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## SECTION 1: INTRODUCTION AND PURPOSE

Los Medanos College is one of three colleges in the Contra Costa Community College District, located in the fastest growing segment of the county. Founded in 1974, Los Medanos College has become a thriving center of higher education, a leading force in economic development and a prominent resource for East Contra Costa County. The college plays an increasingly important role in the lives of area residents, providing academic programs leading to transfer and degree programs, occupational training leading to certificates and job preparation, developmental education and a range of athletic, social, and cultural activities.

With an abundance of open space, East County continues to go through rapid growth and “suburbanization” of the surrounding communities: Antioch, Bay Point, Bethel Island, Brentwood, Byron, Clayton, parts of Concord, Discovery Bay, Knightsen, Oakley, and Pittsburg. In addition to keeping pace with the social and economic needs of this fast-growing region, the college is challenged to keep up with advances in technology, instructional innovation, market and job trends, and demands for new and larger facilities, all at a time when the state is facing the most critical budget deficit on record. As California Community Colleges share the responsibility of meeting a broad range of needs in the absence of adequate resources, it is even more critical for LMC to establish a clearly articulated plan in an ongoing commitment to providing East County with a dynamic educational, social and cultural environment.

LMC’s vision and roadmap for the next five years (Fall 2003 – Spring 2008) is addressed in the following pages. This document represents the collaborative efforts of faculty, staff, and managers. It is based on campus wide discussions, research, and the tenacity of members on the Institutional Planning Committee. Through the contributions of many, this document articulates the shared vision, mission, values, and goals that will continue moving the college toward excellence in classroom teaching and learning, work force preparation, economic development and services to students.

## SECTION 2: EXECUTIVE SUMMARY

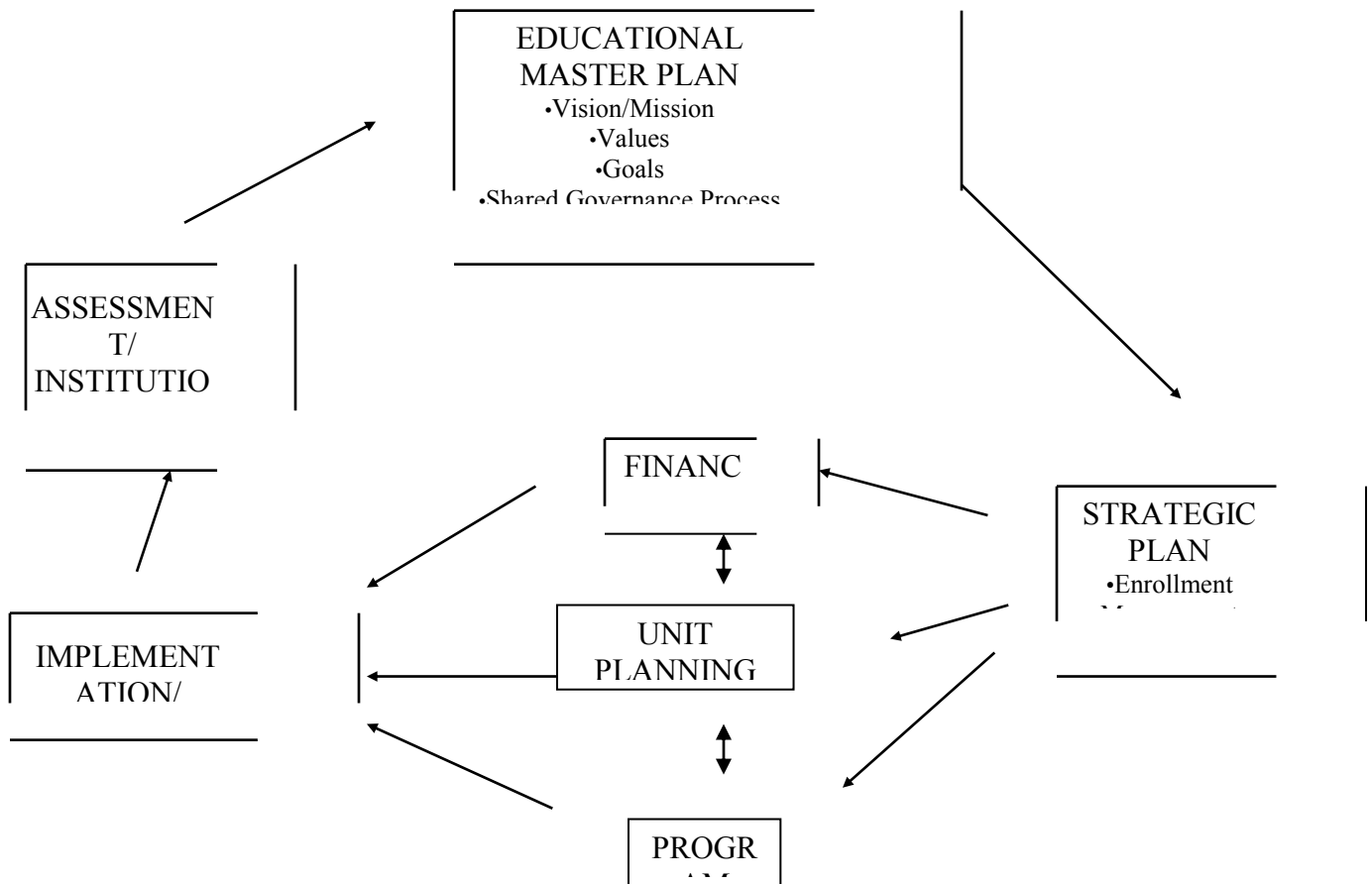
The LMC Educational Master Plan is the Los Medanos College guide to the future for the next five years (Fall 2003 – Spring 2008). LMC’s governance is committed to the important issues and recommendations embedded in this plan, with particular attention to:

- Internal and external environmental trends and implications,
- On-going planning, assessment and evaluation,
- Institutional goals and priorities,

The Institutional Planning Committee led the development of this document through an open and collaborative process building upon prior planning conducted within the campus community and utilizing input from throughout the college.

LMC's Shared Governance Council has been designated as the "Keeper" of the Master Plan's vision, values and goals. The Council, which will assume responsibility in the Fall of 2003 for implementation of college-wide planning and governance, will use this plan as the foundation for campus-wide planning, implementation, and evaluation.

