>	<i>Contra Costa County</i>	<i>Contra Costa County %</i>	<i>LMC Service Area</i>	<i>LMC Service Area %</i>
<i>Total Population 25 year+</i>	26,941,198	100.00%	810,988	100.00%	233,816	100.00%
<i>Less than 9th grade</i>	2,343,992	8.70%	43,968	5.40%	17,085	7.31%
<i>9th-12th grade, no diploma</i>	1,805,154	6.70%	40,273	5.00%	17,140	7.33%
<i>High School/Equivalent</i>	5,496,195	20.40%	143,600	17.70%	60,096	25.70%
<i>Some college, no degree</i>	5,327,128	19.80%	153,775	19.00%	55,688	23.82%
<i>Associate's degree</i>	2,134,368	7.90%	65,156	8.00%	22,240	9.51%
<i>Bachelor's degree</i>	6,035,609	22.40%	221,951	27.40%	43,761	18.72%
<i>Graduate/Professional</i>	3,798,752	14.10%	142,265	17.50%	17,806	7.62%
<i>Degree and Higher</i>						
<i>High school or higher</i>	22,792,052	84.60%	726,747	89.60%	199,591	85.36%
<i>Bachelor's degree or higher</i>	9,834,361	36.50%	364,216	44.90%	61,567	26.33%

Source. Educational Attainment for the Population 25 Years and Over, American Community Survey 5-year estimates. U.S. Census Bureau (2019-2023). Retrieved from <https://data.census.gov/> Table Code: S1501 - Educational Attainment for the Population 25 Years and Over.

Additionally, the service area has relatively high proportions of residents with:

- Some college but no degree (23.82%)
- High school diploma as the highest level (25.7%)
- Less than high school completion (14.64%)

These patterns suggest strong demand for community college education and highlight the College's critical role in:

- Supporting transfer pathways
- Increasing degree and certificate completion
- Providing workforce-aligned credentials

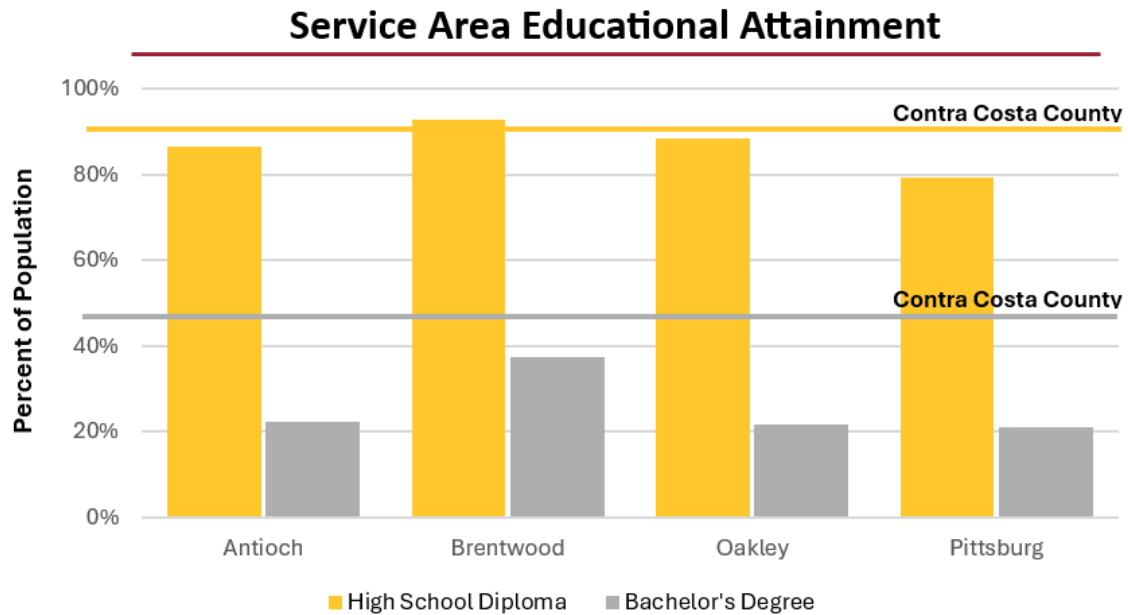


Figure 11. Service Area Educational Attainment (U.S. Census Bureau, 2023)

Date Generated: November 28, 2023

Definition/Notes: Percent of persons age 25 years+, 2017-2021

Employment

Contra Costa County continues to experience economic growth, particularly in sectors such as healthcare, government, transportation, construction, and education. However, economic conditions remain uneven across regions and populations.

Unemployment trends illustrate this uneven recovery (see Table 3). While unemployment declined significantly following the peak of the COVID-19 pandemic, rates in the LMC service area have remained consistently higher than the countywide rate, indicating localized economic challenges.

Table 3. Contra Costa County and LMC Service Area Unemployment Trends

Annual Averages	Contra Costa County Unemployment	LMC Service Area Unemployment Rate
2019	3.1%	3.5%
2020	9.0%	10.4%
2021	6.4%	7.6%
2022	3.6%	4.1%
2023	4.1%	4.5%

Source: Employment Development Department (EDD), Labor Market Information Division
- March 2024 Benchmark.

Retrieved from <https://labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html>

Additionally, structural shifts in key industries—such as the potential decline of oil refining and the transition toward clean energy—pose both risks and opportunities for the region. These changes may reduce the availability of high-wage jobs that do not require a bachelor’s degree, increasing demand for reskilling and workforce training programs offered by the College.

Key Implications for Planning

The service area analysis highlights several critical conditions that inform Los Medanos College’s strategic and educational planning:

- **Limited growth in traditional student pipelines** due to flat or declining high school graduate populations;
- **Increasing demand for adult education and reskilling** as the population ages and industries shift;
- **High levels of diversity** requiring culturally responsive and equity-centered approaches
- **Lower bachelor’s degree attainment rates**, indicating strong transfer and completion opportunities; and
- **Economic variability and income disparities**, reinforcing the importance of financial aid, basic needs support, and workforce alignment.

Internal Environmental Scan

Los Medanos College's internal environment reflects both resilience and transition. Recent institutional data show a college that is recovering from pandemic-era enrollment losses, expanding dual enrollment and college access pathways, operating in a more permanently multi-modal instructional environment, and continuing to face equity gaps in course success and longer-term student outcomes. At the same time, the data point to areas of institutional strength, including renewed high school-to-college transitions, growth in College and Career Access Pathways (CCAP) participation, and improvements in several workforce outcomes.

Enrollment Headcount

Annual headcount trends (see Figure 12) show that LMC has historically been responsive to broader economic conditions, with enrollment gains during recessionary periods and declines during recovery periods. More recently, the pandemic produced a sharp enrollment decline, with headcount falling from 13,400 in 2019–2020 to 11,980 in 2020–2021. Enrollment then remained below pre-pandemic levels through 2024–2025, though recent years show a gradual rebound, reaching 12,499 in 2024–2025. This suggests that LMC is in a period of recovery, but not yet full restoration, and that future planning should address both recruitment and retention with equal urgency.

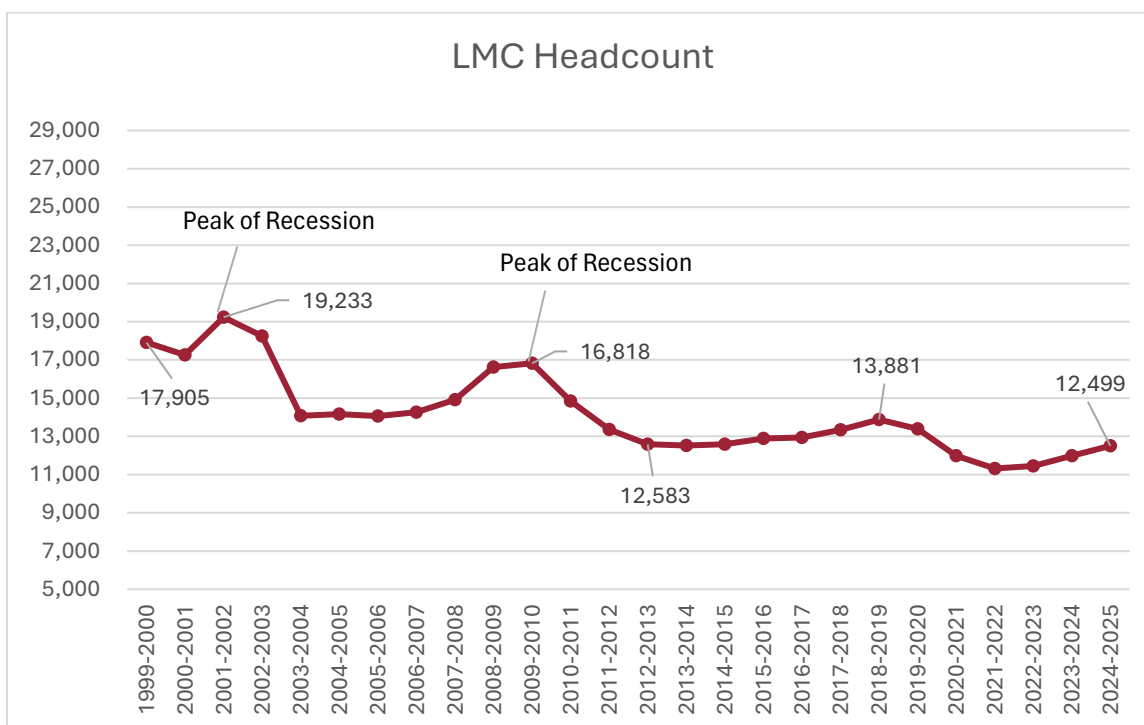


Figure 12. LMC Annual Headcount (4CD Internal Data System, 2025)

Note: Data retrieved July 2025

One of the clearest areas of opportunity for LMC is its pre-college and dual enrollment pipeline (see Figure 13). High school transition data show that the share of local graduates enrolling at LMC dropped sharply during the pandemic, from 39% in 2020–2021 to 27% in 2021–2022, before recovering to 39% in 2023–2024. This rebound suggests that local pipeline relationships remain strong and can be further leveraged through targeted outreach and pathway design. LMC’s College and Career Pathways (CCAP), or formal agreements with local educational agencies, allowing high school students to take college courses to advance their education or technical skills.

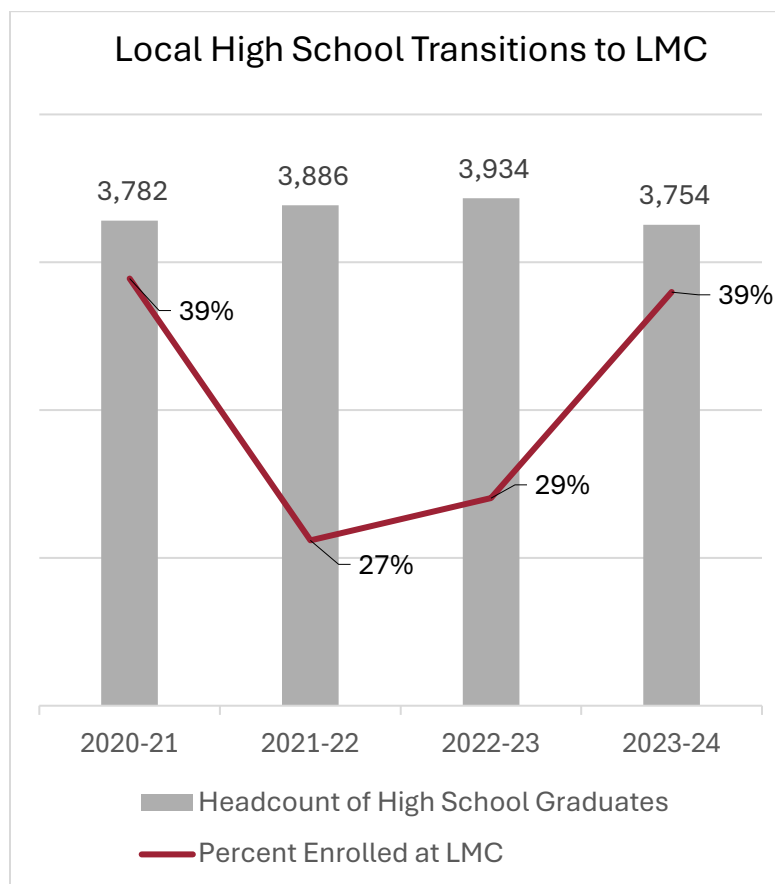


Figure 13. Local High School Transitions to LMC

Source. 4CD internal data system, May 2025, and California Department of Education DataQuest. Retrieved from <https://www.caschooldashboard.org/reports/07616480000000/2024/academic-engagement#graduation-rate>.

CCAP activity expanded markedly from 18 sections, 256 unduplicated students, and 430 enrollments in 2016–2017 to 51 sections, 642 unduplicated students, and 1,223 enrollments in 2024–2025, with FTES growing from 24.05 to 124.22. Success rates remained comparatively strong across the period, albeit dipping during the pandemic, but then recovering to 83.9% in 2024–2025. This pattern suggests that CCAP is no longer a small peripheral strategy, but an increasingly important component of the college’s access mission and future enrollment base.

Table 4. CCAP Historical Data

Academic Year	Section Count	Unduplicated Headcount	Enrollment	Success Rate	FTES
2016-2017	18	256	430	91%	24.05
2017-2018	23	528	684	86%	46.34
2018-2019	27	574	807	80%	68.01
2019-2020	32	558	873	79%	78.80
2020-2021	19	342	512	64%	45.40
2021-2022	30	357	628	74%	44.66
2022-2023	37	421	830	79%	72.88
2023-2024	41	496	932	81%	86.28
2024-2025	51	642	1223	84%	124.22
2025-2026	70				
2026-2027*	79				
2027-2028**	91				

Source: 4CD Research Office. Generated January 2026

These data suggest two important implications for planning. First, dual enrollment is now a material contributor to LMC's student pipeline. Second, the college has an opportunity to intentionally connect dual enrollment to first-time college persistence, matriculation, and certificate or transfer pathways.

Demographics

LMC serves a student population that is more racially and ethnically diverse than the county as a whole (see Figure 14). Hispanic students comprise 46% of LMC's student body, compared with 27.8% in Contra Costa County. Black/African American students comprise 13% of LMC students, compared with 7.8% countywide. White and Asian students are represented at lower levels than in the county overall. These patterns reinforce LMC's role as a primary access institution for historically underserved communities and underscore the importance of centering disaggregated outcomes in planning and evaluation.

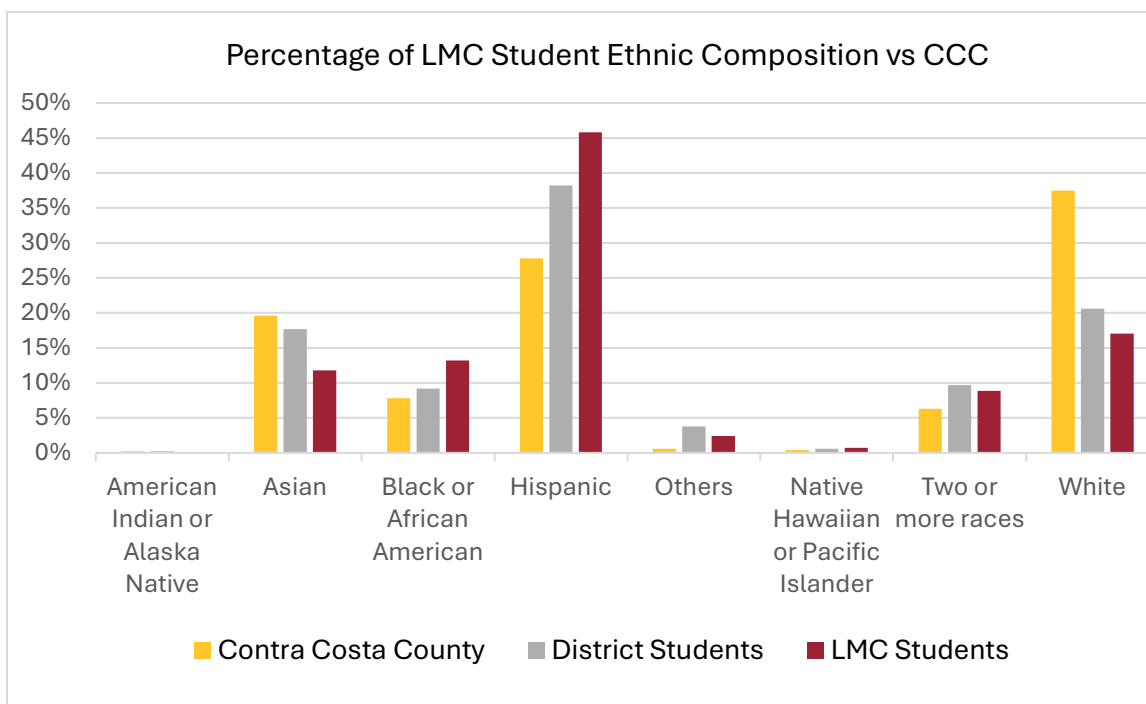


Figure 14. LMC Student Ethnic Composition Compared to Contra Costa County

Note. Filipino students were added to Asian category and Middle Eastern students were added to Others.

Source: 4CD internal data system, Fall 2023 and American Community Survey 2023 1-year retrieved from <https://censusreporter.org/profiles/05000US06013-contra-costa-county-ca/>

Full/Part-Time Status

The college's enrollment profile also remains predominantly part-time (see Table 5). From 2020 through 2024, approximately 63% to 66% of students attended part-time, compared with 34% to 36% attending full-time. The five-year average was 35% full-time and 65% part-time. This has important implications for course scheduling, student support design, financial aid advising, and persistence strategies, as many students balance work, family, and school responsibilities.

Table 5. Percent of Credit Students by Full-Time/Part-Time Load

Fall Semester	Full-Time %	Full-Time Headcount	Part-Time %	Part-Time Headcount
2020	35%	2,989	63%	5,647
2021	35%	2,756	65%	5,195
2022	34%	2,633	66%	5,166
2023	36%	2,989	64%	5,259
2024	35%	2,976	65%	5,462
5-Year Average	35%	2,839	65%	5,271

(California Community Colleges Chancellor's Office - Management Information Systems Data Mart)

Modality Shift and the New Instructional Environment

LMC's instructional environment has changed substantially since 2020 (see Figure 15). Before the pandemic, face-to-face instruction dominated. By Fall 2019, 87% of courses were face-to-face and 11% online. During the pandemic, online learning expanded dramatically, peaking at 76% in Fall 2021, while face-to-face enrollment dropped to 17%. Although the college has since restored more in-person instruction, Fall 2024 data show a new equilibrium: 41% face-to-face, 40% online, and 19% hybrid. This indicates that LMC is no longer operating primarily in a face-to-face model but in a sustained mixed-modality environment.

This shift creates both opportunity and challenge. Flexible modalities can improve access for working students and students with transportation or scheduling constraints, but modality-specific equity gaps must be closely monitored, especially in asynchronous instruction, where achievement patterns can differ across student groups.

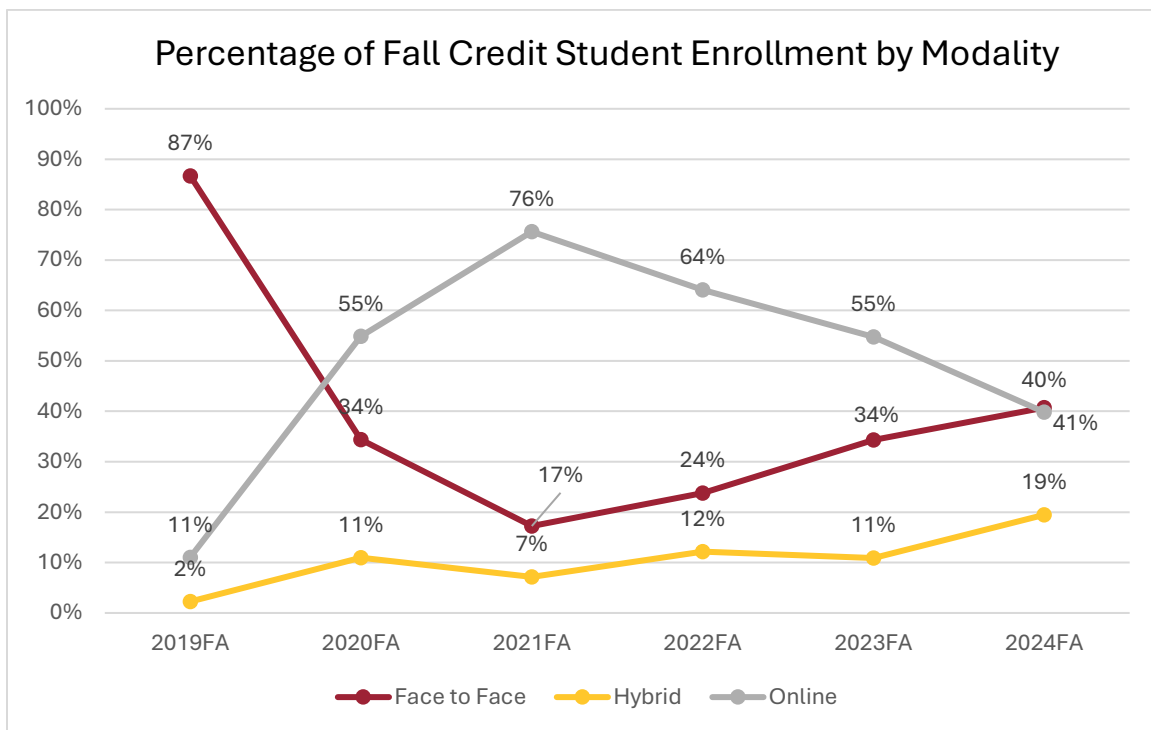


Figure 15. Credit Student Fall Enrollment by Modality (4CD Internal Data System, 2025)

Note. Fall 2020 counts are inaccurate due to guidance from the California Community College Chancellor's Office to maintain prior modality designations for accurate emergency conditions apportionment reporting. Data Retrieved May 2025.