The Chart below conceptually summarizes the planning cycles at LMC.



## Our VALUES

Values remind us of what matters most. Los Medanos College is an educational community that cares deeply about learning, collaboration, effective communication and engagement with our surrounding community.

- Learning

Student learning and student success are the central foci of our college. We strive to create a dynamic environment that encourages life-long engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in on-going assessment to measure and improve student achievement and institutional effectiveness.

- Collaboration

While we value the contributions of the individual, most of our endeavors require collaboration, communication and cooperation. It is in working together that we spark creative and innovative approaches and build on each other's ideas and give mutual support. It is in collaboration that we learn to value multiple perspectives and resolve conflict in constructive ways.

- Communication

Communicating clearly and effectively is critical to both student success and organizational effectiveness. We want our students to read critically, write clearly with purpose and a focused point of view, and compose oral presentations that demonstrate poise and competence. We want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures.

- Engagement

Our mission is to provide educational opportunities for the people that live in our surrounding community. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing community.

## Our VISION

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

## Our MISSION

Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse community it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission.

## Our INSTITUTIONAL GOALS

- Learning
  1. Design and implement an assessment plan that addresses student learning in developmental education, general education, occupational education, and student services.
  2. Increase the numbers of students who:
    - a. Have a stated educational goal (certificate, degree, transfer) and educational plan.
    - b. Achieve their stated educational goal.
- Collaboration
  3. Strengthen the planning process and make the Master Plan the basis for institutional direction and decision-making.
  4. Implement a new Shared Governance model and evaluate its effectiveness on a regular basis.
  5. Implement an Enrollment Management Plan that effectively coordinates major aspects of the college community critical to student access and success.
- Communication
  6. Establish clear decision-making processes for all major activities of the college.
  7. Create effective college-wide communication pathways.
- Engagement with the East County Community
  8. Increase the number of faculty, staff and students involved in East County activities, events, and academic/economic development partnerships.
  9. Increase the number of events on campus offered to and attended by East County residents.

## Implementation Strategies

The nine Institutional Goals, as stated in this Master Plan, are intended to guide LMC over the next five years, bringing direction to implementation strategies for enhancements, improvements and necessary change.

The Master Plan was designed to act as a springboard for the creative and innovative implementation strategies that will bring about the achievement of these goals. Strategies will emerge from the collaborative efforts of the Shared Governance Council and the college community as they develop multi-year unit plans and annual strategic plans. The Master Plan calls for an on-going cycle of planning, implementation and assessment of these strategies, thereby creating accountability to the Vision, Values, Mission and Goals of the college.

## Planning Background

The LMC Vision, Values and Goals as presented in this Master Plan are built upon LMC's various planning and research processes as outlined below. Details of each of these plans and reports can be found within the context or appendices of this document.

- Educational Master Plan (1997): This broad, comprehensive statement of institutional directions addressed instructional and student service program goals through 2002, and the human, fiscal and physical resources needed to meet those goals.
- Strategic Plan (1997): This plan identified four goals designed to address the most pressing, short-term institutional needs and the actions to be taken to achieve these goals.
- Enrollment Management Plan (2001): This plan is a responsive, flexible, educationally sound, research-based approach to enrollment management. The plan is designed to ensure that the college meets its FTES goal, offers a fiscally responsible schedule, maintains student access and educational quality, provides a well-balanced schedule and is responsive to the needs of our students and community.
- Program Review: Every three years, each organizational unit at the college is required to complete a comprehensive Program Review. Supplied with a set of "core data elements" programs assess current status. The review is intended to focus on enrollment trends, completion rates, and student demographics. This assessment is used to guide Unit Planning.
- Unit Plans: Following the program review process, all organizational units on campus (instructional, administrative, and student services) developed a Unit Plan. The Plan addressed established college-wide goals, as well as issues within individual units. Key issues addressed were facilities, staffing, curriculum management, curriculum balance, and enrollment management concerns.

- Community-Wide Brainstorming and Luncheon Discussions: In the Spring of 2002, the campus engaged in a community-wide brainstorming session, followed by a series of nine luncheons to discuss strategies to address these goals.
- LMC Self-Study & Accreditation Report (2002): A comprehensive college-produced self-study for reaffirmation of accreditation for a Spring 2002 visit of a team from the Western Association of Schools and Colleges.
- Shared Governance Model Document (2003): This document outlines the purpose, vision, structure and operating procedures of the newly revised Shared Governance Model, which will function as the primary planning group for the college.
- Institutional Technology Strategic Plan (2000-2002): A plan was developed with input from units throughout the college outlining campus technology needs. While the plan is intended to represent an accurate assessment of technology needs for the campus, it has never been reviewed and approved by campus groups.
- Facilities Master Plan (2001): This plan is an overview of the projected need and the plans for campus-wide capital building and remodeling projects.
- Research: Internal and External Scans:
  - Environmental: A look at the East County community and our student population, including demographics, characteristics, trends and student characteristics and performance.
  - Fiscal: A review of the overall college budget and fiscal implications for the future.

## SECTION 3: TRENDS AND IMPLICATIONS

Current data and research regarding the internal campus environment, as well as up-to-date information about our local communities are essential for guiding the future direction of LMC. As external forces present new challenges for the college, we need to align our institutional strengths and qualities with emerging East County trends. Internal and External Environmental Scans, and their implications, as outlined below (and in the appendix) were instrumental to the development of this Educational Master Plan.