Persistence and Success

ACCJC Institution- Set Standards

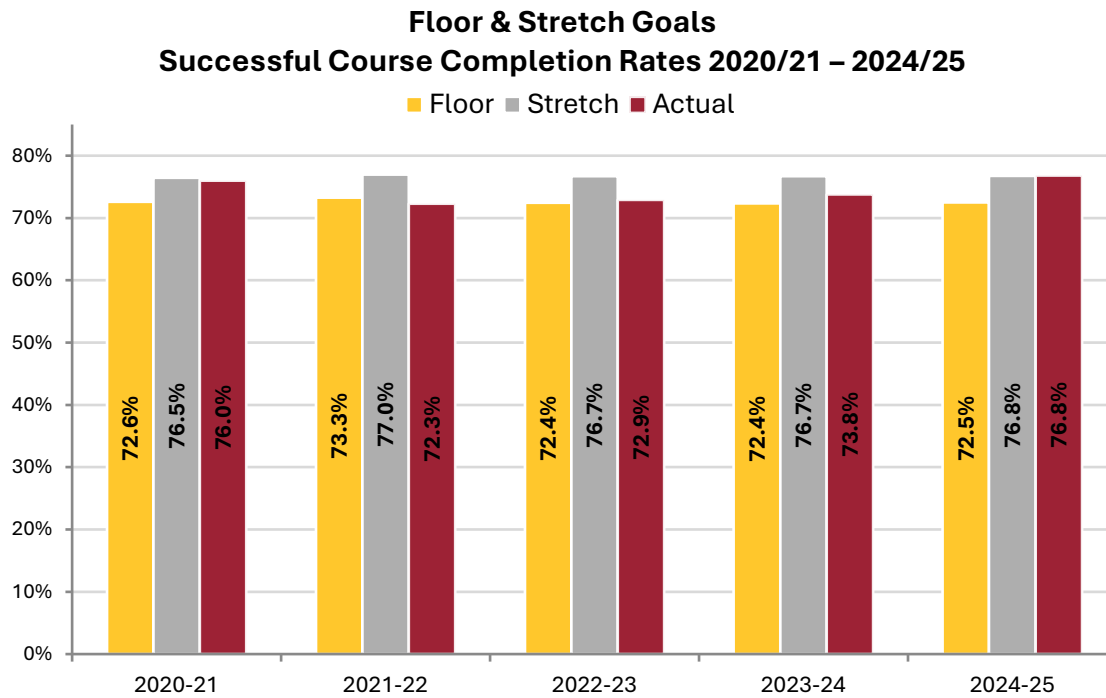


Figure 16. Successful Course Completion Rates; Floor and Stretch Goals for ACCJC (4CD Internal Data System, 2026)

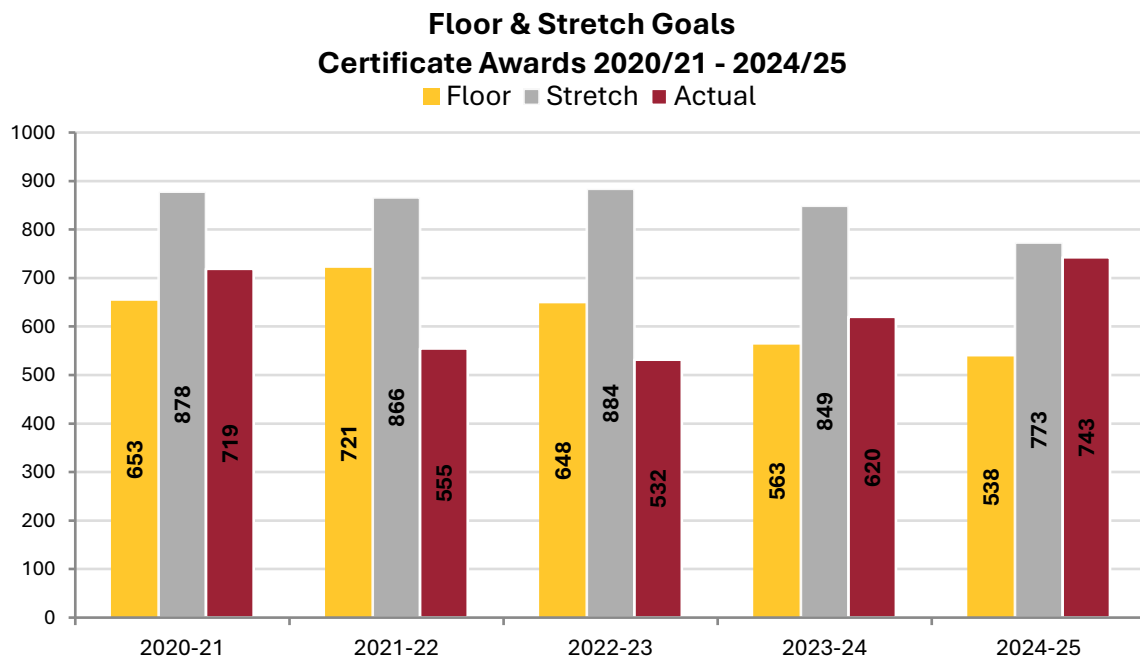


Figure 17. Certificates Awarded; Floor and Stretch Goals for ACCJC (4CD Internal Data System, 2026)

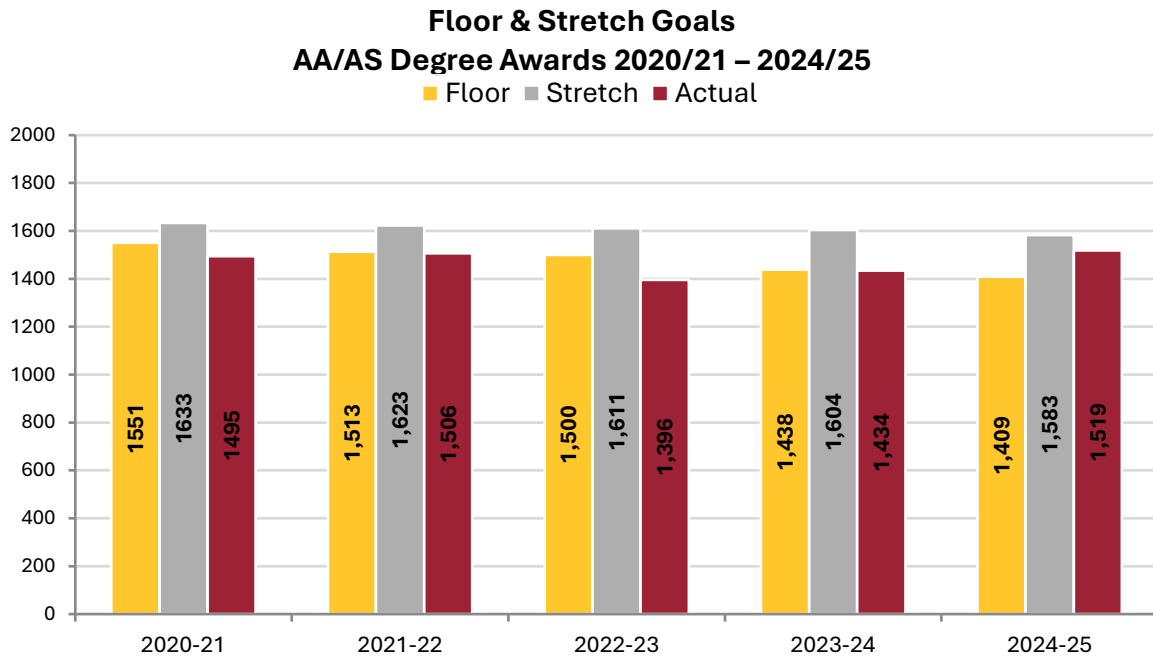


Figure 18. Degrees Awarded; Floor and Stretch Goals for ACCJC (4CD Internal Data System, 2026)

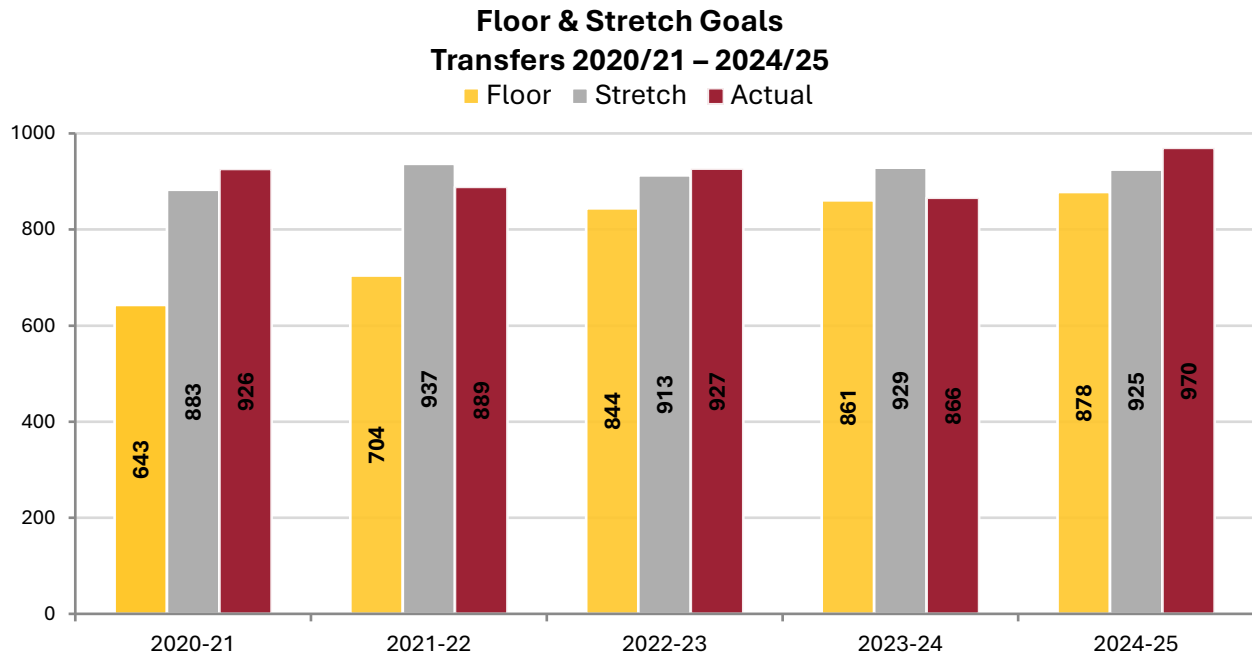


Figure 19. Number of Transfers; Floor and Stretch Goals for ACCJC (4CD Internal Data System, 2026)

Student Equity Plan and Metrics

Local data reveal persistent inequities in college-going rates and access to postsecondary pathways. To address this, LMC's 2025-2028 Student Equity Plan (SEP) continues the college's long-standing commitment to advancing equitable access, persistence, completion, and transfer, anchored in our role as a Hispanic-Serving and Minority-Serving Institution. The College Student Equity Plan is guided by Vision 2030 and centers on race-conscious, intersectional, and equity-minded practices to dismantle systemic barriers that hinder equitable student success.

Student Groups and Goals

Based on disaggregated institutional data, LMC identified **Black/African American students, male students, Hispanic males, and first-generation students** as disproportionately impacted (DI) across four of the five system metrics and chose these students as the prioritized populations for the 2025 – 2028 Student Equity Plan.

The College Student Equity Plan utilizes the PPG-1 goal-setting approach to establish goals for both the college overall and specific prioritized populations. This method calculates the outcomes that would be achieved for the college as a whole and for the most underserved population if equity gaps were fully eliminated. Namely, by 2028, LMC aims to fully eliminate disproportionate impact for these groups and align their success outcomes with or above the overall college averages in the five metrics:

- **Successful Enrollment:** Increase rate to at least 28.8% for both all students and Black/African American students;
- **Completion of Transfer-Level Math and English:** Increase rate to at least 23.9% (Black/African American), 24.6% (male), and 25.4% (first-generation);
- **Persistence:** Increase first to second term persistence rate to at least 66.8% (Black/African American), 66.8% (Hispanic male), and 68.1% (first-generation);
- **Completion:** Raise award completion rates to at least 20.5%, 22.8%, and 21.8% respectively; and
- **Transfer:** Increase transfer rates to at least 30.6% (Black/African American), 33.2% (male), and 31.6% (first-generation).

Improving DI population outcomes is the driver of overall institutional progress, ensuring that as equity gaps close, overall student success metrics rise equitably.

Framework for Action

In addition to the priority populations identified above, our data indicate other student groups experiencing disproportional impact in 3 of 5 metrics including Foster Youth and LGBTQ+ students. Knowing this, the 2025-2028 SEP applies an intersectional approach recognizing that students' experiences are shaped by multiple, overlapping identities such as race, gender, class, and generation. Anchored in a servingness (Garcia, 2020) framework and the National Association of Diversity Officers in Higher Education's (NADOHE, 2021) "A Framework for Advancing Anti-Racism Strategy on Campus," the plan emphasizes structural transformation, creating systems that not only enroll diverse students but intentionally serve them as whole people.

For the 2025-2028 Student Equity Plan, LMC has adopted a three-year cycle aligned with the Educational Strategic Plan (see Figure 20):



Figure 20. Integrated Planning Cycle Graph

- **Year 1 – Discover, Design, and Resource:** Analyze data, identify gaps, set goals through plan and program review, and allocate resources.
- **Year 2 – Implement:** Deploy strategies and interventions across the college, with the Black Student Success Initiative (BSSI) as a key implementer for targeted activities.

- **Year 3 – Evaluate, Reflect, and Report:** Assess outcomes, gather feedback, reflect on successes and challenges, report to governance and the campus community, and plan for next phase.

While more strategies will be developed through the Discover/Design phase, current key strategies include:

1. **Black Student Success Initiative and Learning Communities:** Strengthen persistence and transfer-level English and math completion through direct instructional support in the classroom, mentoring, cohort supports, HBCU tours, and cultural programming. Expand partnerships with learning communities.
2. **Proactive Outreach and Early Planning:** Use TargetX CRM, pre-semester counseling, and calling campaigns to increase comprehensive education plans. Expand dual enrollment, ESL, and first-gen outreach and create structured transfer pathways and workshops.
3. **Student Leadership, Ambassadors, Tutoring, and Research Opportunities:** Build the BSSI Student Advisory Council and expand the Student Ambassador Program with leadership training. Expand tutoring and mentoring programs and increase research-based learning modeled after STEM programs.
4. **Professional Development:** Continue equity-focused faculty and staff learning through the Pedagogy Innovation Project, conferences, and workshops emphasizing inclusive, data-informed teaching.
5. **Data and Research-Informed Coordination:** Align equity, planning, and resource allocation through the 3-year SEP cycle integrated with the Educational Strategic Plan and Program Review processes.

Course Success and Disproportionate Impact in Delivery Contexts

The Brentwood and online asynchronous success-rate graphics (see Figure 21) suggest that internal equity gaps remain visible in key delivery contexts. In Brentwood, course success by ethnicity from Fall 2022 through Spring 2025 appears uneven: African American and Pacific Islander students are below the institutional benchmark shown in the chart, while Asian, Filipino, White, and some other groups perform above it. Hispanic and Multi-Race students appear closer to, but still below or nearing, the benchmark line, depending on the subgroup.



Figure 21. Brentwood Course Success Rate by Ethnicity, FA22–SP25

Source: Program Review Course Success Rate Tableau – Accessed 11.21.25

In online asynchronous courses, the same broad pattern is visible. Figure 22 shows lower success for African American, Pacific Islander, and some Hispanic students, while Asian, Filipino, White, and Other/Undeclared groups perform above the benchmark. Because asynchronous online delivery is now a durable part of LMC’s instructional model, these differences should be treated as a strategic planning issue rather than a temporary instructional artifact.



Figure 22. Online Asynchronous Course Success Rate by Ethnicity, FA22–SP25

Notes: Includes Primary Terms Only; See Definitions and Analysis Guide for More Information

Source: Program Review Course Success Rate Tableau – Accessed 11.21.25

These two views together suggest that equity analysis should continue not only by student group, but also by instructional context and location. That is especially important if the college intends to grow Brentwood, dual enrollment, and flexible online options simultaneously.

Student Momentum, Completion, and Post-College Outcomes

The metrics data adds a broader institutional performance lens across access, momentum, and outcomes. Table 6 shows that successful enrollment rose from 21.3% in 2014–2015 to a peak of 31.9% in 2021–2022, before declining to 25.8% in 2023–2024; Black/African American students were at 25.5% in 2023–2024, roughly level with the college overall, while male students were at 26.1%.

Table 6. Successful Enrollment

<i>Year</i>	<i>Overall</i>	<i>Black/African American</i>	<i>Male</i>	<i>Top 5 in Bay Area</i>
<i>2014-15</i>	21.30%	15.80%	26.90%	15%
<i>2015-16</i>	22.00%	14.00%	27.10%	19%
<i>2016-17</i>	24.90%	17.90%	28.10%	22%
<i>2017-18</i>	27.20%	21.40%	31.50%	24%
<i>2018-19</i>	30.60%	26.30%	35.10%	23%
<i>2019-20</i>	23.60%	30.10%	21.60%	24%
<i>2020-21</i>	12.50%	11.90%	11.90%	20%
<i>2021-22</i>	31.90%	28.50%	32.40%	23%
<i>2022-23</i>	28.30%	25.50%	29.70%	25%
<i>2023-24</i>	25.80%	25.50%	26.10%	23%

Source: Data Vista (<https://datavista.cccco.edu/>) Accessed 11.24.25

Persistence has been relatively stable overall (see Table 7), in the mid-60% range, but the data indicates continuing variation across prioritized groups.

Table 7. Persistence Rates

Year	Overall	Black/African American	Latine Male	Top 5 in Bay Area
2014-15	65.00%	56.20%	60.80%	69%
2015-16	63.80%	53.80%	67.20%	70%
2016-17	64.70%	53.40%	64.50%	70%
2017-18	64.60%	52.20%	62.50%	71%
2018-19	66.20%	54.40%	65.30%	72%
2019-20	66.50%	55.70%	66.90%	70%
2020-21	66.60%	53.50%	67.10%	68%
2021-22	65.50%	56.60%	61.70%	68%
2022-23	64.90%	59.10%	63.40%	71%

Source: Data Vista Accessed 11.24.25

Completion of transfer-level math and English also improved substantially over the decade, from 8.8% in 2014–2015 to 22.4% in 2023–2024 overall, though subgroup gaps remain. It is important to note that much of the significant increase from 2014 to 2020 coincided with statewide gains following the implementation of legislation that fundamentally changed access to transfer-level math and English. Achieving a similar increase over the next decade would likely require additional large-scale structural changes.

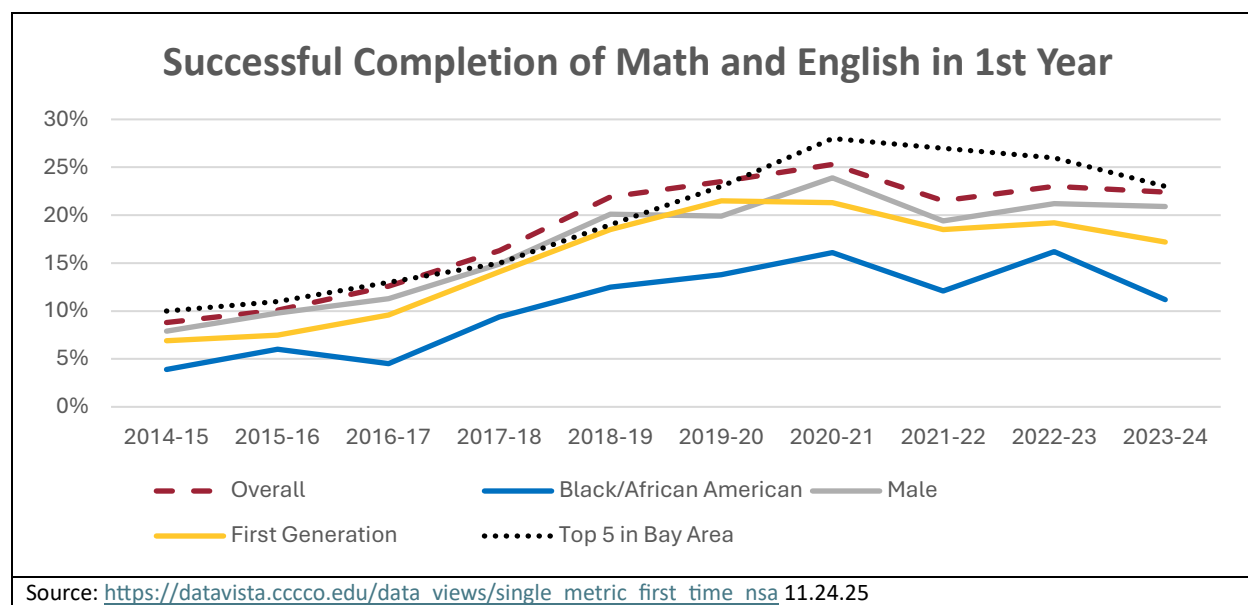


Figure 23. 1st Year Math and English Successful Completion

LMC has made gains in workforce-related measures over time, though not uniformly across populations. Figure 24 shows that the percentage of students attaining a living wage rose from 28.3% in 2014–2015 to 34.2% in 2022–2023 overall. For Black/African American students, the

rate improved from 21.7% to 31.9%; for first-generation students, from 24.8% to 35.1%. At the same time, the “became employed from unemployed” metric (see Figure 25) declined overall to 34.4% in 2022–2023, after a higher post-pandemic level in 2020–2021, suggesting labor market volatility and uneven transition patterns.

This combination of trends supports a nuanced planning narrative: the college is demonstrating some long-run gains in access and economic outcomes, but these gains are neither uniform nor complete, and they do not eliminate the need for stronger pathway design, targeted supports, and equity-centered instructional improvement.

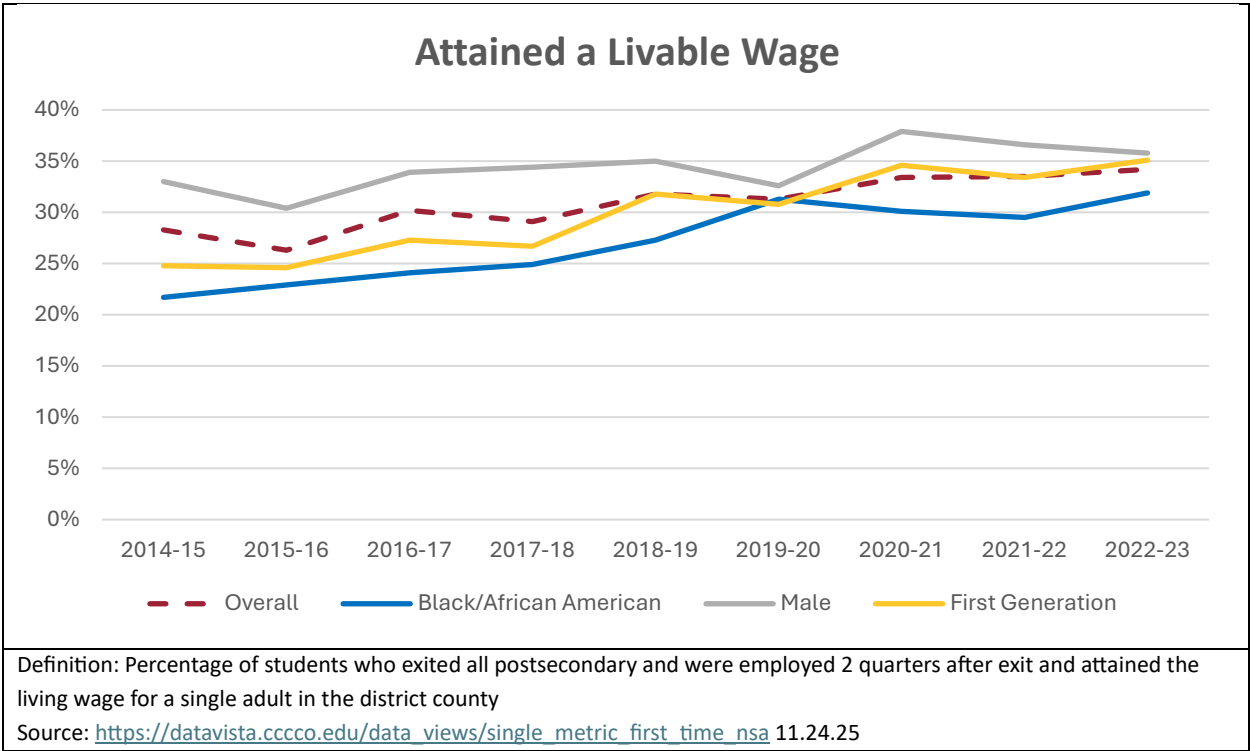


Figure 24. Livable Wage Trend Lines

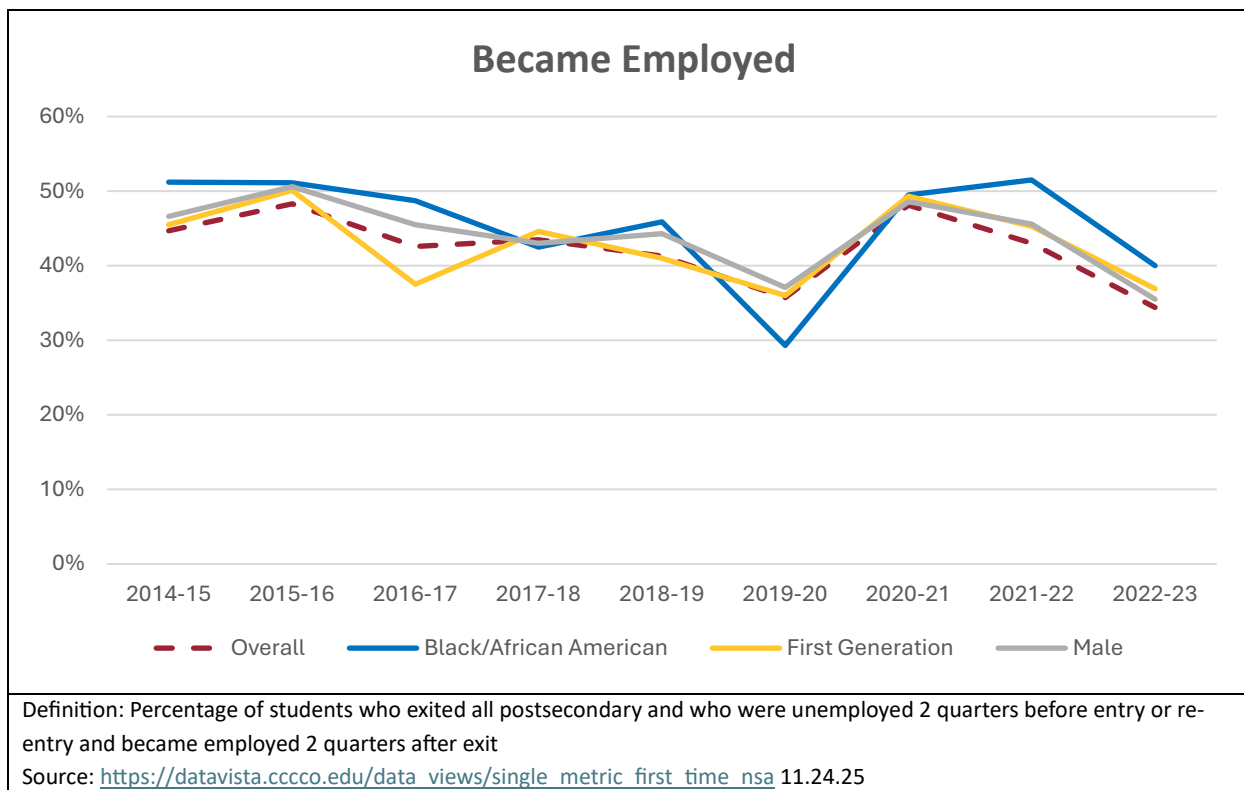


Figure 25. Became Employed Trend Lines

Institutional Implications

Taken together, the internal data suggest several core conditions shaping LMC's next planning cycle. First, enrollment recovery is underway but incomplete. Second, the instructional environment has shifted structurally toward a long-term, multi-modal model. Third, dual enrollment and CCAP are important growth engines and should be treated as strategic pathway infrastructure rather than just outreach activities. Fourth, equity gaps remain visible in course success, especially when examined by location and modality. Fifth, workforce outcomes show promise, but the transition from college to employment remains uneven enough to warrant continued attention to career-connected learning, labor market alignment, and student support.

College Staff Demographics

Headcounts

From 2022-2023 to 2024-2025, Los Medanos College's employee headcount grew from 858 to 936, an increase of 9.1%. That growth was concentrated in student worker positions (267 to 320), faculty (362 to 379), and classified monthly positions (119 to 138), while management, supervisory, and confidential positions were stable to slightly lower (33 to 31).

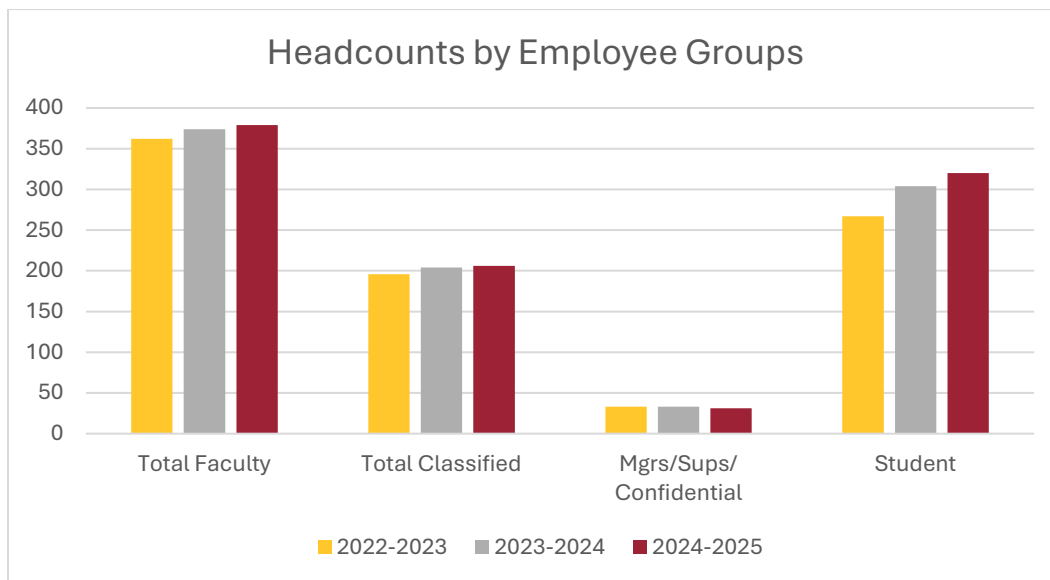


Figure 26. Headcounts by Employee Groups 22-23 to 24-25 (4CD Internal Dashboard, 2026)

Taken together, these trends suggest that recent capacity growth has occurred primarily through student-facing, contingent, and operational roles rather than through substantial expansion in faculty ranks. For the Educational Strategic Plan, this staffing profile matters because the College’s goals around campus culture, equitable access, and continual improvement depends not only on overall capacity, but on how staffing is distributed across the functions that most directly shape the student experience.

Full/Part-time Status

Employment status should also be interpreted within rank, since a full-time faculty position and a full-time classified position do not operate under the same ceiling, hiring pool, or advancement structure. In 2024-2025, the instructional workforce remained predominantly part-time, with 271 part-time faculty compared with 108 full-time faculty. By contrast, classified staffing leaned more heavily toward full-time monthly roles, with 138 classified monthly employees compared with 68 classified hourly employees.

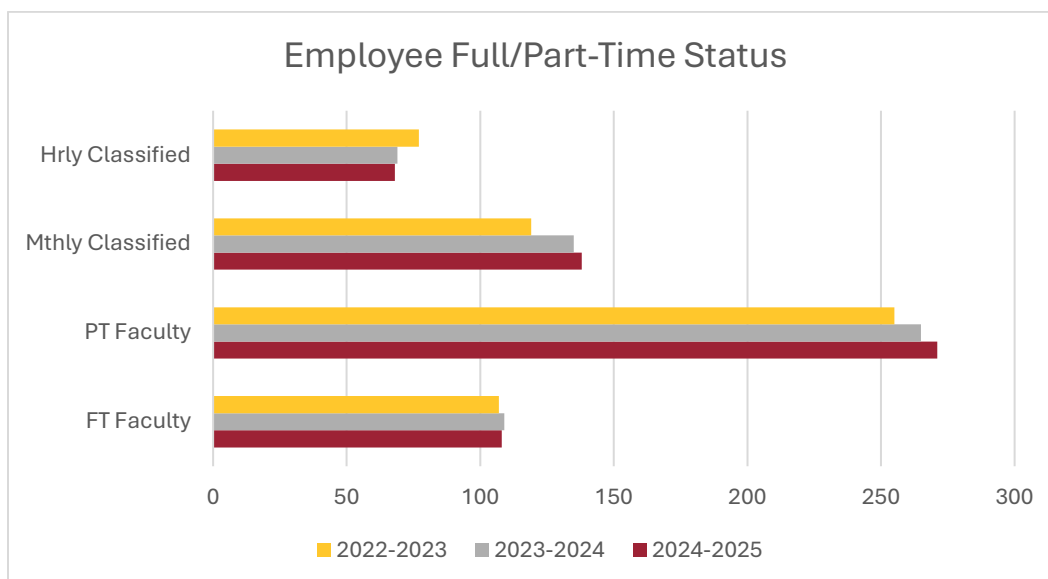


Figure 27. Employee Full/Part-Time Status 22-23 to 24-25 (4CD Internal Dashboard, 2026)

Women constituted a majority in full-time faculty positions (58.3%), full-time classified monthly positions (54.7%), and management, supervisory, and confidential roles (58.1%), while part-time faculty was closer to gender balance.

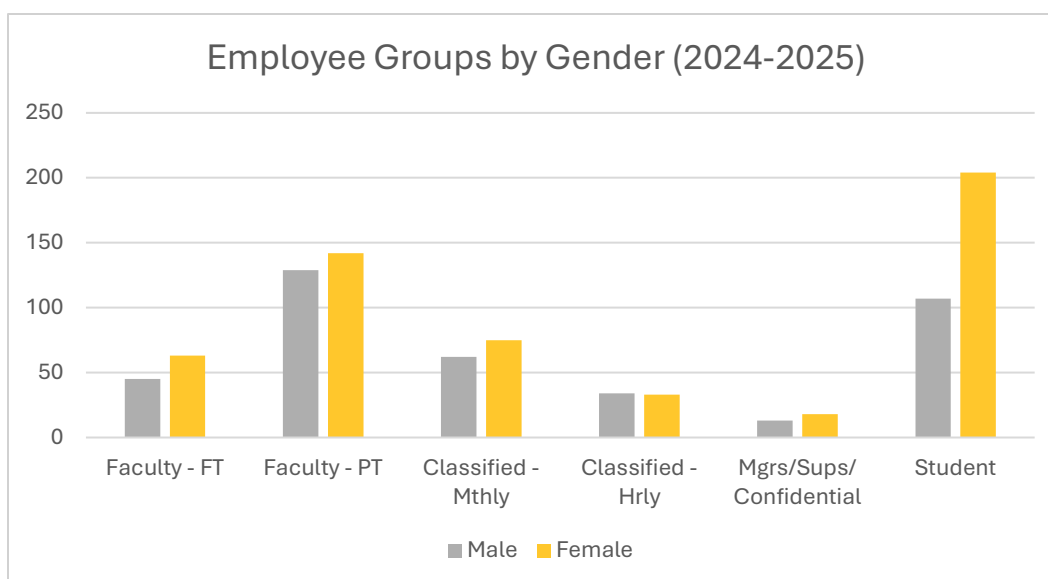


Figure 28. Employee Groups by Gender 2024-2025 (4CD Internal Dashboard, 2026)

Note: A total of 11 employees were unknown/undeclared gender. Categories comprising less than 2% of total data are not displayed.

These patterns indicate that equity in staffing cannot be assessed through an overall full-time versus part-time lens alone; it must be examined within each employment group to understand whether representation is distributed equitably across the ranks where institutional influence, continuity, and advancement opportunities are concentrated.

Staff Demographics

In 2024-2025, the overall employee workforce was led by White employees (32.4% of total headcount) and Hispanic employees (31.0%). Across a three-year period, Hispanic representation increased from 27.4% to 31.0% of total employee headcount, while White representation declined modestly from 33.6% to 32.4%, indicating gradual movement toward a workforce that more closely reflects the communities LMC serves.

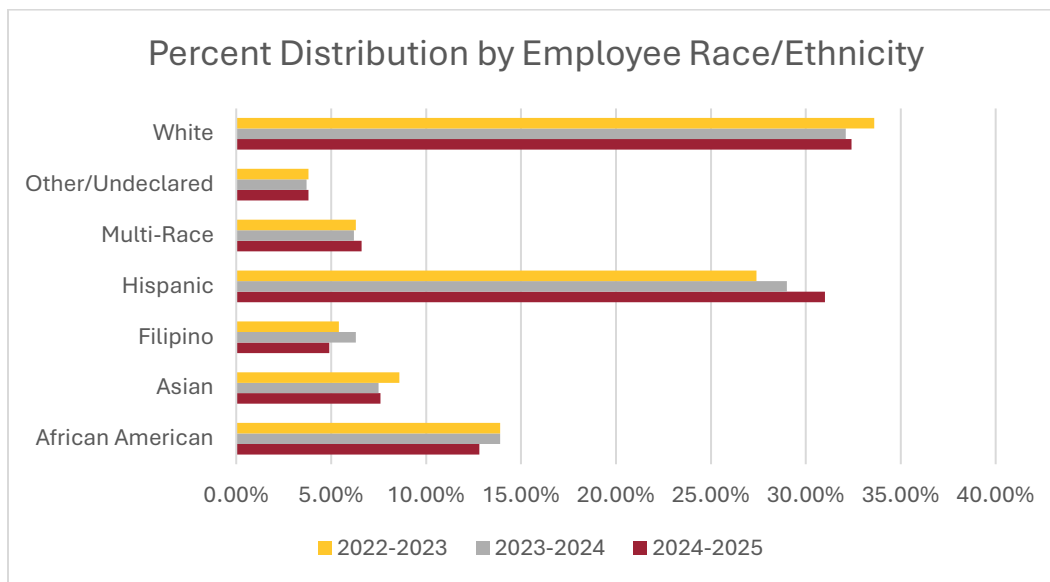


Figure 29. Percent Distribution by Employee Race/Ethnicity (4CD Internal Dashboard, 2026)

Note: American Indian and Pacific Islander Race/Ethnicity were not included in the graphic. Categories comprising less than 2% of total data are not displayed.

At the same time, representation is not distributed equally across ranks. In 2024-2025, white employees held 44.4% of full-time faculty positions but 32.8% of full-time classified monthly positions, while Hispanic employees held 21.3% of full-time faculty positions but 29.2% of full-time classified monthly positions. African American employees were also more visible in full-time classified monthly roles (15.3%) than in full-time faculty roles (12.0%).

Table 8. Percentage of Employees by Group and Race/Ethnicity

<i>Race/Ethnicity</i>	<i>FT Faculty % of Total</i>	<i>PT Faculty % of Total</i>	<i>Classified Mthly % of Total</i>	<i>Classified Hrly % of Total</i>	<i>Mgrs./Sups/ Confidential % of Total</i>	<i>Student % of Total</i>
<i>African American</i>	12.04%	8.49%	15.22%	16.18%	16.13%	14.69%
<i>American Indian</i>	0.93%	0.74%	1.45%	0.00%	0.00%	0.00%
<i>Asian</i>	4.63%	8.12%	5.80%	4.41%	3.23%	10.00%
<i>Filipino</i>	7.41%	4.80%	3.62%	4.41%	6.45%	4.69%
<i>Hispanic</i>	21.30%	18.82%	28.99%	30.88%	25.81%	45.94%
<i>Middle Eastern</i>	0.00%	0.37%	0.00%	0.00%	0.00%	1.56%
<i>Multi-Race</i>	1.85%	4.06%	9.42%	8.82%	3.23%	9.06%
<i>Other/Undeclared</i>	7.41%	5.90%	2.17%	0.00%	0.00%	0.94%
<i>Pacific Islander</i>	0.00%	0.37%	0.00%	1.47%	0.00%	0.31%
<i>White</i>	44.44%	48.34%	33.33%	33.82%	45.16%	12.81%
<i>Total</i>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

(4CD Internal Dashboard, 2026)

When viewed alongside Fall 2025 student demographics, the pattern remains strategically important: students were 39.2% Hispanic, 18.6% white, 9.8% African American, while faculty were 14.7%, 52.4%, and 8.9%, respectively.