### LMC Enrollment/Student Trends

1. With the expansion of East County and the consequent demand for more classroom and lab space, LMC opened the Brentwood Center five years ago. Student enrollment in the Brentwood Center shows steady growth and this trend is expected to continue. In just one year, from Fall 2001 – Fall 2002, the enrollment increase for the Brentwood Center was 123 percent, from 493 students to 1,103 students.
2. LMC's student population continues to mirror the demographics of East Contra Costa County.
3. Student enrollments at Los Medanos College have increased by 30.6 percent in the last 6 years, and this demand is expected to continue.
4. About two-thirds of LMC students have a long-term educational goal, i.e., transfer, obtain a degree, or complete a certificate of achievement. Additionally, student outcomes at LMC have been relatively constant: persistence rates are higher for students with long-term objectives than students with short-term objectives; LMC's student retention and student success rates are in line with statewide rates for the community college system.
5. About 2500 students from LMC service area attend Diablo Valley College. These students are mostly young (under 24 years of age), have long-term educational objectives, and enroll full time.
6. Of the LMC students who assess for English and Math placement, most assess at developmental levels. In Fall 2002, nearly 77 percent assessed below college level in English and 84.5 percent assessed below college level math, reinforcing the need for developmental education.
7. The number of LMC students who transfer to public four-year institutions in California has ranged from 170 to 214 students a year in the last six years. However, the number of transfer students is expected to increase relative to enrollment growth, with larger percentages of younger students enrolled, and with the support of transfer services on campus.



8. Over the past five years, the number of students earning an associate degree at LMC has increased by about 28 percent. This increase is close to being representative of the overall enrollment increase for the past six years, which is almost 31 percent. The number of Certificates of Achievement has declined by 14 percent in the past six years. This may be partially due to the development of locally approved certificates (LACs), now being offered through several of the college's occupational education programs. These locally approved certificates have become a popular option, requiring fewer units for completion, in a significantly shorter timeframe.

## Educational Trends

1. Current projections of high school graduates in Contra Costa County show an expected increase of 18 percent within the next 10 years. Growth is most likely to occur in East County due to steady growth in the area and the opening of new schools.
2. Four-year institutions will no longer support developmental education; consequently, high school students who are not college prepared are being redirected to the community colleges.
3. With the possible implementation of high school exit exams, students who are unsuccessful in high school completion may require additional support through the college Developmental Education program.
4. There are a growing number of colleges forming partnerships with other organizations: K-12 districts, businesses and governmental agencies in order to pool resources and achieve mutual goals.
5. Technological advances have created increasing possibilities for students to receive their education at nontraditional times and locations.
6. There is increasing pressure by accrediting and public agencies for colleges to have effective planning processes in place, to measure performance and outcomes and to implement the data for curricular and program improvement.
7. Due to the demands of student lifestyles, family responsibilities, job commitments, and commute patterns, there is an increasing trend toward interest in classes with alternative scheduling options (i.e., weekend, short-term, all-day, etc.).

## Fiscal Trends

1. The District has suffered significant budget reductions in fiscal year 2003 –2004. The budget reductions will be experienced in a variety of ways. The known impact to date includes a reduction in course schedule offerings in spring, summer, and fall 2003 with an associated reduction of part-time faculty. Additional cuts are anticipated for 2003-2004 and for 2004-2005.
2. Partnership for Excellence (PFE) funding is facing a projected decrease of up to 50 percent. A decrease to the magnitude of 45 percent will have significant impact on current programs and permanent staff currently funded by PFE funds. In addition, these funds have been used to supplement departments' Operating Funds that have not benefited from growth funds in approximately ten years. This may significantly impact the college's ability to implement its Financial Planning Model, as few funds will be available to fund high priority planning projects in 2003-2004.
3. Categorical funds were projected to decrease anywhere from 3.6 percent to 45.0 percent in fiscal year 2003-2004. The greater the decrease, the more serious will be the reductions in direct services and financial assistance to students in EOPS, CARE, DSPS, Matriculation, TANF, and CalWORKs. In recent years, only Matriculation, TANF and CalWORKs have experienced significant budget cuts. While significant reductions were projected for DSPS and EOPS, funding for 2003 – 2004 was reduced about 2%. Future funding for categorical programs remains uncertain.
4. During the past few years, LMC has experienced significant growth in its FTES: 6.7 percent growth in fiscal year 2000-2001, and 9.8 percent growth in fiscal year 2001-2002. Currently, LMC is being funded for just 0.4 percent growth in fiscal year 2002-2003 and a potential 4.5 percent decline in 2003-2004. At the same time, the State is considering a reduction in funding per FTES and a significant increase in enrollment fees that would negatively impact enrollments next fiscal year.
5. For nearly five years, LMC has been the recipient of two Title III grants, worth approximately \$2.9 million dollars. While the college previously had little history in pursuing grant monies, there was a sudden shift in receiving two large grants. Next year (September 2004) will mark the end of the first Title III grant and the second grant will end in September 2005. The college will need to decide what successful aspects and related activities of each of these Title III programs should be institutionalized.

## Transportation Trends

1. The East County area is the fastest growing portion of the San Francisco Bay Region. By 2025, an additional 40,000 households and 63,000 jobs are expected to be added in the East County. This will represent a 53 percent increase in households and a 132 percent increase in jobs. Traffic delays and congestion on Highway 4 and on the few

alternative street and highway routes currently available to commuters are expected to increase dramatically.

2. While there are plans underway for improvements to State Route 4 (extend widening eastward from Railroad Avenue to Loveridge Road, extend the widening through the Loveridge Road interchange), there are no plans for new thoroughfares in the immediate future. The State Route 4 Bypass may not be completed until between 2005 and 2010 at the earliest. Highway improvements alone cannot keep pace with the anticipated growth in the State Route 4 East Corridor
3. The BART extension to Pittsburg/Bay Point opened in 1996. From the opening day the extension has been heavily utilized. A high percentage of BART passengers use Tri Delta Transit buses, carpools, are dropped off, walk or bike to the station. The station currently serves over 10,000 persons entering and exiting the BART system each weekday.
4. To address the growing need for transportation facilities in the East County, local policy makers determined that a strategy of combined improvements including transit options must be employed. With the magnitude of the expected growth, the knowledge that highway congestion will only increase, and the high level of usage of the Pittsburg/Bay Point BART station, it is clear that there is a need for a significant investment in transit improvements in the State Route 4 East Corridor.

All data in this section obtained from “SR 4 East Corridor Transit Study – Summary Report,” published by Wilbur Smith Associates for The Contra Costa Transportation Authority (CCTA) and the Bay Area Rapid Transit District (BART).