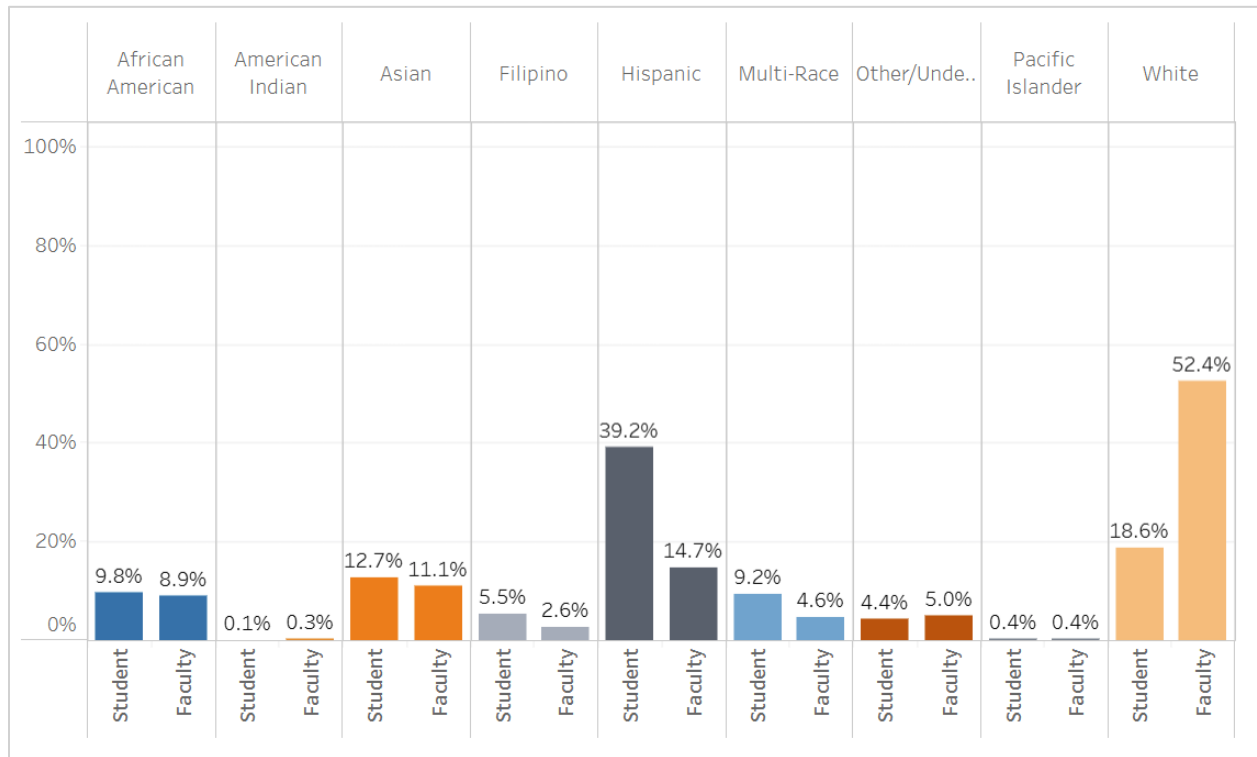


Figure 30. Faculty and Student Race/Ethnicity Comparison - Fall 2025 (4CD Internal Dashboard, 2026)

This suggests that LMC has made progress toward a more diverse workforce overall, but that representation across faculty and staff ranks remains uneven. Advancing the College’s goals around belonging, servingness, and anti-racist institutional practice will require continued attention not only to overall diversity, but also to who is represented in instructional, classified, and leadership roles.

Survey Results

Student Surveys

Los Medanos College utilizes multiple student survey instruments to understand the student experience, assess institutional effectiveness, and guide equity-centered planning. These surveys provide insight into student engagement, basic needs, campus climate, and access to support services.

This section synthesizes findings from:

- Community College Survey of Student Engagement (CCSSE) 2025
- Survey of Entering Student Engagement (SENSE) 2024
- NACCC Student Survey (Fall 2021)
- Hope Center Basic Needs Survey (2023)
- Real College California Student Survey (2025)

Together, these data sources provide a comprehensive view of student experiences across academic engagement, support systems, and equity outcomes.

Survey Participation and Context

Student survey participation at Los Medanos College reflects a broad cross-section of the student population.

- The **HOPE Basic Needs Survey (2023)** included 1,010 student respondents, representing a 16% response rate.
- The **NACCC Student Survey (2021)** included 789 respondents (10.94% response rate).
- The **Real College California Survey (2025)** included over 1,200 student responses with a completion rate of 78.2%.

These participation levels provide meaningful insight into students' experiences and indicate opportunities to increase engagement in future survey administrations.

Student Engagement and Academic Experience

CCSSE Findings (2025)

The CCSSE survey assesses five benchmark areas central to student success:

- Active and Collaborative Learning

- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Overall, Los Medanos College performs near or above national averages in several engagement areas, with particular strengths in collaborative learning and academic challenge.

Figure 31 shows benchmark comparisons, indicating that LMC scores approach benchmarked averages in areas such as active and collaborative learning, academic challenge, and support for learners.

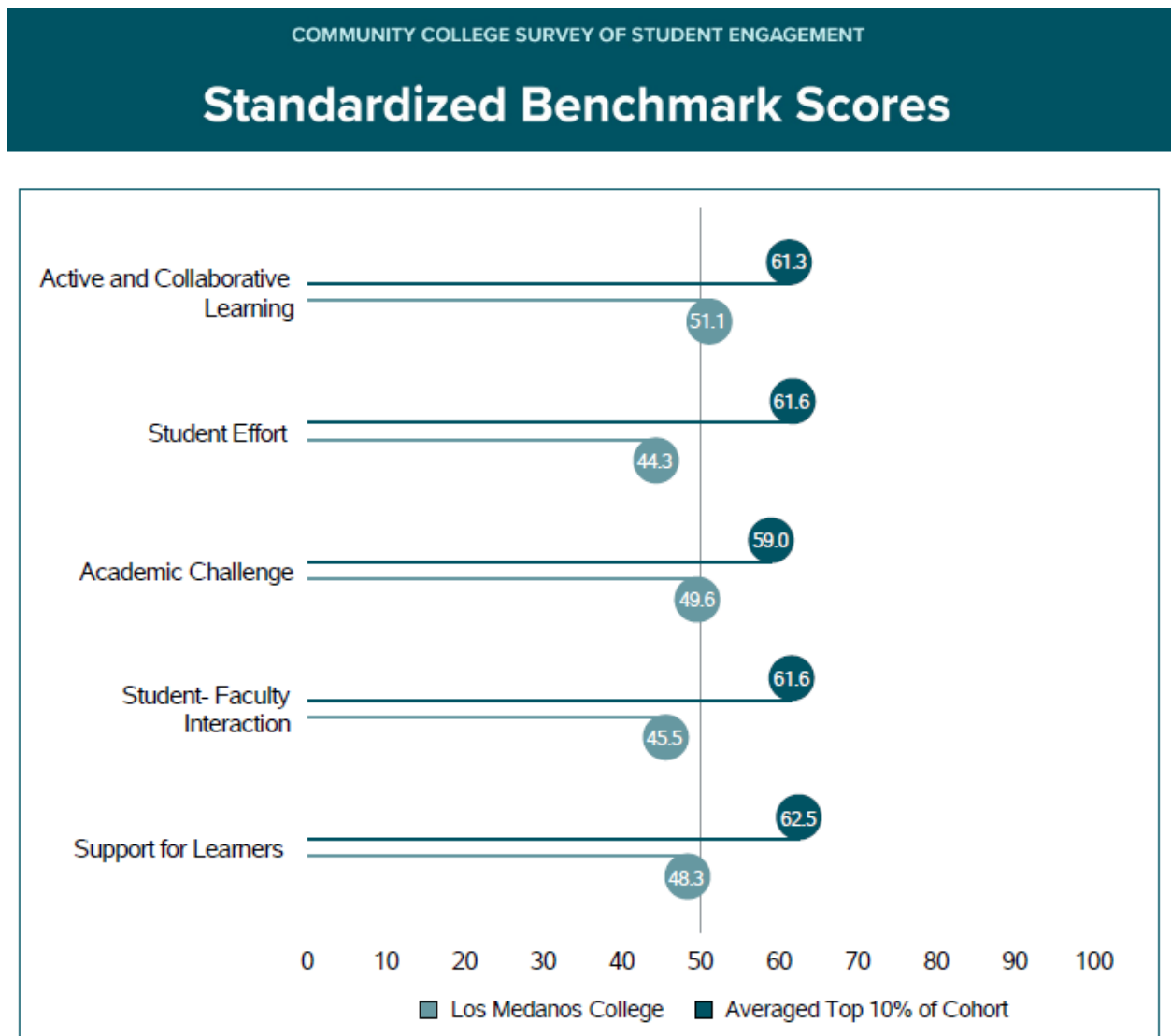


Figure 31. Community College Survey - Standardized Benchmark Scores (CCCSE, circa 2025)

Strengths

Figure 32 highlights high-performing engagement behaviors, including:

- Working with classmates during and outside of class
- Participation in presentations and collaborative activities
- Engagement in career counseling services

Areas for Improvement

Lower-performing areas include:

- Limited student-faculty interaction outside of coursework
- Lower student utilization of tutoring services, campus study spaces, and comprehensive time spent completing assignments.
- Challenges related to balancing academic and non-academic responsibilities

Highest and Lowest Aspects of Student Engagement

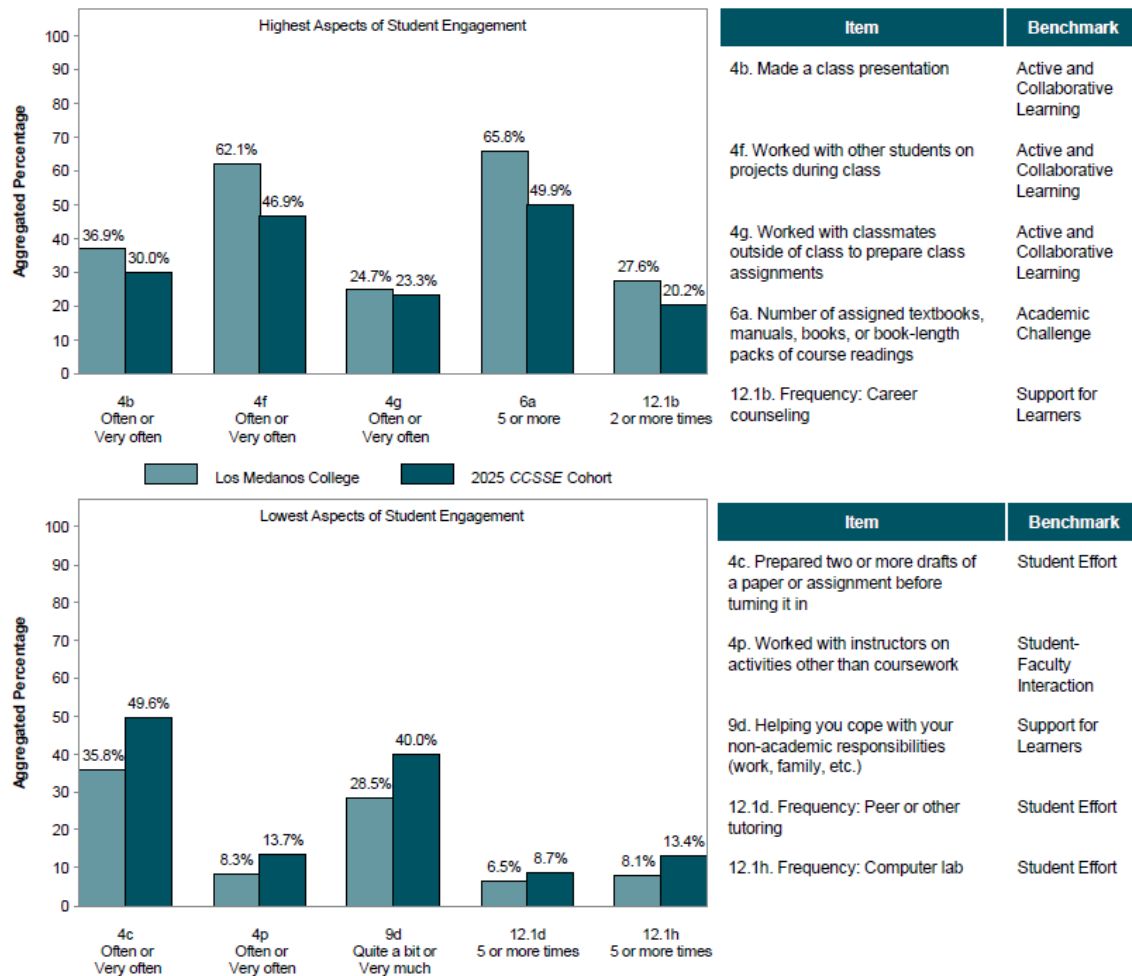


Figure 32. Community College Survey - Aspects of Student Engagement (CCCSE, circa 2025)

SENSE Findings (2024)

The SENSE survey focuses on early student experiences, particularly onboarding, advising, and early engagement.

Figure 33 shows that LMC performs strongly in:

- Academic and social support networks
- Early engagement and classroom interaction

Standardized Benchmark Scores

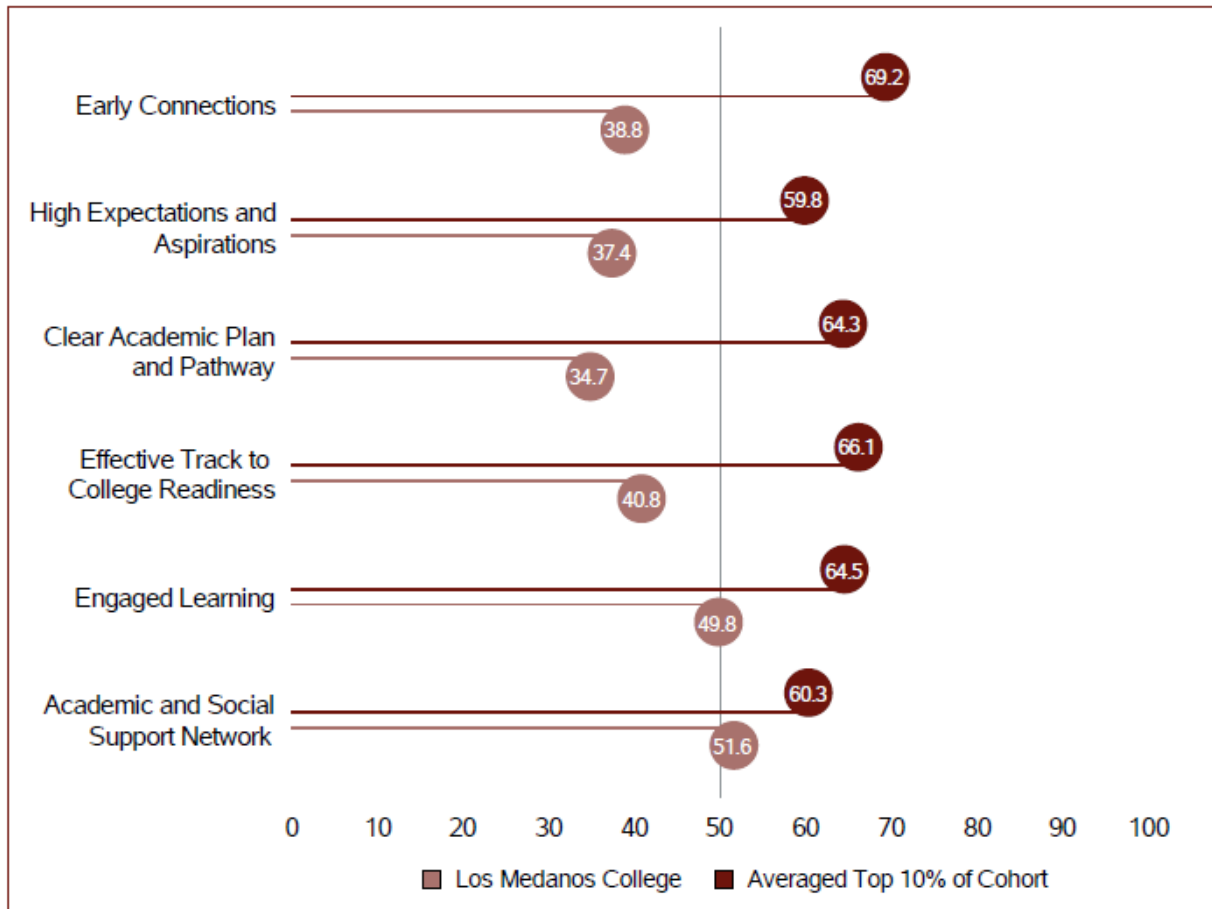


Figure 33. SENSE Survey - Standardized Benchmark Scores (CCCSE, circa 2024)

Key Insights

Figure 34 identifies:

- Strong engagement with instructors and peers
- High rates of collaborative learning and feedback

However, lower scores were observed in:

- Academic advising support
- Early pathway clarity
- Financial aid guidance

SURVEY OF ENTERING STUDENT ENGAGEMENT

Highest and Lowest Aspects of Student Engagement

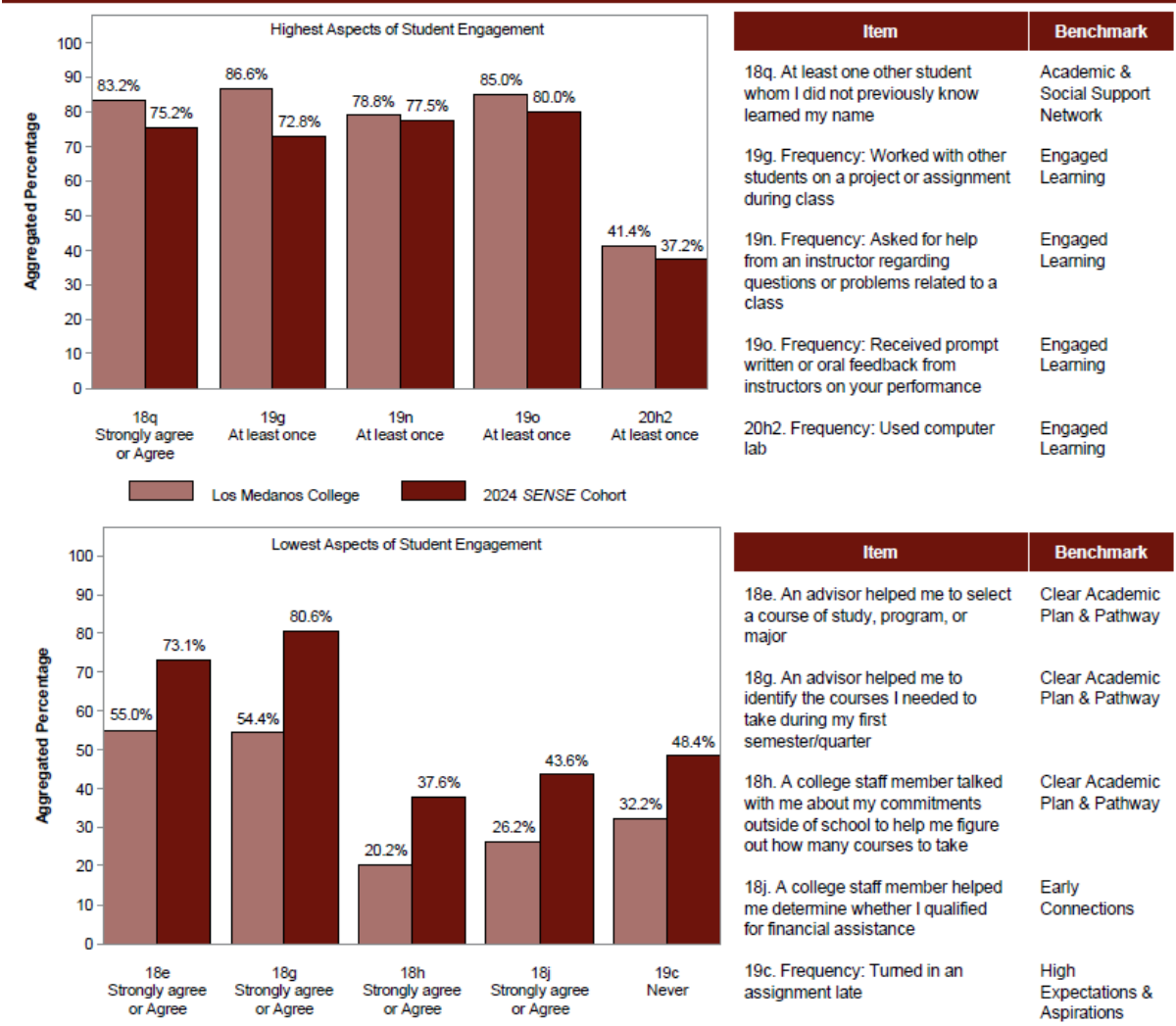


Figure 34. SENSE Survey - Aspects of Student Engagement (CCCSE, circa 2024)

These findings suggest that while classroom engagement is strong, structured onboarding and advising systems remain key areas for improvement.

Student Basic Needs and Well-Being

The Hope Center Basic Needs Survey highlights significant challenges affecting student success.

Basic Needs Insecurity

- 53% of students experienced food, housing, or homelessness insecurity;

- 40% experienced food insecurity;
- 44% experienced housing insecurity; and
- 11% experienced homelessness.

These findings indicate that basic needs insecurity is a widespread and critical barrier to student success.

Mental Health

The survey mentions that:

- 45% of students experienced anxiety and/or depression;
- 38% reported academic performance impacts; and
- 28% had unmet mental health needs.

Figure 35 shows that students report a strong interest in accessing mental health services, particularly:

- In-person counseling (62%);
- Informal support networks (57%); and
- Telehealth services (51%).

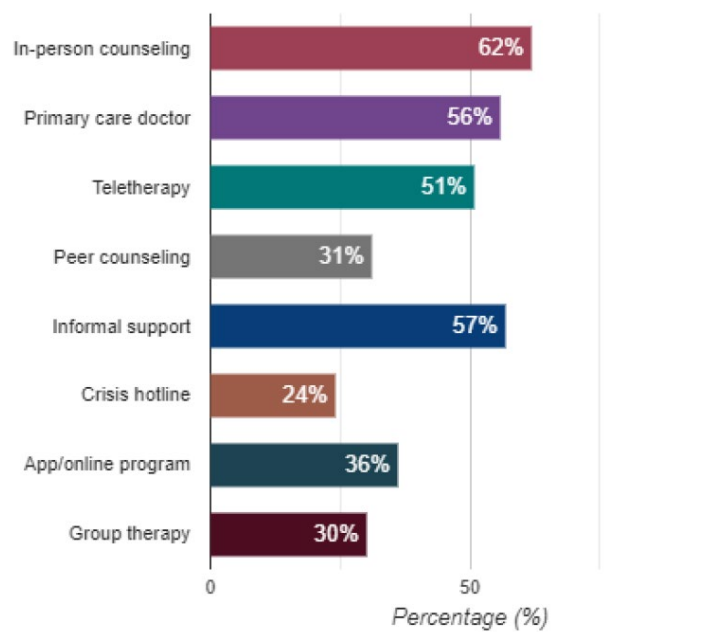


Figure 35. Hope Survey - Mental Health Preferences (The Hope Center, 2023)

Barriers to Support

Key barriers (see Figure 36) include:

- Financial constraints;
- Limited availability of services;
- Lack of awareness of resources; and
- Competing responsibilities (work, family).

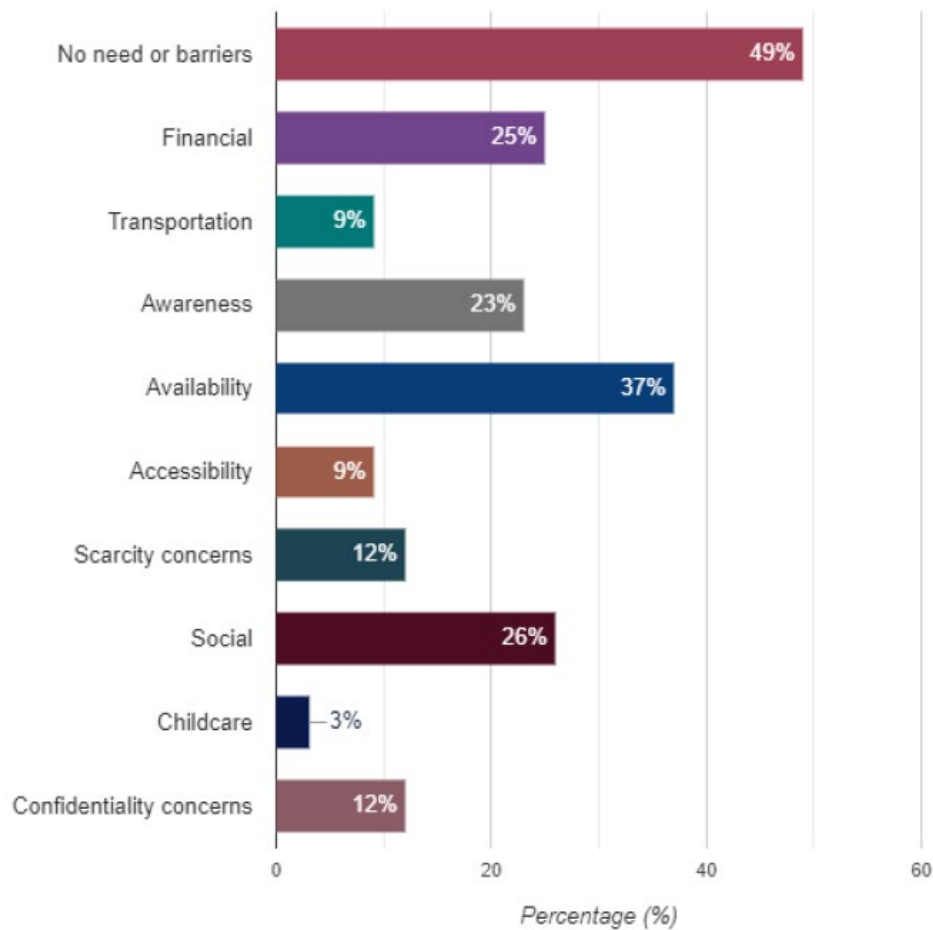


Figure 36. HOPE Survey - Mental Health Barriers (The Hope Center, 2023)

Campus Climate and Equity (NACCC Student Survey)

The NACCC Student Survey provides insight into racial climate and equity.

Mattering and Affirmation

Findings indicate (see Figure 37) that:

- Students generally report feeling that they matter in classroom settings.
- However, disparities exist between white students and students of color in experiences of affirmation and belonging.

MATTERING AND AFFIRMATION

% of students who reported they mostly matter or strongly matter at
LOS MEDANOS COLLEGE

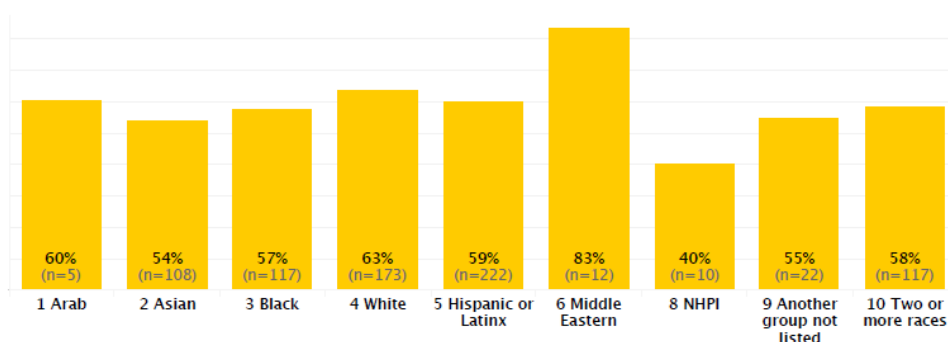


Figure 37. NACCC Survey - Mattering and Affirmation Information (NACCC, 2021)

Faculty Interaction and Equity

Students of color report lower levels of affirmation from faculty, particularly white faculty, compared to their white peers.

This highlights the importance of culturally responsive teaching and faculty development.

Racial Climate and Experiences

The NACCC framework identifies key areas affecting student experiences:

- Cross-racial engagement;
- Racial learning and literacy;
- Encounters with racial stress; and
- Institutional commitment to equity.

These findings reinforce the importance of increasing equity-centered practices across instruction and student services.

Key Implications for Planning

Student survey findings highlight several institutional priorities:

- **Strengthening advising and pathway clarity**, particularly in early student experiences

- **Expanding access to basic needs resources**, including housing, food, and mental health support;
- **Increasing student-faculty engagement beyond the classroom;**
- **Improving awareness and accessibility of support services; and**
- **Addressing equity gaps in student experiences and outcomes.**

These priorities align directly with the College’s student equity goals and broader strategic planning efforts.

Staff Surveys

Los Medanos College utilizes multiple sources of employee feedback to inform institutional planning, including locally administered employee surveys and the National Assessment of Collegiate Campus Climate (NACCC). Together, these instruments provide insight into employee experience, organizational effectiveness, workplace climate, and the College’s progress toward equity-centered goals.

This section synthesizes findings from:

- Fall 2024 and Fall 2025 Employee Surveys;
- NACCC Staff Survey (Spring 2023); and
- NACCC Staff/Faculty Survey (Spring 2025).

These data sources collectively inform the College’s commitment to improving institutional effectiveness, advancing equity, and strengthening employee engagement.

Survey Participation and Context

The NACCC survey provides a national benchmark for assessing campus climate, particularly related to race and equity. In Spring 2023, 90 Los Medanos College staff members responded to the NACCC survey (NACCC, 2023).

The Spring 2025 NACCC administration (NACCC, 2025) expanded participation to include faculty respondents, further broadening institutional insight into workplace climate and equity experiences.

Local employee surveys conducted in Fall 2024 and Fall 2025 provide additional, more frequent feedback on operational effectiveness, communication, and employee satisfaction.

Overall Themes Across Surveys

Across survey instruments, several consistent themes emerge:

- Strong commitment among employees to student success and institutional mission;
- Positive perceptions of supervisor support and interpersonal workplace relationships;
- Ongoing concerns related to communication, transparency, and decision-making processes;
- Persistent equity gaps in workplace experiences across racial and identity groups; and
- Need for continued investment in tools, resources, and operational efficiency.

These themes highlight both institutional strengths and areas for continued improvement aligned with the College's strategic priorities.

Workplace Effectiveness and Operational Support

Results from the Fall 2024 and Fall 2025 employee surveys (see Figures 38 to 39) indicate mixed perceptions regarding operational efficiency and access to necessary tools.

Employees were asked to rate the efficiency of departmental processes and the extent to which they have the tools needed to perform their jobs effectively. While responses indicate areas of strength, they also suggest opportunities to streamline processes and improve resource allocation.

How would you rate the efficiency of the current process in your department?

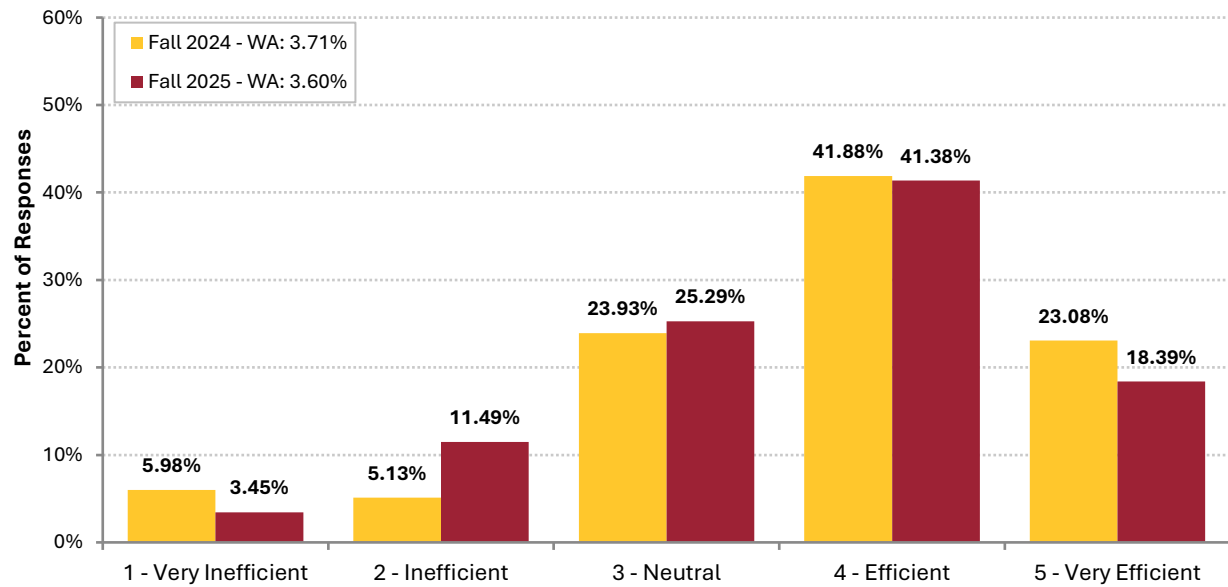


Figure 38. Employee Survey - Departmental Processes Efficiency - FA24 & FA25

Note: Fall 2024 – 117 Total responses and 3.71 Weighted average. Fall 2025 – 87 Total responses and 3.60 Weighted average.

Do you have the necessary tools and resources to perform your job effectively?

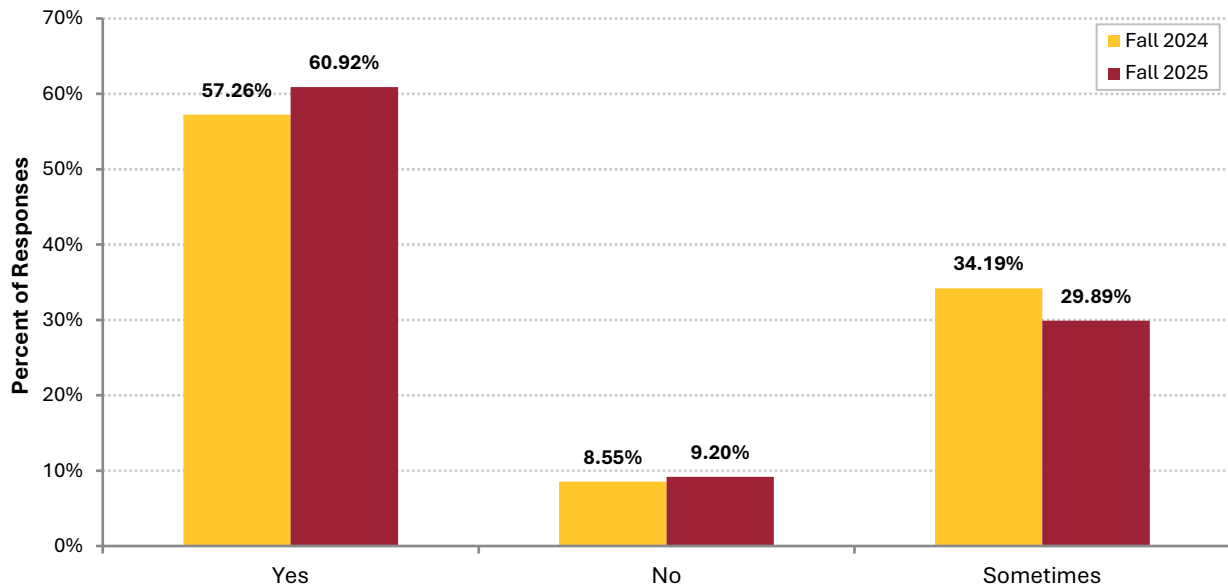


Figure 39. Employee Survey - Necessary Tools and Resources - FA24 & FA25

Note: Fall 2024 – 117 Total responses. Fall 2025 – 87 Total responses.

These findings suggest that while many employees feel supported in their roles, improvements in systems, workflows, and access to tools could enhance overall institutional effectiveness and employee productivity.

Communication, Transparency, and Decision-Making

Survey responses (see Figures 40 to 41) indicate that communication from college leadership and clarity around decision-making processes remain key areas of focus.

Employees were asked about:

- Effectiveness of communication from the administration, and
- Understanding of how decisions are made.

While responses show variability, results suggest a need for:

- Greater transparency in institutional decision-making;
- Improved communication strategies across divisions; and
- Clearer alignment between planning processes and operational decisions.

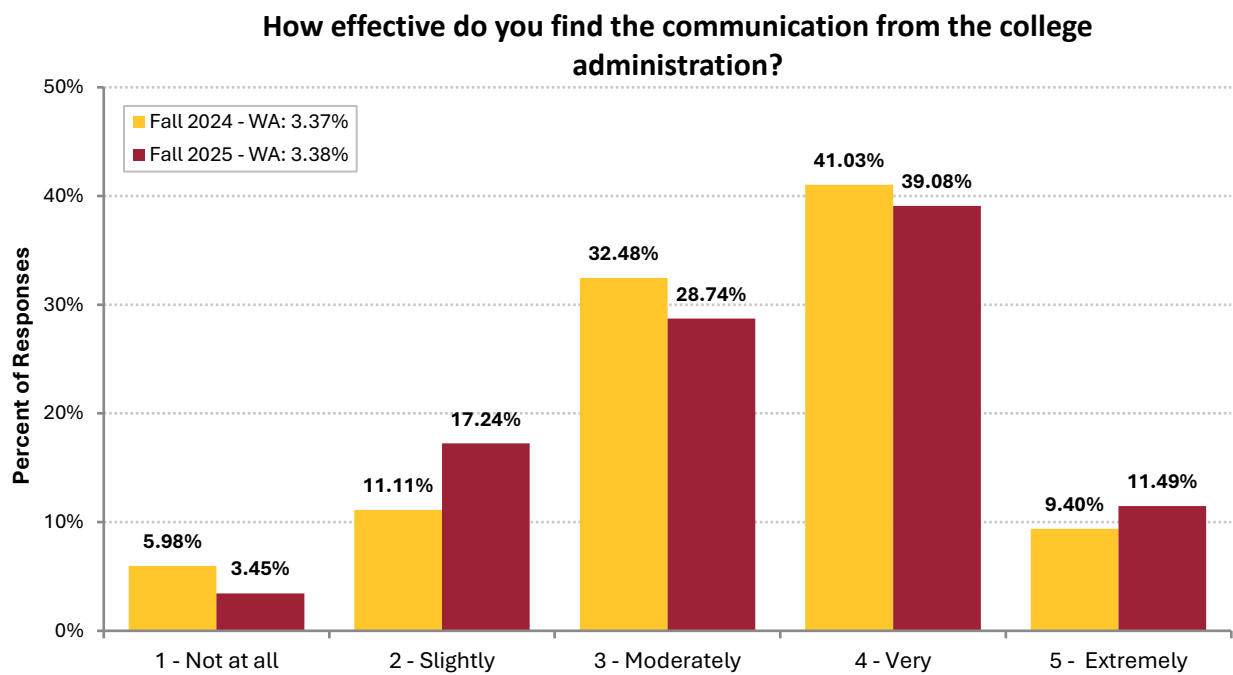


Figure 40. Employee Survey - Perceptions of Administrative Communication – FA24 & FA25

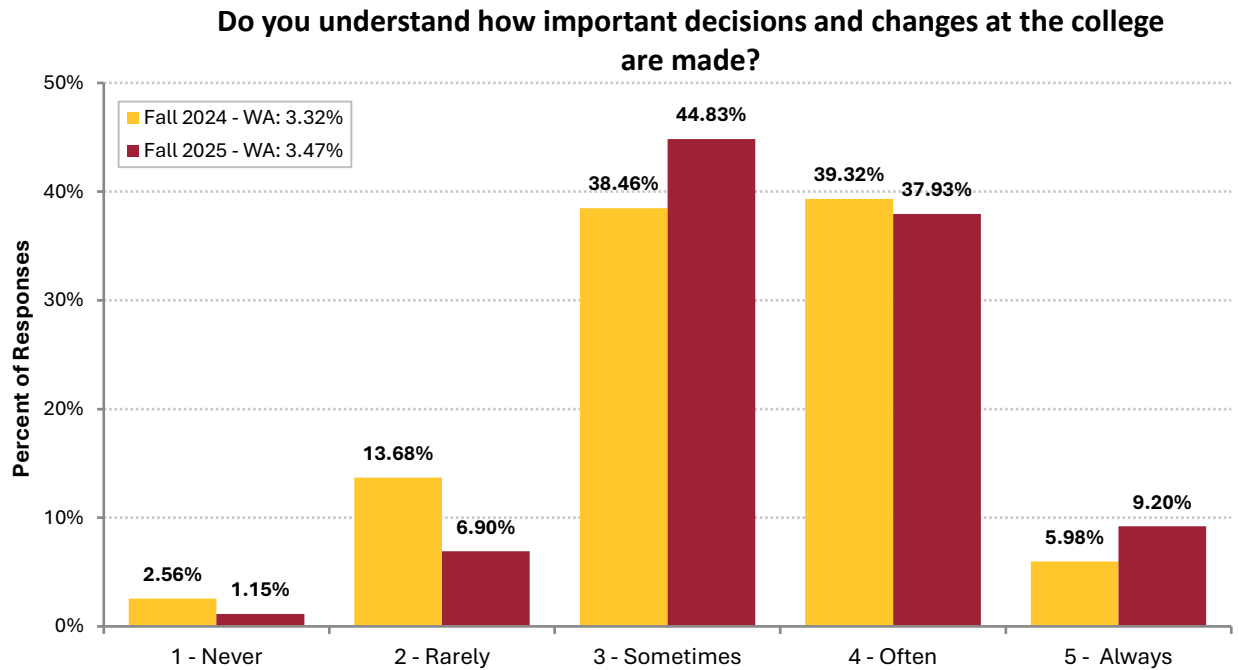


Figure 41. Employee Survey - Understanding of Decision-Making Processes - FA24 & FA25

These findings align with broader institutional goals related to participatory governance and integrated planning.

Employee Engagement and Satisfaction

Employee engagement and job satisfaction are critical indicators of institutional health.

Survey results (see Figures 42 to 43) indicate generally positive levels of:

- Job satisfaction; and
- Engagement in daily work.

However, variation across employee groups suggests that experiences are not uniform and may be influenced by role, division, or identity.

On a scale of 1-5, how satisfied are you with your current job role?

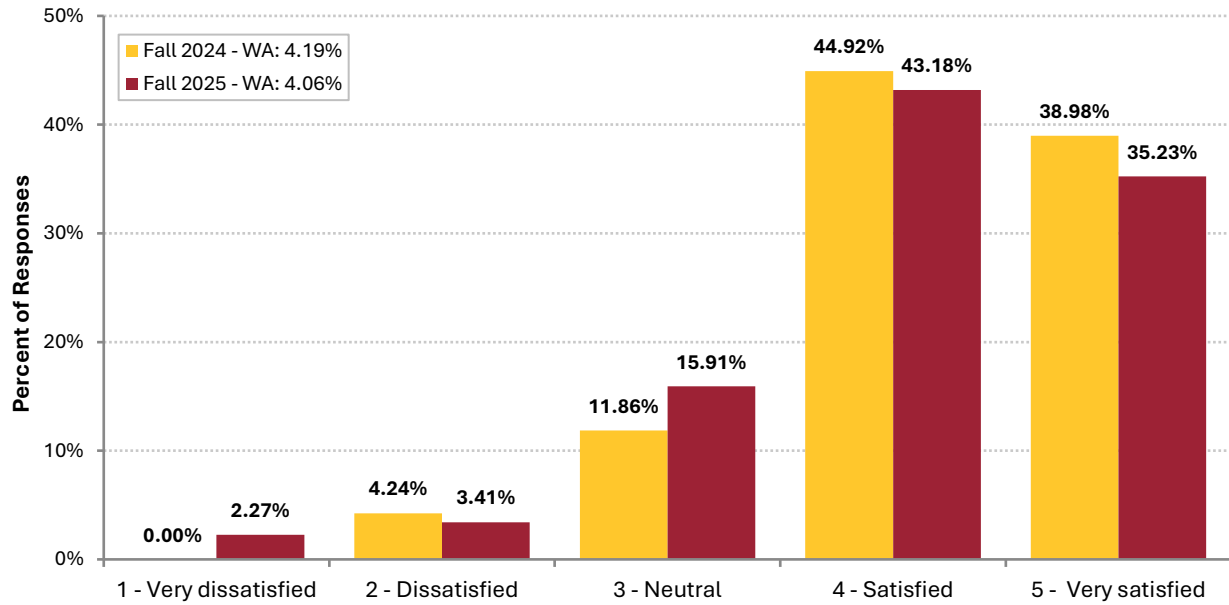


Figure 42. Employee Survey - Job Satisfaction - FA24 & FA25

How engaged do you feel in your daily work activities?