## Work Force Trends

1. The East Contra Costa County area is the fastest growing portion of the San Francisco Bay Region. Between the years of 2000 and 2025, there is an anticipated 53 percent increase in households and 132 percent increase in jobs that are expected in East County.
2. Similar to most areas of the state, Contra Costa’s varied economic base is dominated by the services industry. In 2001, services accounted for 32 percent of the county’s total employment. Within the services industry, growth is expected to be concentrated in the business, health, auto repair, amusement and recreation, and social services.
3. Labor market conditions have been improving in Contra Costa County over the last five years due to a number of factors: the availability of new and affordable housing in East County, the availability of rapid transit, close proximity to employment hubs, more residents and businesses have moved away from more expensive sections of the Bay Area.

4. At present, unemployment rates in Contra Costa County remain below the rate of the state, suggestive of the employment opportunities in this area. The current county unemployment rate is 5.4 percent, which is 1.4 percent below the state average.
5. The largest concentration of new jobs in Contra Costa County as of 2001 was in the construction industry, which increased by 7.2 percent. The largest absolute growth industry has most recently been in retail trade. In 2001, services, retail trade and government dominated Contra Costa County employment, accounting for almost 65 percent of total employment in the county. Industry projections through 2006 forecast that almost 76 percent of the job growth during this period will continue to be in services, retail trade, and government.

All data in this section obtained from “County Snapshots,” published by the Labor Market Information Division (LMID) of the California Employment Development Department (EDD).

### Trend Implications for LMC

This section describes implications of the trends outlined in the previous section. The implications help us understand the impact of current trends on LMC; they are not in priority order.

1. The transformation of local workforce trends calls for examination of existing program offerings and new program development.
2. Life-style and transportation trends of the local population indicate the need to increase alternative scheduling and on-line offerings.
3. There is a need to expand services in Far East County as growth and demand will continue.
4. It is important for LMC to become more active in East County Economic Development and other community affairs.
5. Student assessment scores indicate the need for increased developmental education course offerings and services.
6. The disconnect between number of students who declare a goal of certificate, degree or transfers and the number of students who actually reach these goals, illustrates the need to understand the reasons for these low success rates and devise solutions for improvement.
7. There is a need to explore initiatives that will increase persistence rates from semester to semester.

8. Efforts are needed to attract more younger, transfer bound students to Los Medanos College.
9. Decreases in PFE funds will impact the college's ability to implement its internal Financial Planning Model, as fewer funds will be available to fund high priority planning projects.
10. Difficult choices must be made to backfill services cut in categorical programs and other important services due to the current budget crisis.
11. Prioritization of which grant-funded services and programs to institutionalize is difficult in the best of times, and even more difficult in times of budgetary cuts.
12. Increased partnerships will allow LMC and other agencies to be more effective in the use of public resources.
13. LMC needs to actively seek and secure adequate private and public funding through increased resource development activities.
14. Accreditation directives, and an institutional shift toward assessment, point to the need for assessment of student learning outcomes.
15. The difficult choices ahead lead to the need for implementation of more efficient research, assessment-based planning processes.

## SECTION 4: INSTRUCTIONAL SERVICES

### I. Introduction

The Instructional program has changed significantly over the past several years. Between Spring 1997, when the last master plan was completed, and Fall 2002, the college experienced a period of expansion, as both resources and enrollments were in a cycle of steady growth. In part, this was a reflection of a robust economy, coupled with the population growth in our surrounding attendance area. During this time, two management reorganization plans were implemented to better organize and support the instructional programs. Additional administrative changes resulted in new priorities for the institution as a whole and planning uncertainties. While these factors could result in an instructional program that is disjointed and inefficient, programs at LMC are efficiently organized, responsive to student needs, and committed to teaching and learning.

Consistent with the college mission, the centrality of instruction has long been addressed in general education, transfer, vocational, and life long learning programs. In addition to these priorities, significant efforts have been made to increase offerings in developmental education, expand economic development and contract education, and provide more flexible learning opportunities for our students. Considerable progress has also been made on the reliance of program review and unit planning as a means of monitoring program effectiveness, trends and direction. This has not only enhanced our ability to be more responsive to student needs but has also resulted in the commitment to a more systematic approach in the review, evaluation and development of programs and services.

### II. Background

#### A. Review From Prior Educational Master Plan

A number of common themes emerged in the instructional component of the 1997 Educational Master Plan: provide flexible learning opportunities for students; increase use of technology; focus on partnerships with business and industry and contract education; improve existing course offerings and develop new options based on the needs of local communities; identify alternative sources of funding to support programs and services; address issues related to student retention, completion, and transfer. While these themes will continue to be priorities for the college, there has been a strong commitment to addressing each of these issues.

#### B. Changes Since Prior Educational Master Plan

There has been significant movement in new directions for instructional programs since the 1997 Educational Master Plan; several projects are described below.

- Developmental Education: With the support of a Title III grant awarded in 1999, the college established a Teaching and Learning Program housed in the Title III funded Reading and Writing Center. This program provides a variety of services to students and staff and coordinates developmental education support across the curriculum.
- Efforts to Increase Transfer Rate: With a second Title III grant awarded to the college in 2001, the college supplemented existing Transfer Center activities and other related efforts to assist students in achieving their goals and improve college transfer rates. The Transfer Advisory Program (TAP) and the Honors Transfer Program were established through the grant for purposes of providing support, encouragement, and recognition to students working toward transfer.
- Flexible Learning Opportunities: Significant efforts have been made to offer instructional services through a variety of alternative scheduling options and delivery systems, designed to fit the demographic reality of the student clientele, as well as to accommodate an array of student learning styles. The opening of a satellite campus in Brentwood has provided day, evening and weekend course offerings for our Far East County students since 2001. Additionally, the number of on-line sections has been increasing over the past five years, with many innovative courses offered in an electronic format.
- Improvements to Instructional Support: A Service Learning Program has been established, with the intent of increasing student success and retention through enhanced campus and community linkages. Support has also been enhanced through the establishment of the Puente Program on campus, providing coordinated assistance through counseling, mentoring and instructional offerings and services.
- New/Remodeled Facilities: To support growth of existing programs, as well as the development of new ones, facilities have been remodeled for the Reading and Writing Center, Honors Learning and Research Center, Travel Program, Appliance Service Technology, Automotive Technology and the Computer Network Technology Program. New Child Development facilities have recently been constructed and are fully operational. Additionally, a Learning Resources Center (including an Art Gallery and Community Center), a Science building and a Math building are planned for construction within the next five years. These remodeled/new facilities will greatly enhance the learning environments at the college.
- Instructional Technology: Instructional delivery has been enhanced through up-to-date technology-based instruction (CNT program), updated computer labs, the availability of online classes, and online access to many college services and resources.
- Workforce Preparation and Contract Education: In an effort to encourage more partnerships with business and industry, to support regional economic development, and to contribute to the workforce preparation of our local

community, efforts in contract education have expanded dramatically. Partnerships have included: USS POSCO, the Office of Contra Costa County Sheriff, Fire Department, EMS/Paramedic, Contra Costa County Office of Human Services and Social Services, and the Child Development Council.