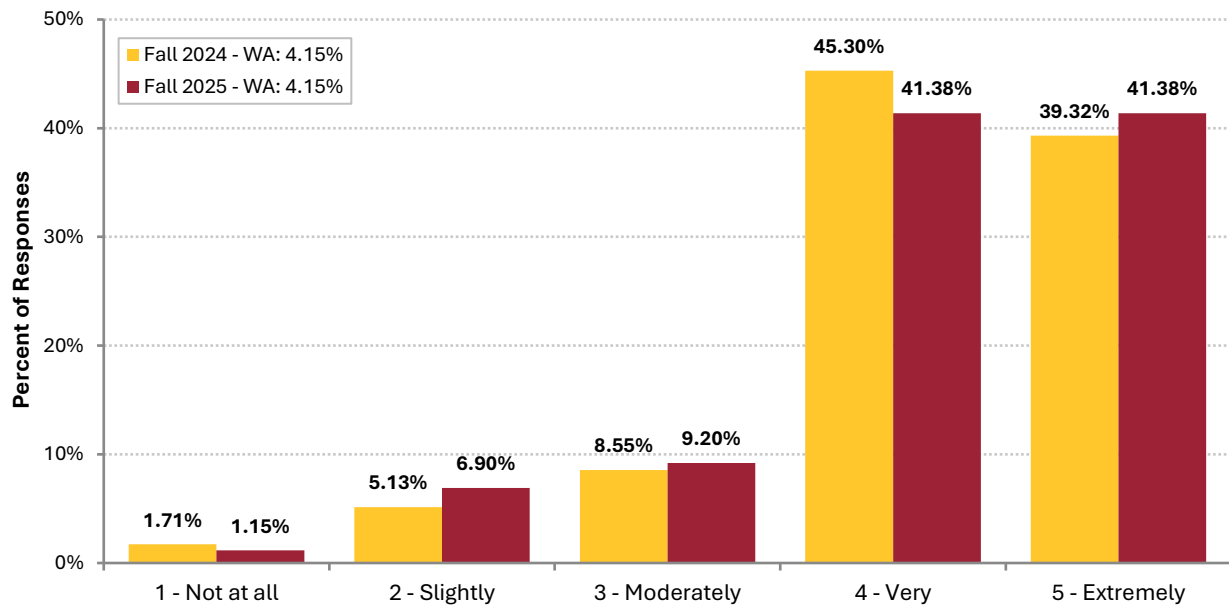


Figure 43. Employee Survey - Engagement Level - FA24 & FA25

These findings reinforce the importance of maintaining supportive work environments while addressing disparities in employee experience.

Equity, Inclusion, and Anti-Racism Progress

A central focus of employee survey efforts is assessing progress toward becoming an anti-racist and equity-centered institution.

Employees were asked about their confidence in the College's progress in advancing equity and anti-racism. Responses (see Figure 44) indicate that while progress is recognized, there is still work to be done to ensure consistent, meaningful action across the institution.

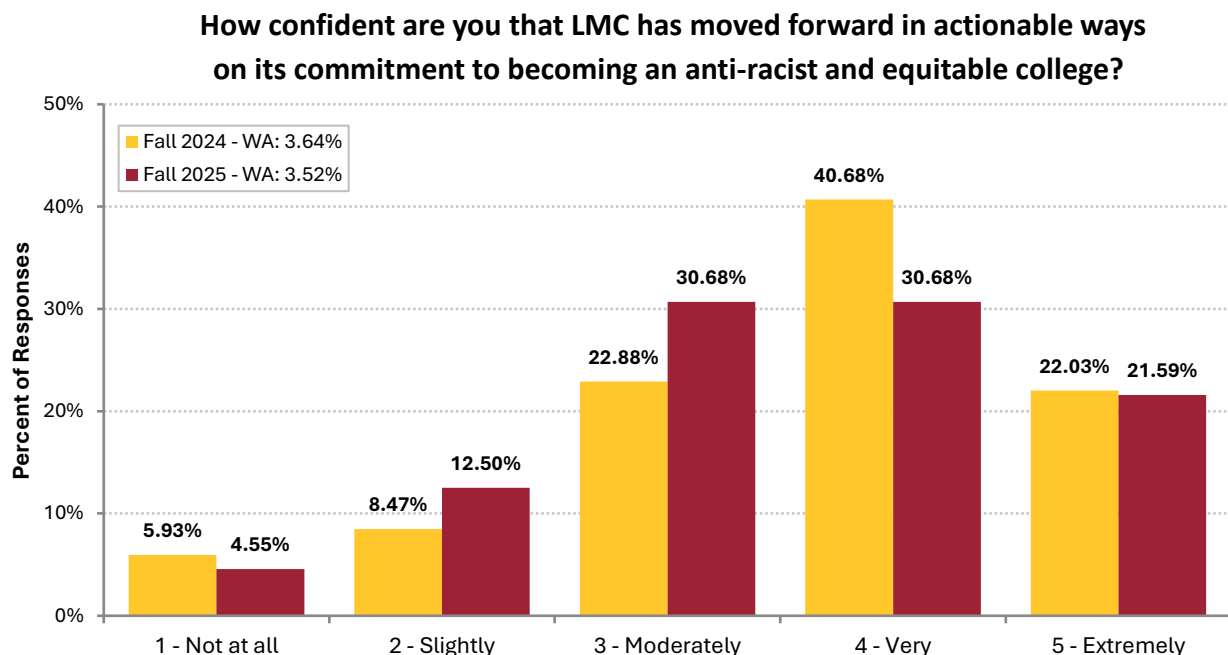


Figure 44. Employee Survey, Confidence in Institutional Progress Toward Anti-Racism, FA24 & FA25

NACCC Findings: Campus Climate and Equity

The NACCC survey provides deeper insight into workplace climate, particularly related to race and equity.

Workplace Mattering

Figures 45 and 46 show that most employees report feeling they matter in their workplaces; however, disparities exist across racial groups. For example, differences are evident in the extent to which employees feel their perspectives are valued in decision-making processes.

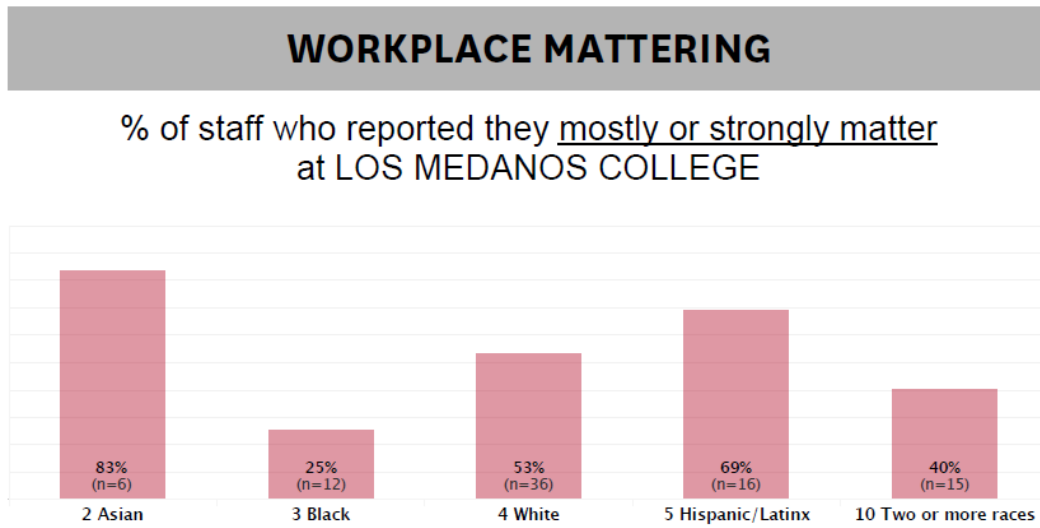


Figure 45. Staff Workplace Mattering by Race/Ethnicity (NACCC, 2023)

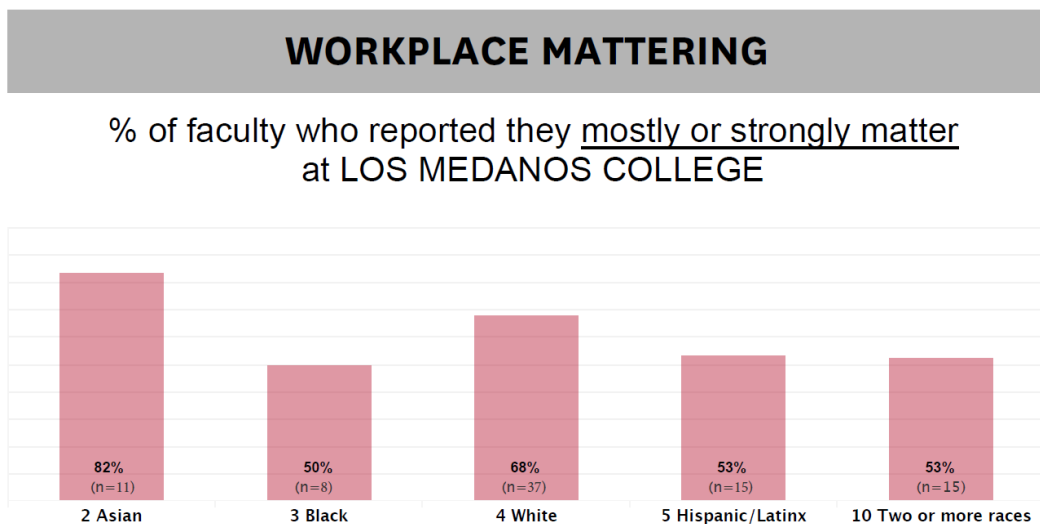


Figure 46. Faculty Workplace Mattering by Race/Ethnicity (NACCC, 2025)

Racial Learning and Literacy

Survey findings (see Figure 47) indicate varying levels of knowledge regarding institutional policies and practices related to racism and equity. Employees report learning about race through a combination of self-directed learning, professional development, and workplace interactions.

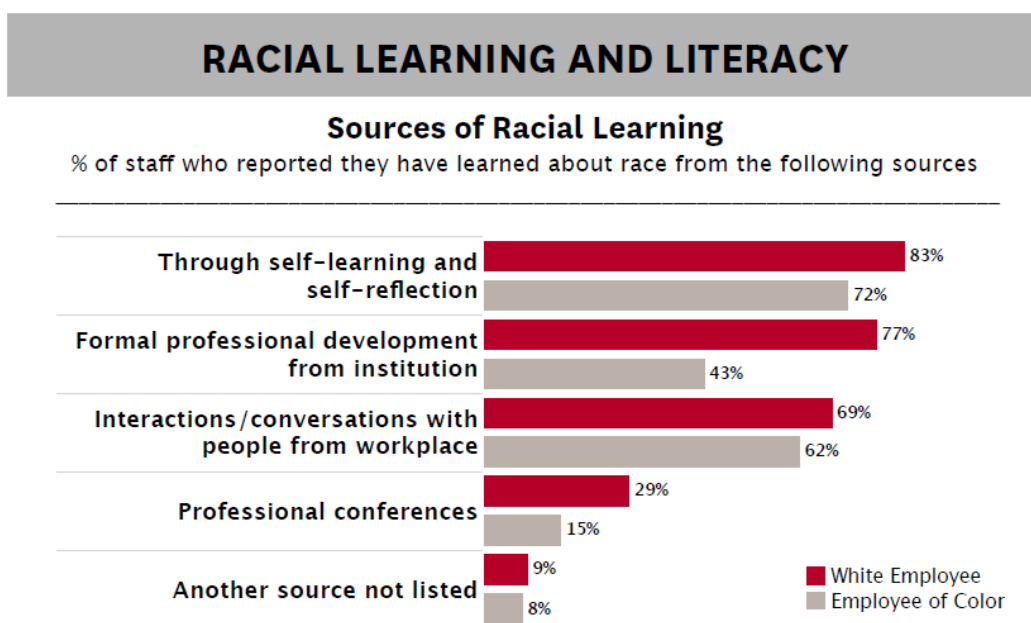


Figure 47. Sources of Racial Learning (NACCC, 2025)

However, figure 48 shows that the levels of knowledge about how to respond to or report incidents of racism remain uneven across groups.

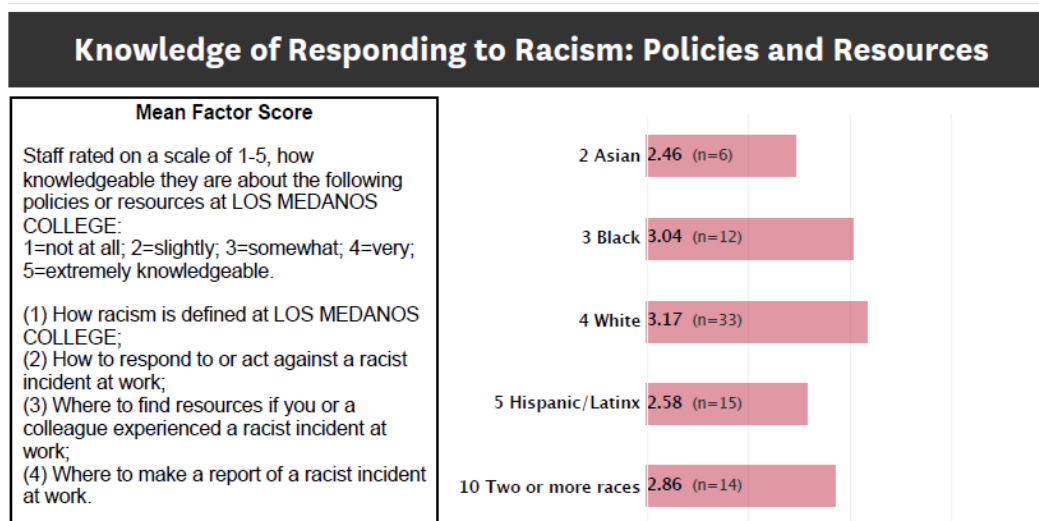


Figure 48. Knowledge of Policies and Resources Related to Racism (NACCC, 2025)

Encounters with Racial Stress

A notable proportion of employees report experiencing racial microaggressions or other forms of racial stress in the workplace (see Figure 49). These experiences vary significantly across racial groups, with employees of color reporting higher rates of exposure.

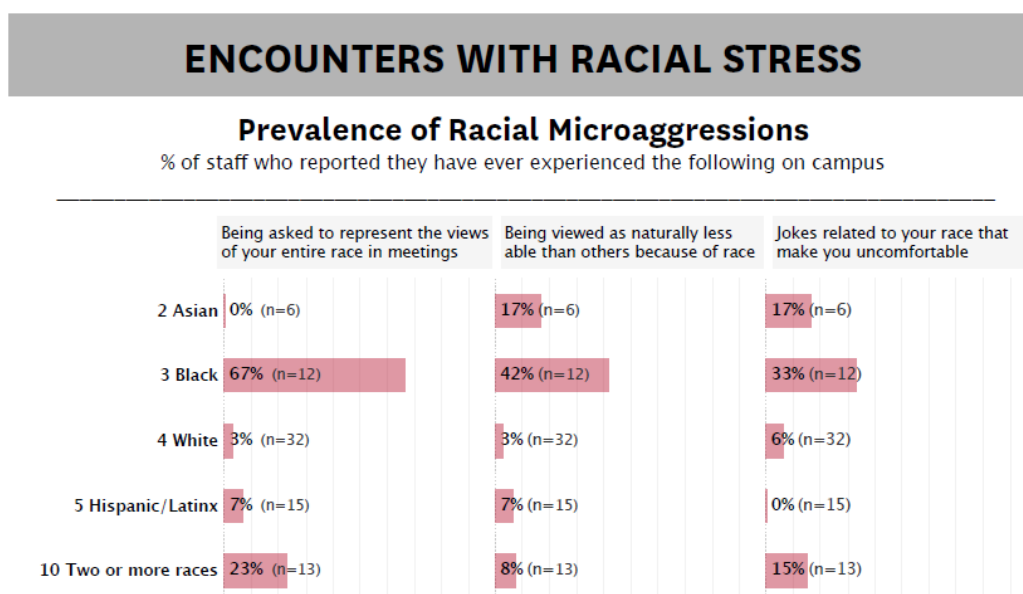


Figure 49. Prevalence of Racial Microaggressions by Race/Ethnicity (NACCC, 2025)

Additionally, figure 50 shows that perceptions of racism as a problem vary across employee groups and work environments.

Problem Awareness

% of staff who reported racism is **mostly or completely** a problem in the following locations

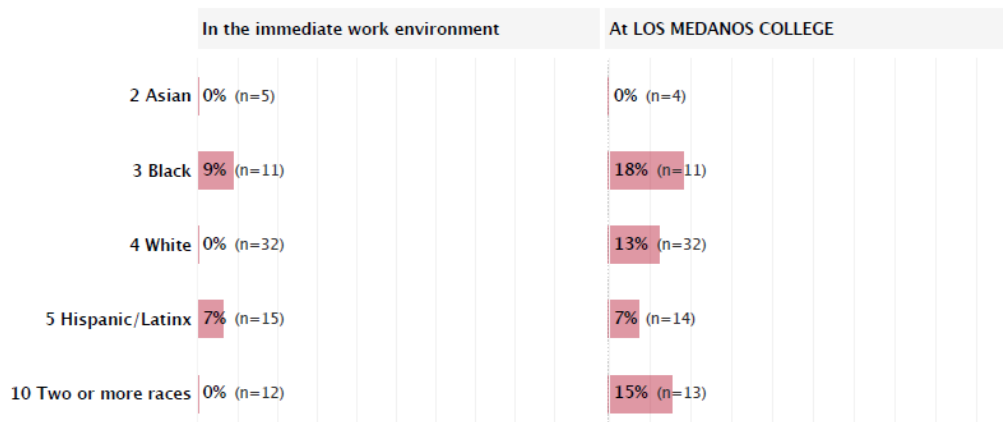


Figure 50. Perceptions of Racism as a Workplace Issue (NACCC, 2025)

Workplace Equity

Findings related to workplace equity (see Figure 51) indicate that some employees have experienced discrimination based on identity, including race, gender, and sexual orientation.

WORKPLACE EQUITY

Discrimination in the Workplace

% of staff who reported they have ever experienced discrimination based on the following identities

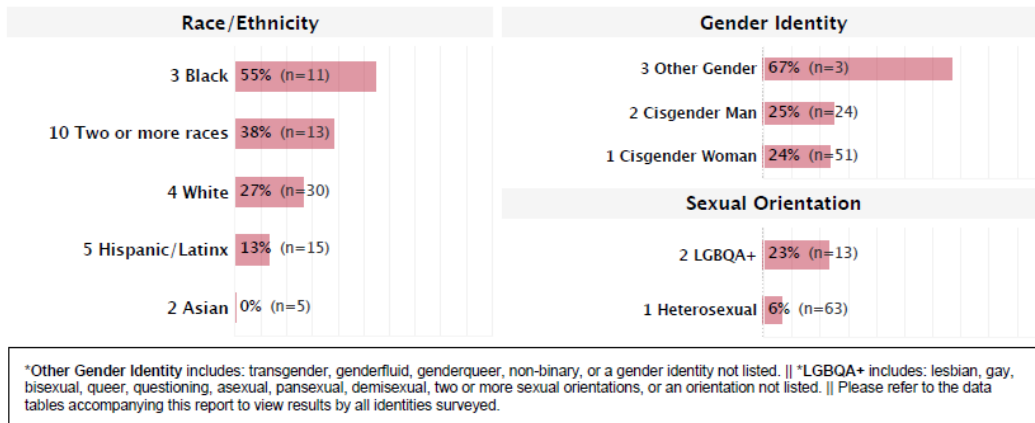


Figure 51. Reported Experiences of Discrimination by Identity (NACCC, 2025)

Figure 52 shows that differences in perceptions of support, advancement opportunities, and fairness highlight ongoing equity challenges.