- Locally Approved Certificates (LAC): In addition to the traditional awards for academic program completion (associate degrees and certificates of achievement), many instructional departments now offer a variety of locally approved certificates. These certificates are awarded to students by individual departments, upon completion of seventeen units or less. Locally approved certificates are currently offered through the following occupational programs: Administration of Justice, Business, Child Development, Computer Networking Technology, Computer Science, Emergency Medical Services, Fire Science, Management and Supervision, Travel Marketing, and Vocational Nursing.
- Programmatic Changes: Course offerings have been significantly increased, both in the number of sections offered and the variety of courses available to students. As part of the revision of the college graduation requirements, LMC now offers more options for students to meet proficiency, degree and transfer requirements. A new program in Computer Networking Technology was established to meet the demands of business and industry. The college Drama program has been revitalized with the addition of new course offerings and at least one production each semester.

### C. Projected Changes

While a number of important initiatives are anticipated in the upcoming years, the current fiscal climate has created uncertainties for the future. However, there are a number of campus projects that have been identified as priorities:

- Assessment of Student Learning Outcomes: The development and implementation of a model for the assessment of student learning outcomes; this will result in an expectation for all areas of campus, requiring long-term commitment for the evaluation and improvement of all academic and student services programs.
- Enrollment Management: Building on the current plan, enrollment management will be critical for identifying priorities for course scheduling, student services, marketing, research needs, and resource allocation.
- Campus Partnering: To enhance the overall student experience and to provide a more coordinated approach to the delivery of services, there will be a focus on strengthening of relationships between student services and instructional programs.
- Review of Space Allocation Related to Program Needs: With the construction of new campus facilities, the college has an opportunity to revisit the current allocation of space, in relation to instructional program needs. Problems that



have been identified related to health, safety, storage, and inadequate lecture/lab space can now be addressed for multiple programs. Remodeling opportunities will occur as the Library, Math and Science buildings are completed in 2005 – 2007.

- Improved Transfer/Student Success Rates: With activities offered through the Transfer Center and the continued support of Title III and other transfer-projects , we anticipate a trend toward improved student retention, completion, and transfer rates.

#### D. Challenges

The changes described in the previous section present both opportunities and challenges. Several of the major challenges are described below:

- Resource Allocation: At the time this is being written, the community colleges are facing the largest budget crisis in state history. Due to drastic reductions in state funding, the college has been required to make significant cuts in all areas of operations at a time when demand for services has been steadily increasing.
- Impact of Community/Campus Growth: According to the 1996-97 Educational Master Plan, enrollment projections were estimated at 10,000 students by the year 2006. By Fall 2002, enrollments surpassed 11,000 students. While the impact of recent course section cuts, reduction in services, and an increase in the enrollment fees remains to be seen, it is clear it will be difficult to accommodate increases in the student population, with the demand for more class sections, student services, and facility needs.
- Facilities Limitations: Until the new college facilities are completed there will continue to be a shortage of general-use classroom space, inadequate lab facilities, severe limitations for program/department expansion and a lack of facilities in which to sponsor and to host community programs and events.
- Keeping Pace With Changing Demographics: The recent development and growth in East County has resulted in increasing demands for ESL course offerings. As the local communities continue to grow and become more diverse, the college must be responsive with changes in curricular offerings, instructional and student services.
- Increase Retention, Completion and Transfer Rates: Due to a variety of factors, college completion and transfer rates continue to be extremely low. In addition to being competitive with other colleges inside and outside of the county, LMC must address the issues that inhibit student retention and completion of their educational goals, including transfer preparation. While

there are no four-year colleges located in close proximity to LMC, both real and perceived obstacles to student transfer need to be further explored.

- Enrollment Management: While there have been improvements in the application of a more systematic approach to monitoring productivity and managing curricular offerings, there will continue to be multiple demands on college resources that will require careful planning, intelligent program growth and contraction, and close coordination among campus services.
- Assessment of Student Learning Outcomes: With the impetus to begin assessing student learning outcomes, there are multiple challenges that will require both short-term and long-term strategies for campus buy-in and support. In addition to responding to changes in accreditation standards, there will need to be a gradual shift in the campus culture, with an emphasis on improving student learning outcomes and classroom teaching. This will not only require adequate resource allocation, but also a commitment from all sectors of campus to ongoing review, evaluation and improvement.
- Changes in Technology: While technological advancements present more efficient and often costly alternatives for classroom instruction, students are influenced to seek different learning options as their personal lives are impacted with family demands, variable work schedules and transportation needs. On-line instruction will continue to be a popular alternative for students, requiring ongoing review, evaluation and implementation of a variety of curricular offerings, as well as state-of-the-art computer labs on campus.

### III. Program Review and Unit Planning

Through the Program Review and Unit Planning processes, each instructional program has identified a series of “Key Issues and Concerns.” The complete text of these documents is contained in Appendix C. Presented here is a general synthesis of those documents; the list is not program specific, but represents general recurring “themes” identified as important by the programs and departments:

#### Financial

- Provide increased operating funds
- Seek grant opportunities
- Replace/upgrade old equipment

#### Curricular

- Review curriculum
- Revise course outlines
- Upgrade/Update curriculum
- Increase distance learning offerings
- Increase online offerings

- Develop computer-based tutorials

Facilities

- Upgrade teaching facilities
- Upgrade lab facilities
- Increase lab space
- Add teaching classrooms
- Upgrade classrooms (furniture, equipment)

Staffing

- Add support staff
- Add full-time, permanent faculty

Enrollment Management

- Increase productivity
- Increase enrollments
- Increase retention and success rates
- Develop more certificate programs
- Award more certificates
- Increase recruitment activities
- Offer more classes off campus

## SECTION 5: STUDENT SERVICES

### I. Introduction

Because Student Services is an integral part of the educational experience, LMC provides a full range of services designed to assist students from initial recruitment through the attainment of educational goals. The mission of student services in higher education has evolved over time moving from regulating student behavior and conducting student transactions to encouraging student development, thus creating a broader concept of “student affairs.” When services are viewed as purely administrative or regulatory, they are often segregated while the concept of student affairs stresses the need to integrate services throughout the academic community.