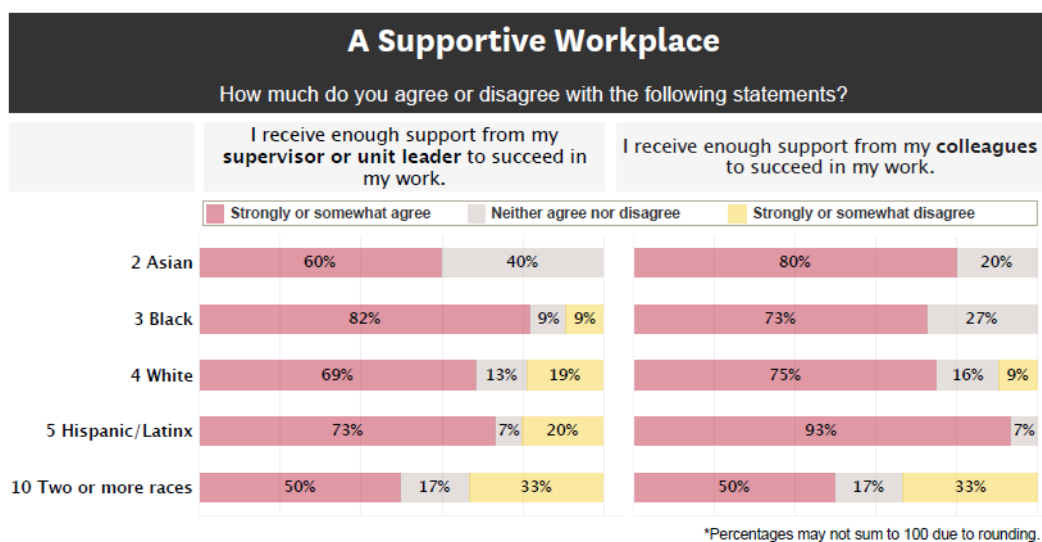


Figure 52. Perceptions of Support from Supervisors and Colleagues (NACCC, 2025)

Key Implications for Planning

The employee survey findings underscore several priorities for institutional planning:

- **Strengthening communication and transparency** in decision-making processes;
- **Improving operational systems and access to tools** to support employee effectiveness;
- **Enhancing professional development and equity training**;
- **Addressing disparities in employee experience across identity groups**; and
- **Advancing anti-racist institutional practices and accountability measures.**

These findings reinforce the importance of aligning employee experience with the College's broader commitment to equity, student success, and institutional effectiveness.

Labor Market Analysis

Los Medanos College (LMC) serves a region shaped by both long-standing workforce needs and rapid economic change. As noted earlier in this chapter, the College's service area faces economic variability, income disparities, lower bachelor's degree attainment rates than county and state averages, and increasing demand for adult education, reskilling, and career advancement. These conditions reinforce the need to align academic programs, student supports, and employer partnerships with regional labor market needs. At the same time, the College maintains a broader commitment to equity, access, completion, and social mobility.

Regional Breakdown



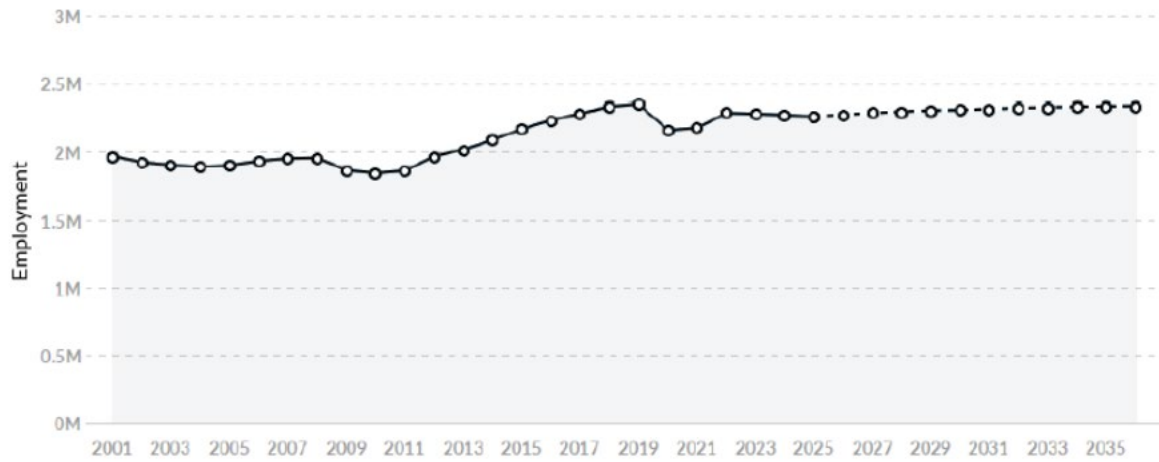
County	2021 Jobs
Alameda County, CA	846,124
San Francisco County, CA	765,003
Contra Costa County, CA	409,918
Solano County, CA	157,676

Figure 53. Region Job Numbers Summary 2021 (Lightcast, 2026)

Labor market information was drawn from Lightcast Q1 2026 data for four Bay Area counties commonly used in workforce analysis: Alameda, Contra Costa, San Francisco, and Solano. The dataset includes all 798 occupations in the selected region. It reflects QCEW employees, non-QCEW employees, and self-employed workers. The regional labor market had about 2.18 million jobs in 2021. This number is projected to grow to about 2.32 million jobs by 2031. This projection is an increase of 137,222 jobs, or 6.3%.

Regional Employment Is About Equal to the National Average

An average area of this size typically has 2,178,721* jobs, while there are 2,178,721 here.



Region	2021 Jobs	2031 Jobs	Change	% Change
● 4 California Counties	2,178,721	2,315,943	137,222	6.3%
● National Average	2,178,721	2,315,943	137,222	6.3%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Figure 54. Regional Employment Rate Comparison (Lightcast, 2026)

Regional compensation is strong, with a median salary of \$67,542. The 2024 median wage is \$32.47 per hour, compared to a national median wage of \$23.99 per hour for the same occupations.

Regional Compensation Is 35% Higher Than National Compensation

For your occupations, the 2024 median wage in your area is \$32.47/hr, while the national median wage is \$23.99/hr.

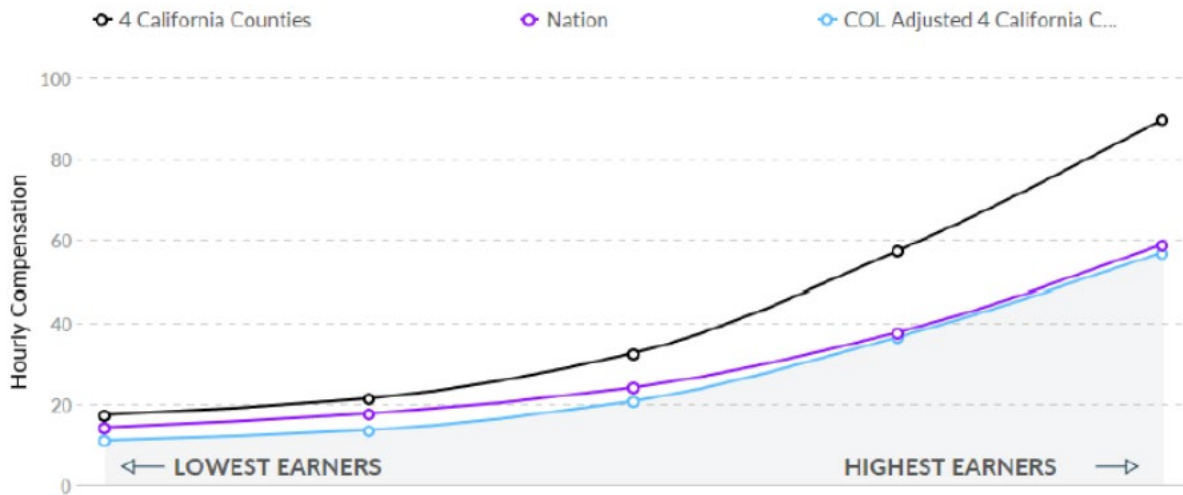


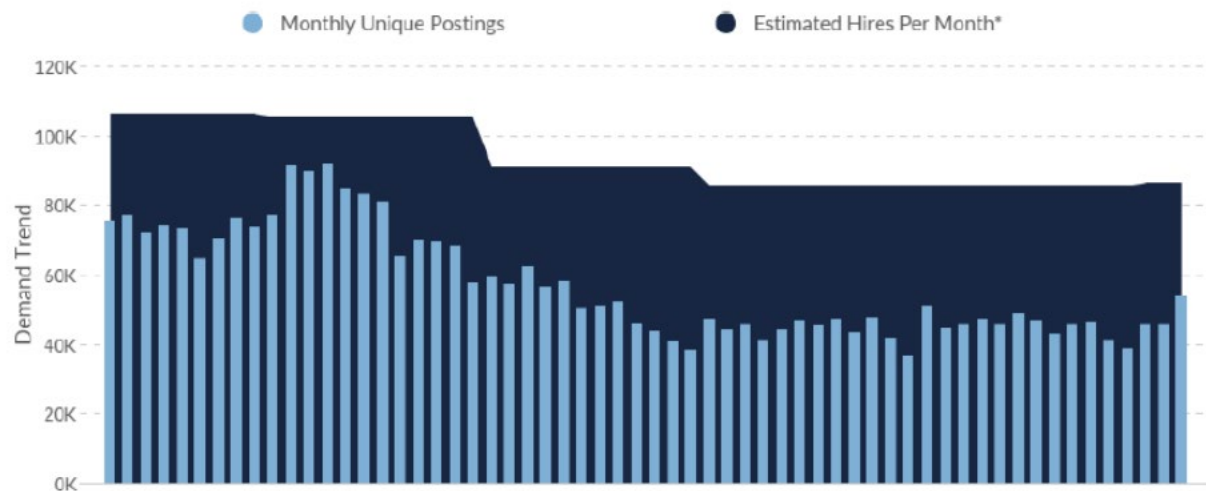
Figure 55. Regional Compensation Comparison (Lightcast, 2026)

Job posting activity further indicates a strong regional demand. From January 2021 through March 2026, the region generated more than 3.6 million unique job postings across over 95,000 companies. Average monthly job posting demand exceeded the national average for a region of similar workforce size. This level of activity suggests that LMC operates in a competitive, opportunity-rich labor market. However, students need both technical preparation and transferable skills to access, retain, and advance in employment.

Job Posting Activity



Figure 56. Job Posting Activity (Lightcast, 2026)



Occupation	Avg Monthly Postings (Jan 2021 - Mar 2026)	Avg Monthly Hires (Jan 2021 - Mar 2026)
Registered Nurses	2,384	983
Software Developers	2,100	2,009
Retail Salespersons	1,364	1,857
Marketing Managers	1,126	404
Unclassified Occupation	946	0

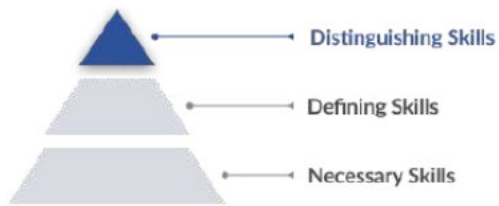
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Figure 57. Job Postings and Hirings (Lightcast, 2026)

Skills-demand data based on historical job postings from March 2024 through March 2026 shows significant growth in employee demand for emerging and cross-functional skills. Examples include artificial intelligence, workflow management, leadership, scalability, communication, operations, cross-functional collaboration, team management, automation, regulatory compliance, machine learning, and operational efficiency.

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Artificial Intelligence	✓	79,468	+12.4%	Growing
Software As A Service (SaaS)	✓	78,222	+20.9%	Rapidly Growing
Machine Learning	✓	71,080	+19.9%	Rapidly Growing
Psychology	✓	61,812	+6.8%	Stable
Treatment Planning	✓	60,705	+6.7%	Stable
Case Management	✓	53,213	+9.4%	Growing
User Experience (UX)	✗	47,397	+20.9%	Rapidly Growing
Pediatrics	✗	46,924	+11.2%	Growing
Go-to-Market Strategy	✓	44,675	+13.4%	Growing
Electronic Medical Record	✗	44,399	+12.1%	Growing

Figure 58. Skills by Demand (Lightcast, 2026)

At the same time, core employability skills remained consistently important across quarters. These include communication, customer service, management, leadership, operations, sales, problem-solving, writing, planning, interpersonal communication, project management, Microsoft Excel, Microsoft Office, and presentations. Programs should incorporate these skills into curricula in discipline-aligned ways by embedding both technical and durable skills across instructional pathways.

Table 9. Skills Listed in Job Postings by Quarter (Lightcast, 2026)

Skills	Mar 2024 - Jul 2024	Aug 2024 - Dec 2024	Jan 2025 - May 2025	Jun 2025 - Oct 2025	Nov 2025 - Mar 2026
Communication	116,869	113,780	117,297	122,484	129,899
Management	71,568	68,679	64,955	65,644	67,844
Customer Service	72,782	69,323	64,596	64,800	62,491
Leadership	53,510	52,217	53,482	56,401	63,714
Operations	53,716	50,553	52,247	56,459	63,591
Sales	52,093	49,929	48,010	48,899	48,643
Detail Oriented	41,512	39,685	41,495	41,040	43,977
Problem Solving	40,591	39,151	41,355	40,136	40,251
Writing	36,115	32,488	30,835	30,910	30,168
Planning	32,559	30,578	29,594	30,663	32,527
Interpersonal Communication	31,958	29,736	28,522	26,419	24,749
Valid Driver's License	29,656	27,239	26,554	26,616	26,315
Research	29,621	27,858	25,676	25,173	26,620
Coordinating	25,529	24,084	23,936	26,934	31,431
Project Management	25,811	24,472	25,821	25,366	26,723
Marketing	24,340	23,666	24,672	24,015	24,143
Organizational Skills	23,839	22,941	22,925	23,498	23,943
Microsoft Excel	24,803	22,666	22,256	21,734	21,591
Microsoft Office	22,638	21,690	20,946	20,623	20,238
Presentations	21,520	19,784	20,385	19,882	20,321

Target Occupations

The purpose of identifying target occupations is to understand where regional demand, wage opportunities, student interest, and LMC's educational mission intersect. This analysis does not identify a single list of occupations in isolation. Instead, it considers occupations and skill areas relevant to community college preparation, transfer pathways, short-term certificates, career education, and skills-builder opportunities. This approach aligns with the College's integrated planning model. The model emphasizes evidence-informed program review, workforce alignment, and student-centered resource allocation.

Occupational Programs



CIP Code	Top Programs	Completions (2024)
24.0101	Liberal Arts and Sciences/Liberal Studies	5,536
52.0201	Business Administration and Management, General	4,200
11.0701	Computer Science	2,022
42.0101	Psychology, General	1,954
51.3801	Registered Nursing/Registered Nurse	1,939
19.0709	Child Care Provider/Assistant	1,751
30.0101	Biological and Physical Sciences	1,659
51.3901	Licensed Practical/Vocational Nurse Training	1,444
51.0801	Medical/Clinical Assistant	1,408
26.0101	Biology/Biological Sciences, General	1,201

Figure 59. Occupational Programs and Completions 2024 (Lightcast, 2026)

The Lightcast occupation overview identifies several high-demand occupations in the four-county region. Occupations with the highest average monthly job postings include registered nurses, software developers, retail salespersons, marketing managers, home health and personal care aides, first-line supervisors of retail sales workers, and sales representatives. Additional high-demand roles are computer occupations, project management specialists, general and operations managers, customer service representatives, financial managers, and medical and health services managers. Data scientists, administrative assistants, heavy and tractor-trailer truck drivers, accountants and auditors, market research analysts, security guards, maintenance and repair workers, and human resources specialists are also among the top-listed occupations.

Gap Analysis

Labor market data show LMC sits in a large, active regional economy. Employers need workers in healthcare, technology, business, education, skilled trades, transportation, logistics, public service, and customer-facing roles. Still, there must be strong alignment between programs, credentials, transfer pathways, employer partnerships, and the skills students need to succeed.

A preliminary gap analysis suggests several areas of opportunity:

First, LMC needs to strengthen pathways in occupations with high regional demand and where community college education can provide meaningful entry or advancement. or transfer preparation. Healthcare, business, information technology, education, skilled trades, transportation, and public service all present opportunities for LMC to evaluate program capacity, course sequencing, certificate options, transfer alignment, and student completion outcomes. For example, high posting activity for registered nurses, medical assistants, home health and personal care aides, software developers, data scientists, project management specialists, accountants, human resources specialists, heavy truck drivers, and automotive technicians suggests that students may benefit from clear pathways connecting LMC coursework to employment and further education.

Second, the regional skills data suggest a growing gap between traditional program preparation and the cross-functional skills employers now require. Communication, customer service, leadership, operations, management, problem-solving, planning, writing, project management, Microsoft Excel, Microsoft Office, and presentations remain consistently important across quarters. At the same time, demand is growing for artificial intelligence, automation, machine learning, workflow management, regulatory compliance, operational efficiency, cross-functional collaboration, stakeholder management, and team management. These skills should not be treated as separate from discipline-specific learning. Instead, they should be embedded into programs in ways that are meaningful to each field of study.

Third, the data reinforces the importance of short-term and skills-builder opportunities for adult learners, working students, and students seeking advancement rather than only initial workforce entry. Many LMC students attend part-time, balance employment and family responsibilities, and seek flexible pathways that lead to improved earnings, transfer, or career mobility. Expanding stackable certificates, noncredit-to-credit bridges, work-based learning, and flexible course modalities can help meet these needs while supporting the College's equity and completion goals.

Fourth, some high-demand occupations require bachelor's degrees or beyond, but they remain relevant to LMC because the College provides the first two years of transfer preparation. Occupations such as software developers, data scientists, financial managers, teachers, medical and health services managers, accountants, human resources specialists, market research analysts, engineers, and social workers reinforce the need for strong transfer pathways, major preparation, counseling, and partnerships with four-year institutions. In this sense, workforce alignment is not limited to career education programs; it also includes transfer education, general education, and student support systems that help students complete efficiently and move toward high-opportunity fields.

Finally, the gap analysis points to the need for ongoing program-level review. The Workforce Office reports provide a strong regional scan, but the next level of analysis should connect occupational demand to LMC-specific awards, completions, course enrollments, transfer outcomes, advisory committee feedback, employer partnerships, and student equity data. This would allow the College to identify where programs may need expansion, where curriculum may need updating, where new short-term credentials may be appropriate, and where existing offerings may require retooling to respond to changing labor market conditions.

Key Findings

The labor market analysis highlights several key findings for Los Medanos College planning:

- LMC is situated within a large regional labor market projected to grow over the next decade, with employment across the four-county region expected to increase by approximately 137,222 jobs between 2021 and 2031.
- Regional wages are higher than national averages for the same occupations, creating meaningful opportunities for students who complete degrees, certificates, transfer pathways, or skills-builder coursework that connect to high-demand fields.
- Job posting activity is strong, with more than 3.6 million unique postings from January 2021 through March 2026, suggesting sustained employer demand across multiple industries.

- High-demand occupations cluster in healthcare, business and management, information technology, education, social services, skilled trades, transportation, logistics, public service, hospitality, retail, and customer service.
- Emerging technology and cross-functional skills are increasingly important. Artificial intelligence, automation, machine learning, workflow management, operational efficiency, cross-functional collaboration, and regulatory compliance are growing rapidly, while communication, customer service, management, leadership, operations, problem solving, writing, planning, interpersonal communication, project management, Microsoft Excel, Microsoft Office, and presentations remain consistently valued by employers.
- Workforce alignment should be integrated across the College, not limited to career education. Transfer programs, general education, student services, adult education, noncredit, and career education all play a role in helping students prepare for employment, advancement, transfer, and long-term economic mobility.
- Continued program review and resource allocation should include labor-market evidence, student equity outcomes, completion data, and employer feedback, so that decisions about program growth, revision, scheduling, technology, staffing, and partnerships are aligned with student success and regional opportunity.

Strategic Context

Los Medanos College operates within a rapidly evolving higher education environment shaped by statewide policy reforms, shifting student demographics, changing workforce demands, and fiscal uncertainty. As part of the California Community Colleges system—the largest system of higher education in the nation—LMC is influenced by systemwide priorities while also responding to the distinct needs of eastern Contra Costa County.

This section outlines the broader context shaping the College’s Educational Strategic Plan, including the changing educational landscape, fiscal environment, and implications for institutional planning and resource alignment.

Fiscal Environment and Budget Outlook

The fiscal environment for California Community Colleges is entering a period of increased uncertainty following several years of relatively stable funding. While Proposition 98 continues to provide a strong foundation for community college funding, recent state budget projections indicate structural deficits and potential constraints on future allocations.

There are several key fiscal considerations impacting Los Medanos College

- **State budget volatility:** Declining state revenues and competing priorities may limit growth funding and increase reliance on one-time allocations.
- **Enrollment recovery and stability:** Post-pandemic enrollment patterns remain uneven across the system. While some areas show recovery, others—including parts of LMC’s service area—continue to experience fluctuations.
- **Rising operational costs:** Inflationary pressures, increased labor costs, and infrastructure needs place additional strain on institutional budgets.
- **Dependence on categorical and grant funding:** Programs supporting equity, basic needs, and student success are often supported by time-limited funding sources, requiring careful planning for sustainability.
- **Facilities and technology investments:** Ongoing needs related to instructional technology, facilities modernization, and hybrid learning environments require strategic capital planning.

These fiscal conditions underscore the importance of aligning planning, resource allocation, and measurable outcomes to ensure long-term institutional sustainability.

Student-Centered Funding Formula

The Student-Centered Funding Formula (SCFF) is the primary mechanism through which California Community Colleges receive apportionment funding. The formula is designed to align financial incentives with student success and equity outcomes.

The SCFF includes three primary components:

1. **Base Allocation (Enrollment-Based):** Funding tied to full-time equivalent students (FTES), with additional weight for certain student populations and instructional modalities.
2. **Supplemental Allocation (Equity-Based):** Additional funding based on the number of low-income students, including those receiving Pell Grants, College Promise Grants, or AB 540 status.
3. **Student Success Allocation (Outcomes-Based):** Funding tied to student achievement metrics such as:
 - a. Degrees and certificates awarded;
 - b. Transfer to four-year institutions;
 - c. Completion of transfer-level math and English; and
 - d. Workforce outcomes and earnings.

For Los Medanos College, the SCFF creates both opportunities and challenges.

- It reinforces the importance of improving completion and transfer outcomes.
- It aligns funding with the College's equity priorities by emphasizing outcomes for low-income students.
- It requires consistent and accurate data tracking and reporting.
- It increases the importance of retention, persistence, and momentum metrics.