Student Services units at LMC are developing stronger partnerships and collaborative relationships across functional areas of the college community. Several emerging partnerships offer a glimpse of what is possible; at the same time, they highlight gaps in our current level of offerings. The success of student services, and ultimately our students, rests with our ability to:

- a. Re-examine how we interact with students and colleagues.
- b. Move from a transaction-based model of service delivery to a focus on student development.
- c. Create new and expanded ways of interacting with students.

### II. BACKGROUND

#### A. Review from Prior Educational Master Plan

The Los Medanos College Educational Master Plan dated April 1, 1997, included the observation that facilities, equipment and staffing in support services are “disjointed, spread about the campus, have limited equipment and are not perceived as being an integral part of the learning environment.” The report further recommends, “that Student Services be consolidated in one location on the campus.” At the time the report was written, it was envisioned that Student Services and a new Learning Resource Center could be integrated into a “Student Success Center.”

The 2002 Community College Accreditation Team reinforced the concept that student services need to be connected to one another and integrated in the college community when they recommended that LMC “implement plans to enhance effectiveness of student services through improved coordination.” While the services are still largely disconnected in terms of location, there is strong support for creating a service center that would allow students greater access to programs and services, increase communication between units, and enhance effectiveness.

## B. Changes Since Prior Educational Master Plan

Since the 1997 Master Plan was published, student services units have continued their support of academic programs, addressed issues raised in the self-study for accreditation, and devoted additional resources to student affairs. Progress in the following areas reflects the college's commitment to collaborative relationships in support of student success:

- Communication: Managers in Student Services meet weekly to coordinate activities, plan projects, and develop budgets. These meetings have resulted in a greater degree of management and unit collaboration, improved understanding of programs, and integrated planning proposals (i.e., financial planning model proposal).
- Brentwood Center: The new, expanded facility opened in Fall 2001. The Center, which offers day, evening, and weekend classes in general education and computer-related classes, has experienced substantial enrollment increases since it opened. The Center offers some on-site academic counseling as well as support services related to enrollment.
- (New) Counseling Department: In Spring 2002, LMC re-organized counseling services in order to clarify the role of the counseling faculty. The re-organization resulted in moving from a mixed teaching and counseling load to a dedicated counseling or teaching load for faculty.
- Information Services Office: As the "Front Door" to LMC, the Information Services Office offers a variety of support services to help students succeed. In-person, online, and telephone assistance is available to help guide students through the steps to get started in college. In addition, the office runs the online help desk that responds to general questions about LMC and provides assistance to students enrolled in online courses.
- Institutional Partnerships: We have made strides in strengthening relationships and partnerships throughout the college community. In addition, Student Services has co-created solutions to long-standing challenges between teaching and counseling faculty, administrators and staff within its own units, and with academic stakeholders, through two Title III projects, Puente and PACE. These efforts illustrate the possibilities of partnerships across the campus, highlighting ways that Student Services can be connected to one another and to colleagues in academic affairs.
- On-line Services (Web Advisor): Beginning in 2000, students were introduced to on-line student services through Web Advisor. Web Advisor allows students to complete a variety of transactions on-line: registering for classes, adding and dropping classes, paying fees, address changes, transcript requests, and searching the class schedule. In addition, by using the college

web page, students can complete and file their application for admission, complete and file the FAFSA, sign up for orientation, access information regarding assessment and scholarships, download the student handbook, search the class schedule, and view the college catalog. On-line services give students the opportunity to access services outside of office hours and ensure they receive current information about programs and services.

- Outreach: The Student Outreach Office provides general information on all aspects of college admission, registration, academic majors and occupational programs to high school students, school age children and East County residents in general. Information is provided to prospective students via workshops and classroom presentations at high schools, community centers and educational agencies.
- Senior Dean of Student Services: In August 2002, the college hired a Senior Dean of Student Services. The Senior Dean and two Senior Deans of Instruction report to the Vice President. This arrangement ensures collaboration among administrative leadership and has led to strengthening ties across traditional institutional boundaries.

#### C. Projected Changes

If we are to emphasize the concept of student affairs, our work should not be defined solely by transactions that occur, but must include systems of student support that strengthen our overall academic community and contribute to student development. Toward this end, LMC will expand and integrate the following core elements within Student Services activities:

- Formal Assessment and Accountability: The integration and assessment of learning outcomes will occur over the next three years as we prepare for our next accreditation visit.
- Collaborative Organizational Systems and Partnerships: The work of student affairs professionals focuses on fostering student development through educational partnerships within our academic community. To that end, we will continue to seek out and develop partnerships on campus, throughout the district, and in our local community.
- Expanded use of Technology: As students become more familiar with on-line services, we anticipate an increasing amount of student transactions will be conducted via the Internet. This will require state-of-the-art equipment, high functioning computer systems, and programs students can navigate with ease. This will also require greater technological expertise on the part of employees,

commitment to on-line services, and an investment in resources as we increase our on-line transactions with students.

- Resource to the LMC Community: Student affairs professionals bring a wealth of services, knowledge, and skills to the college community.. We will continue to use hiring opportunities to expand our expertise in new areas while we seek professional development opportunities for staff and faculty who wish to broaden their skills.
- Student Activities as Student Development: Student activities are a key component of students' college experience and represent an area where partnerships, a focus on student development, and resources come together. The administrative leadership in student services shall include a Director of Student Life who will develop a strong, coordinated series of student activities, such as, a visiting authors series, multi-cultural film festival, social awareness days, and significant cultural celebrations.

#### D. Challenges

The projected changes described above offer exciting opportunities to develop student services at LMC. At the same time, they are closely tied to challenges we face as we expand and grow:

- (New) Counseling Department/Hours Available for Services: The new Counseling Department completed its first semester at the end of Fall 2002. The new structure of the Counseling Department has the potential to clarify the role of counselors and challenges us to consider new ways to deliver services; it also challenges us because there are now fewer hours of counseling available to students.
- Expansion of Services (Brentwood Center): As enrollment increases at the Brentwood Center, we will be challenged to meet the demand for services. Promoting the use of Web Advisor will offer some relief for students, while, at the same time, increasing the need for academic counseling and educational planning.
- Improved Integration of Programs and Services: Both the physical separation of units and reductions in staff challenge us to continue pursuing new ways to integrate programs and services. Our first steps will be to integrate our systems of services in order to better support the academic community.
- Institutionalization of Title III (Student Services Initiatives): Funding from Title III grants has allowed us to design innovative programs. The programs are demonstrating success in meeting students' needs; LMC will be

challenged to support the programs as Title III funds decrease and college general funds will be required to continue the programs.

- Location/Space: Student Services units continue to be physically disconnected in terms of location. Although no space is currently available to remedy this, support continues to grow for the creation of a “Student Services Center” that would allow students greater access to programs and services, increase communication between units, and enhance effectiveness. As new buildings, such as the Learning Resource Center and Math/Science buildings are constructed, we anticipate that student services units will be able to create a “one-stop” service center in vacated space in the main complex.
- Management Structure: The current management structure will allow us to maintain services, manage resources, and consider the future of student affairs at LMC. However, the current structure, which is the result of some managerial reductions, limits our ability to expand our work in the area of student development and impacts the role of the Senior Dean.
- Staff Development: Limited fiscal resources often mean limited opportunities for professional development of staff, faculty, and managers. We will continue to seek alternative funding sources in order to provide an array of training and development opportunities in student services.
- Staffing: Service units typically rely on short-term, hourly employees to assist with seasonal activities related to enrollment. In addition, we rely on part-time faculty to provide the majority of academic counseling in categorical programs. Such contingent employment arrangements are vulnerable to cuts during times of limited financial resources. Budget uncertainties as well as severe reductions in categorical funding create instability and inconsistency of services.
- Technology: On-line services offer students more ways in which to conduct routine transactions. To ensure a quality experience will require up-to-date, accessible equipment; efficient systems; and technological competence.



### III. Program Review and Unit Planning

As a result of the regular Program Review and Unit Planning processes, faculty, staff, and managers in student services have identified several key areas in which to focus our efforts. The complete text of these documents is contained in Appendix C. Presented here is a general synthesis of those documents; the list is not program specific, but represents general recurring “themes” identified as important by the various programs.

#### Technology

- Improve student access to on-line services.
- Improve DataTel and WebAdvisor.
- Promote use of LMC internet and intranet sites

#### Staff Development (Classified staff)

- Strengthen and expand opportunities for on-going training and professional development.

#### Staffing

- Hire faculty and classified staff to (a) replace positions that have been eliminated and (b) continue improving service to students.

#### Integration of Services

- Develop a one-stop student resource center to include academic and personal counseling, job placement, career development services, and transfer and graduation/workplace transition services.
- Combine counseling services in a central service area.

#### Community Connections

- Increase and strengthen existing community partnerships through advisory committees, community service, and outreach.

## SECTION 6: IMPLEMENTATION STRATEGIES

LMC Institutional Goals are the guide for college-wide activities and direction over the next five years. The following pages outline the action-oriented Implementation Strategies designed to lead LMC toward the achievement of these goals.

The Master Plan is merely a springboard for the implementation of these strategies. Implementation will be a collaborative effort of the Shared Governance Council and the college community as they develop multi-year unit plans and strategic plans that will truly bring about improvements, enhancements and positive change.

The Implementation Strategies are listed below, under the key organizational areas<sup>1</sup> that will take leadership responsibilities in designing and implementing the necessary programs and activities. It is important to note however, that in order to achieve maximum success, each of these strategies will require coordination, collaboration, and in some cases, integration, of departments and units campus-wide. The newly formed Shared Governance Council, which will assume responsibility for college-wide planning and governance, has been designated as the “keeper of the plan” (For more detailed information regarding the Shared Governance Council, see Appendix J.). This Council, representative of students, faculty, and staff, will use the Educational Master Plan as the foundation for campus-wide planning, implementation, and evaluation.

As Los Medanos College designs and implements programs and activities to achieve its desired goals, the college is committed to assessing the extent to which these goals are achieved. For this purpose, an institutional effectiveness evaluation will be designed and implemented. This comprehensive examination of the college will create an on-going accountability to the Vision, Values, Mission and Goals of LMC.

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<sup>1</sup> The administrative, classified and instructional areas are the key organizational areas taking responsibility for the Master Plan implementation as shown in the Organizational Chart following the Implementation Strategies on page 33. Instructional and Student Services are described in Sections 4 and 5. Administrative Services refer to units throughout the college that function as leadership and support to both Instructional and Student Services. Administrative Services directly support departments, programs, units and college-wide committees in the development and implementation of goals and objectives. The important strategic goals and high standards set by the college can be met only when Administrative Services create and maintain an environment in which employees can perform at their best. It is important that the administrative units are active in the implementation of the strategies to achieve the institutional goals for the college.

LEARNING

INSTITUTIONAL GOAL #1: Design and implement an assessment plan that addresses student learning in developmental education, general education, occupational education, and student services.

Instructional Services	Student Services	Administrative Services
<ol style="list-style-type: none"> <li>1. Faculty will participate in designing and implementing assessment plans that demonstrate direct student learning outcomes within their own classes, and at the course and program level.</li> <li>2. Faculty will evaluate the usefulness of assessment information gathered for improving teaching and learning.</li> <li>3. Faculty will update course outlines to reflect how assessment will be aligned with defined student learning outcomes at the course level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Services will develop student learning outcomes, effective measures of learning outcomes, and methods for on-going assessment of programs.</li> <li>2. Student Services staff and faculty will evaluate the usefulness of assessment information gathered for improving Student Services programs.</li> <li>3. Student Services staff and faculty will update practices to reflect how assessment will align with defined student learning outcomes at the program level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide support for the design and implementation of a staff development component related to assessment.</li> <li>2. Provide support and leadership in the design, implementation and evaluation of an assessment plan.</li> </ol>

**INSTITUTIONAL GOAL #2:** Increase the number of students who have a stated educational goal and plan and who achieve their stated educational goal.