Strategically, the SCFF underscores the need for LMC to align instructional programs, student services, and support systems around measurable student outcomes.

Changing Educational Landscape

The California Community Colleges system continues to undergo significant transformation driven by initiatives such as the Vision for Success, Guided Pathways, AB 705/AB 1705 placement reforms, and expanded dual enrollment efforts. These changes have fundamentally reshaped how colleges design curriculum, deliver instruction, and support students.

At Los Medanos College, these shifts intersect with local trends highlighted in the environmental scan and student data:

- **Growth in dual enrollment and early college access (see Figures 60 and 61):** Expansion of College and Career Access Pathways (CCAP) and partnerships with local high schools are increasing the number of students entering college earlier, often with different academic preparation and support needs.
- **Increasing modality flexibility:** Student data indicate that most students are enrolled in a mix of online and in-person coursework, reflecting a permanent shift toward hybrid and flexible learning environments.
- **Changing student demographics and needs:** LMC continues to serve a highly diverse student population, including a large proportion of first-generation students and students facing significant basic needs challenges. As identified in the student survey data, many students balance work, family responsibilities, and financial insecurity alongside their academic goals.
- **Workforce alignment and regional demand:** Regional labor market trends continue to drive demand for career education programs, short-term credentials, and pathways aligned with high-demand industries.
- **Equity-centered accountability expectations:** State and system priorities increasingly emphasize closing equity gaps, particularly for disproportionately impacted student populations. Institutions are expected to demonstrate measurable progress in outcomes such as completion, transfer, and employment.

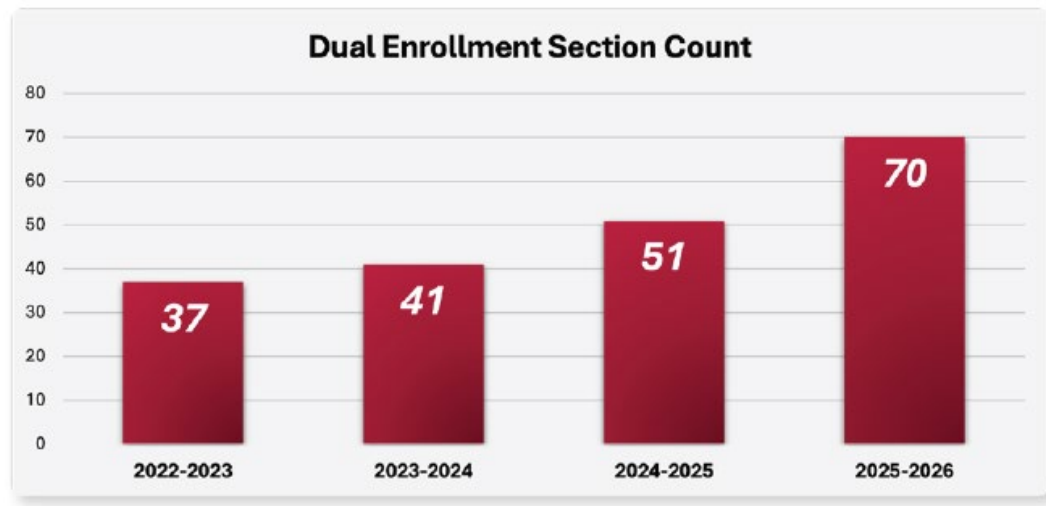


Figure 60. Dual Enrollment Section Count Over Time (Los Medanos College, 2026)

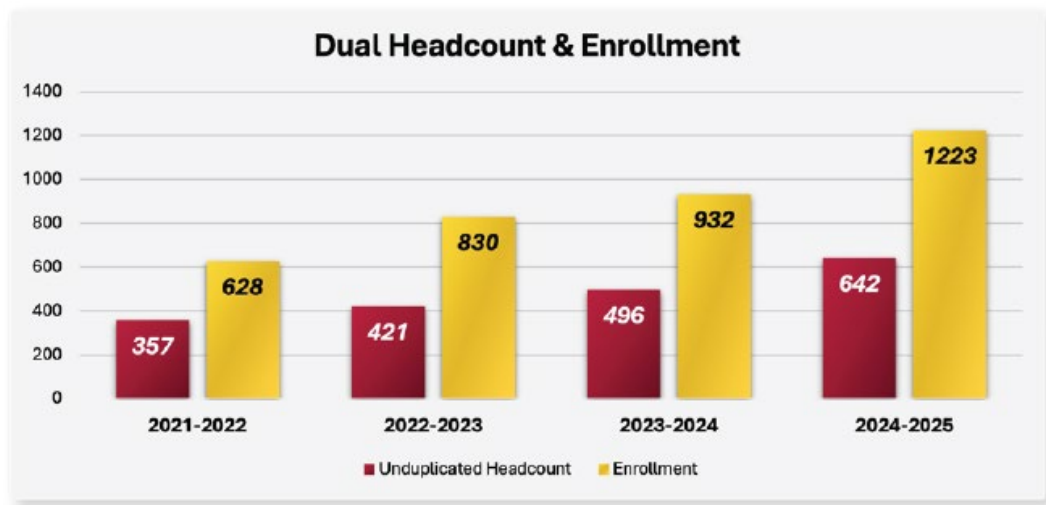


Figure 61. Dual Enrollment Headcount and Enrollment Over Time (Los Medanos College, 2026)

Together, these trends require LMC to operate as a more flexible, student-centered institution that meets learners where they are while maintaining high standards for academic rigor and outcomes.

Strategic Implications

The convergence of these trends—changing student needs, fiscal constraints, and outcome-based funding—has significant implications for Los Medanos College’s strategic direction.

1. Deepening Equity-Centered Practice

The prevalence of basic needs insecurity, disparities in student experiences, and systemwide accountability expectations require continued focus on equity-centered practices. This includes embedding equity metrics across all planning processes and ensuring that resources are directed toward disproportionately impacted student populations.

2. Strengthening Pathways and Completion

Guided Pathways reforms and SCFF incentives reinforce the importance of:

- Clear program maps;
- Structured onboarding and advising; and
- Early momentum metrics (e.g., transfer-level math/English completion).

3. Expanding Flexible and Innovative Delivery

The sustained demand for hybrid and online learning requires continued investment in:

- Instructional design and faculty support;
- Technology infrastructure; and
- Student support services accessible across modalities.

4. Integrating Academic and Student Support Services

Survey data indicate that academic success is closely tied to non-academic factors, including mental health, financial stability, and access to resources. This necessitates a more integrated, holistic approach to student support.

5. Aligning Resources with Outcomes

Given fiscal constraints and SCFF incentives, the College must:

- Prioritize investments that improve student outcomes;
- Use data to guide resource allocation; and

- Ensure the sustainability of programs beyond one-time funding.

6. Leveraging Dual Enrollment and Community Partnerships

Growth in dual enrollment presents opportunities to:

- Build additional early college pathways;
- Strengthen K-12 partnerships; and
- Expand access for historically underserved students.

Conclusion

The strategic context for Los Medanos College reflects both significant challenges and meaningful opportunities. By aligning its planning processes with system priorities, fiscal realities, and students' lived experiences, the College is well-positioned to advance its mission of equitable student success and community impact.

Chapter 4: Design – Goals and Objectives

Overview

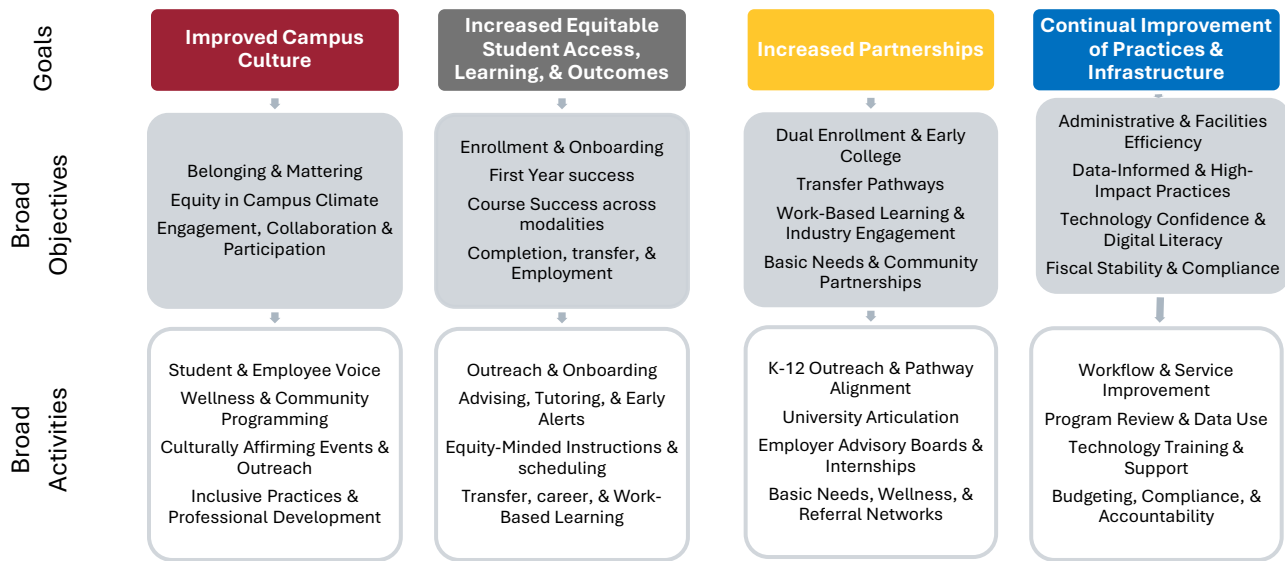
The Los Medanos College Educational Strategic Plan provides the framework for translating institutional priorities into measurable action. The Goals and Objectives section defines the outcomes the College seeks to advance over the planning period, along with the College’s strategic focus areas: Campus Culture; Equitable Student Access, Learning, and Outcomes; Partnerships; and Continual Improvement of Practices and Infrastructure.



Figure 62. New 2025 Goals (Los Medanos College - Shared Governance Council Meeting - PowerPoint Presentation - Consolidated Draft Goals, 2025)

Derived from each strategic focus area, the following four goals are each supported by specific objectives, measures, and broad activities developed directly from the program review documents submitted by each unit and department during the Spring 2026 process. This structure ensures that the plan is not only aspirational, but also practical and assessable. The objectives clarify intended outcomes, the measures identify how progress will be tracked, and the activities outline the general actions that will support implementation. Across all four goals, the framework emphasizes equity, student success, collaboration, data-informed decision-making, and continual improvement.

Figure 63. Broad Objectives & Activities per Goal



Together, the goals and objectives create an integrated roadmap for advancing student belonging, access, learning, completion, transfer, employment, community partnerships, operational effectiveness, and institutional sustainability. In doing so, they establish a shared foundation for coordinated action across the College and provide a clear basis for evaluating progress over time.

Goal 1: Campus Culture

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

OBJECTIVES

1.1 Increase student and employee morale, sense of belonging and mattering with equity.

Measures

- Student, staff, and faculty NACCC survey on campus climate (mattering and affirmation)
- Annual College Employee Survey

Activities

- Develop and implement culturally affirming events, programs, and communications that reflect the diversity of the campus community
- Expand opportunities for student and employee voice through surveys, forums, and shared governance participation
- Provide coordinated programming that promotes wellness, connection, and community across academic and service areas
- Integrate equity-minded and inclusive practices into classroom instruction, student services, and workplace environments
- Create welcoming physical and digital environments that promote accessibility, inclusion, and engagement

1.2 Reduce equity gaps in campus climate experiences across student and employee groups.

Measures

- Student, staff, and faculty NACCC survey on campus climate (mattering and affirmation)
- Annual College Employee Survey

Activities

- Analyze disaggregated campus climate and engagement data to identify and address equity gaps

- Implement targeted interventions and programming for disproportionately impacted student and employee groups
- Provide professional development focused on anti-racist practices, inclusive pedagogy, and culturally responsive service delivery
- Strengthen cross-department collaboration to ensure consistent, equity-centered experiences across campus
- Regularly assess and refine policies, practices, and communications to promote equity and inclusion

1.3 Increase engagement, collaborations and participation in campus activities, governance, and community building.

Measures

- Participation rates in participatory governance, professional development, and student engagement activities
- Annual College Employee Survey

Activities

- Expand participation in shared governance, committees, and decision-making processes across all constituencies
- Increase cross-functional collaboration between instruction, student services, and administrative units
- Promote student engagement through co-curricular programming, leadership development, and campus events
- Develop coordinated outreach and communication strategies to increase awareness of engagement opportunities
- Support employee engagement through professional learning communities, campus initiatives, and collaborative projects

Goal 2: Equitable Student Access, Learning, and Outcomes

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

OBJECTIVES

2.1 Increase successful enrollment and onboarding for new students.

Measures

- Successful Enrollment (SEP Metric)
- Comprehensive Ed Plan Data (SEP Metric)

Activities

- Strengthen outreach and recruitment efforts, including partnerships with K–12 schools and community organizations
- Improve onboarding processes through streamlined application, orientation, and education planning systems
- Expand access to onboarding support services such as counseling, financial aid guidance, registration assistance, and on campus services such as childcare and basic needs supports
- Develop clear, accessible pathways and communications to guide students from application through enrollment
- Utilize technology and data tools to track onboarding progress and identify students needing additional support

2.2 Improve first-year outcomes.

Measures

- 1st to 2nd Term Persistence (SEP Metric)
- Course Success Rates of 1st year Students
- 1st year Math and English Completion Rates (SEP Metric)
- Earned 9+ CTE Units
- Livable Wage Attainment

Activities

- Implement early alert systems and proactive outreach to support students during their first year
- Expand access to tutoring, embedded academic support, and study resources across disciplines
- Increase coordination between instructional faculty and student services to support student success
- Provide targeted support programs for disproportionately impacted student populations
- Strengthen first-year experience initiatives, including orientation courses, success workshops, and cohort models

2.3 Increase equitable course success across all instructional modalities.

Measures

- ACCJC Institution Set Standards (ISS) Disaggregated Course Success Rates by Modality

Activities

- Design and implement inclusive, equity-minded teaching practices across all modalities (in-person, hybrid, online)
- Evaluate and adjust course scheduling and delivery methods to meet diverse student needs
- Use disaggregated course success data to identify and address equity gaps
- Develop shared instructional resources, course materials, and technology tools to support student learning
- Provide professional development focused on effective teaching strategies and modality-specific best practices

2.4 Increase degree/certificate, transfer and employment outcomes following completion.

Measures

- Degree/Cert within 3 Years (SEP Metric)
- # of Degree/Cert (ACCJC ISS)
- Transfer within 3 Years (SEP Metric)
- # of Transfers (ACCJC ISS)

Activities

- Strengthen academic and career pathways through coordinated program design and advising
- Expand transfer support services, articulation agreements, and university partnerships
- Increase access to career readiness programming, internships, and work-based learning opportunities
- Provide comprehensive education planning and milestone tracking to support completion
- Align programs and services with workforce needs to support sustainable employment outcomes

Goal 3: Partnerships

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

OBJECTIVES

3.1 Expand dual enrollment success and early college opportunities through K–12 partnerships.

Measures

- Number of Dual Enrollment Sections and Participating Students
- Dual Enrollment Course Success Rates

Activities

- Develop and expand dual enrollment programs in collaboration with local K–12 partners
- Align curriculum and pathways to support early college access and success
- Provide outreach, onboarding, and support services tailored to dual enrollment students
- Coordinate faculty, staff, and administrative efforts to support high school partnerships
- Monitor and improve dual enrollment success through data-informed practices

3.2 Strengthen pathways and alignment through credit for prior learning and articulation with four-year institutions.

Measures

- Number of articulation agreements
- Number of transfer-aligned program pathways
- Number of Credit for Prior Learning (CPL) Units Awarded

Activities

- Expand articulation agreements and transfer-aligned program pathways

- Increase awareness and utilization of credit for prior learning opportunities
- Collaborate with universities to ensure alignment of curriculum and transfer requirements
- Integrate transfer and pathway planning into onboarding and advising processes
- Use data to evaluate and improve pathway effectiveness and student outcomes

3.3 Increase work-based learning and employment opportunities through industry partnerships.

Measures

- Number of internships apprenticeships and job placements
- Number of community advisory meetings held

Activities

- Develop and expand internships, apprenticeships, and other work-based learning opportunities
- Engage industry partners in program development, advisory boards, and curriculum alignment
- Integrate career readiness skills and experiences into instructional programs
- Strengthen collaboration between academic programs, career services, and employers
- Track and improve student participation and outcomes in work-based learning

3.4 Increase and market partnerships that support student basic needs, wellness, and community engagement.

Measures

- Number of community-based services officially marketed by college
- Number of college referrals made for community-based services

Activities

- Expand partnerships with community organizations that provide basic needs and wellness services
- Increase awareness and access to community-based resources through coordinated outreach and referrals
- Integrate basic needs and wellness support into student services and instructional touchpoints

- Develop systems to track and improve referrals to community-based services
- Collaborate across departments to ensure students are connected to available resources including on-campus child-care and basic needs resources.

Goal 4: Continuous Improvement of Practices and Infrastructure

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

OBJECTIVES

4.1 Increase efficiency and effectiveness of administrative services and facilities operations.

Measures

- Annual college employee survey
- Ticket/work order resolution times

Activities

- Streamline administrative processes through improved workflows, digital systems, and automation
- Enhance facilities maintenance, safety procedures, and work order systems
- Improve coordination and communication across administrative and operational units
- Monitor service delivery and response times to improve efficiency and user experience
- Implement continuous improvement practices to optimize operations and services

4.2 Increase use of innovative and data/research-based high impact practices.

Measures

- Utilization rates for data dashboards
- Number of professional development activities surrounding employee use of formally researched best practices

Activities

- Expand use of data dashboards and analytics tools to inform planning and decision-making

- Provide professional development on research-based and high-impact practices such as inquiry-based learning experiences for students
- Use program review, assessment, and evaluation processes to guide improvements
- Foster cross-functional collaboration to implement innovative practices
- Regularly review and refine programs and services based on evidence and outcomes

4.3 Utilizing professional development, increase employee confidence in use of evolving technology, systems, tools and infrastructure.

Measures

- Annual college employee survey
- Number of professional development activities surrounding use of technology, systems, tools and infrastructure

Activities

- Provide ongoing training on new and existing technology systems and tools
- Develop professional development programs focused on digital literacy and system use
- Support employees in adapting to evolving technologies and infrastructure
- Create resources and support systems to enhance effective use of tools and platforms
- Encourage collaboration and knowledge sharing related to technology and innovation

4.4 Ensure fiscal stability and compliance with regulatory standards.

Measures

- Number of internal fiscal audit findings
- Number of accreditation findings/recommendations
- Regular Substantive Interaction (RSI) compliance rates

Activities

- Strengthen financial planning, budgeting, and resource allocation processes

- Conduct regular audits and reviews to ensure compliance with fiscal and regulatory standards
- Improve documentation, reporting, and accountability systems
- Provide training on compliance requirements and institutional policies
- Monitor key performance indicators related to fiscal health and accreditation standards

Chapter 5: Next Steps

Implementation

Upon approval of the Educational Strategic Plan, the institution will initiate a coordinated and participatory implementation process to operationalize the goals and objectives. The following steps will guide implementation.

- **Establish Shared Accountability:** Each goal and objective will have clearly identified leads, including accountable administrators and appropriate participatory governance bodies, ensuring shared responsibility across faculty, staff, and leadership.
- **Delineate Early Reporting Responsibility:** At the outset of implementation, responsibility for monitoring and reporting progress on each objective will be assigned to specific individuals or groups, with clear expectations for communication and updates.
- **Prioritize Plan Activities:** A prioritization process will be conducted to identify high-impact and time-sensitive objectives, ensuring strategic sequencing aligned with institutional capacity and needs.
- **Develop Timelines:** Realistic and phased timelines will be established for each objective, considering sequencing, workload, and dependencies.
- **Define Target Outcomes:** Measurable outcomes with targets identified where appropriate will be formalized utilizing existing objective measures and baseline data.
- **Create Action Plans:** Detailed action plans will be developed for each objective, and cross-functional implementation teams will be convened as needed.
- **Align Resources and Planning Processes:** Resource allocation processes will be aligned with plan priorities. The program review cycle will be integrated with plan implementation to ensure ongoing alignment and support.

Evaluation Plan

Evaluation of the Educational Strategic Plan will be ongoing, data-informed, and grounded in continuous improvement. The evaluation process will include the following components:

- **Establish Baseline Data:** Baseline data will be identified and documented for key metrics associated with each objective to enable meaningful assessment of progress over time.
- **Set and Review Targets:** Where appropriate, performance targets will be established and regularly reviewed to assess progress toward desired outcomes.

- **Annual Assessment Cycle:** Each year, the institution will assess progress on a set of standard quantitative measures, using available data to evaluate the degree to which objectives are being achieved.
- **Shared Governance Review and Communication:** Findings from the annual evaluation will be presented to the Academic, Classified and Student Senates, the Shared Governance Council, and other relevant participatory governance bodies to ensure transparency, dialogue, and shared interpretation of results.
- **Continuous Improvement Actions:** Based on evaluation findings, adjustments will be made to strategies, timelines, and targets as needed to improve effectiveness.
- **Mid-Plan Comprehensive Review:** In Year 3, following the program review update, the institution will conduct a more in-depth evaluation of the plan to assess overall progress, alignment, and continued relevance. This review may result in refinement of goals, objectives, or implementation strategies.

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