<b>Instructional Services</b>	<b>Student Services</b>	<b>Administrative Services</b>
<ol style="list-style-type: none"> <li>1. Instructional departments will develop and implement strategies to increase the number of students who have a stated educational goal and plan (as part of instructors' formal/informal role as student advisers) and actually complete their goals.</li> <li>2. The Curriculum Committee and instructional departments, as appropriate, will review their certificate and degree requirements to determine whether requirements should be modified to facilitate increased program completion by students.</li> <li>3. Instructional departments, the Office of Instruction and the Enrollment Management Steering Committee will collaborate to expand general education, lower division major preparation, occupational and developmental courses and programs and alternative (non-traditional) scheduling options.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase the number of collaborative partnerships between Student Services and Academic Services that focus on transfer, retention, and degree certificate completion.</li> <li>2. Expand the use of technology and electronic-based services where applicable.</li> <li>3. Develop a One-Stop Student Resource Center, which includes easy access and pathways to all programs and support services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide leadership, support and adequate resources to instructional and support services in increasing the number of students with educational goals, plans, and achieved educational goals.</li> </ol>

<p>4. Instruction and selected instructional departments will collaborate with Student Services to support and expand innovative special programs that are designed to increase student success.</p>		
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**COLLABORATION**

**INSTITUTIONAL GOAL # 3:** Strengthen the planning process and make the Master Plan the basis for institutional direction and decision-making.

<b>Instructional Services</b>	<b>Student Services</b>	<b>Administrative Services</b>
<p>1. The Office of Instruction will collaborate with instructional departments to ensure timely completion of program reviews and unit plans.</p>	<p>1. Student Services will work together to ensure timely completion of program reviews and unit plans.</p> <p>2. Student Services managers will work together to coordinate and integrate unit plans.</p>	<p>1. Management will assess utilization and effectiveness of human resources (classified, faculty and management), make needed changes in the status quo, and seek, as appropriate, additional positions and /or reassign duties (within contractual provisions).</p> <p>2. Managers will participate in, evaluate, and make recommendations regarding the planning efforts of the units under their supervision.</p>

		<ol style="list-style-type: none"> <li>3. The Shared Governance Council will monitor, evaluate and revise the planning process.</li> <li>4. The Shared Governance Council will complete and disseminate the Master Plan by Fall, 2003.</li> <li>5. The college community will make a commitment to planning-based approaches to decision-making.</li> </ol>
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**INSTITUTIONAL GOAL # 4:** Implement a new Shared Governance model and evaluate its effectiveness on a regular basis.

<b>Instructional Services</b>	<b>Student Services</b>	<b>Administrative Services</b>
<ol style="list-style-type: none"> <li>1. Instructional faculty and staff will be encouraged to participate in shared governance committees, task forces and ad hoc projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Services faculty, staff, and managers will be encouraged to participate in shared governance committees, task forces, and ad hoc projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide leadership support, and full participation in the design and implementation of the new shared governance model. Communicate and train the college community on the new model. Evaluate and modify the model as needed.</li> </ol>

**INSTITUTIONAL GOAL # 5:** Implement an Enrollment Management Plan that effectively coordinates major aspects of the college community critical to student access and success.

Instructional Services	Student Services	Administrative Services
<p>1. The Office of Instruction, in collaboration with the Enrollment Management Committee and instructional departments, will expand and implement the Enrollment Management Plan and address issues such as the “curricular mix”, departmental enrollment trends, off-campus scheduling, on-line offerings and other alternative instructional delivery methods.</p>	<p>1. In collaboration with the Enrollment Management Committee and instructional departments, Student Services will expand and implement the Enrollment Management Plan and address issues such as the enrollment procedures, support services, and alternative methods of service delivery.</p> <p>2. Evaluate curriculum from a Student Services perspective.</p>	<p>1. Provide leadership and coordination in the design and implementation of an enrollment management plan.</p> <p>2. Support and coordinate efforts to increase student success.</p>

**COMMUNICATIONS**

**INSTITUTIONAL GOAL # 6:** Establish a clear decision-making process for all major college activities.

Instructional Services	Student Services	Administrative Services
<p>1. The Office of Instruction will clarify and codify its decision-making processes and procedures.</p>	<p>1. Student Services will clarify: (a) role of managers, staff, and faculty in decision-making, (b) relationship between decision-making bodies in student services and the Shared Governance Council, Academic Senate, Classified Senate, and Associated Students of LMC.</p>	<p>1. Administration will communicate broadly about decision-making processes and results on a regular basis.</p> <p>2. Shared Governance Council will regularly evaluate processes and communication of decision-making.</p>

**INSTITUTIONAL GOAL # 7: Create effective college-wide communication pathways.**

<b>Instructional Services</b>	<b>Student Services</b>	<b>Administrative Services</b>
<ol style="list-style-type: none"> <li>1. The Office of Instruction will improve communication with instructional department chairs and other full- and part-time faculty and with other college organizational units.</li> <li>2. Design and implement necessary staff development regarding initiatives on campus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create communications systems within student services and between student services and other units.</li> <li>2. Design and implement necessary staff development regarding initiatives on campus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the means for college-wide communication.</li> <li>2. Strengthen the infrastructure for college-wide communication.</li> <li>3. The President’s Office will play a larger role in the college-wide communication of information.</li> <li>4. Provide support for the design and implementation of on-going staff development.</li> </ol>

**ENGAGEMENT**

**INSTITUTIONAL GOAL # 8: Increase the number of faculty, staff and students involved in East County activities, events, and academic/economic development partnerships.**

<b>Instructional Services</b>	<b>Student Services</b>	<b>Administrative Services</b>
<ol style="list-style-type: none"> <li>1. The Office of Instruction will encourage instructional programs’ faculty, staff and managers to participate in East County community activities, service learning opportunities and</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Services will support faculty and staff involvement in East County activities, events, and academic/economic development partnerships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Announce activities and events to college community.</li> <li>2. Facilitate participation of college employees in East County events and activities.</li> </ol>

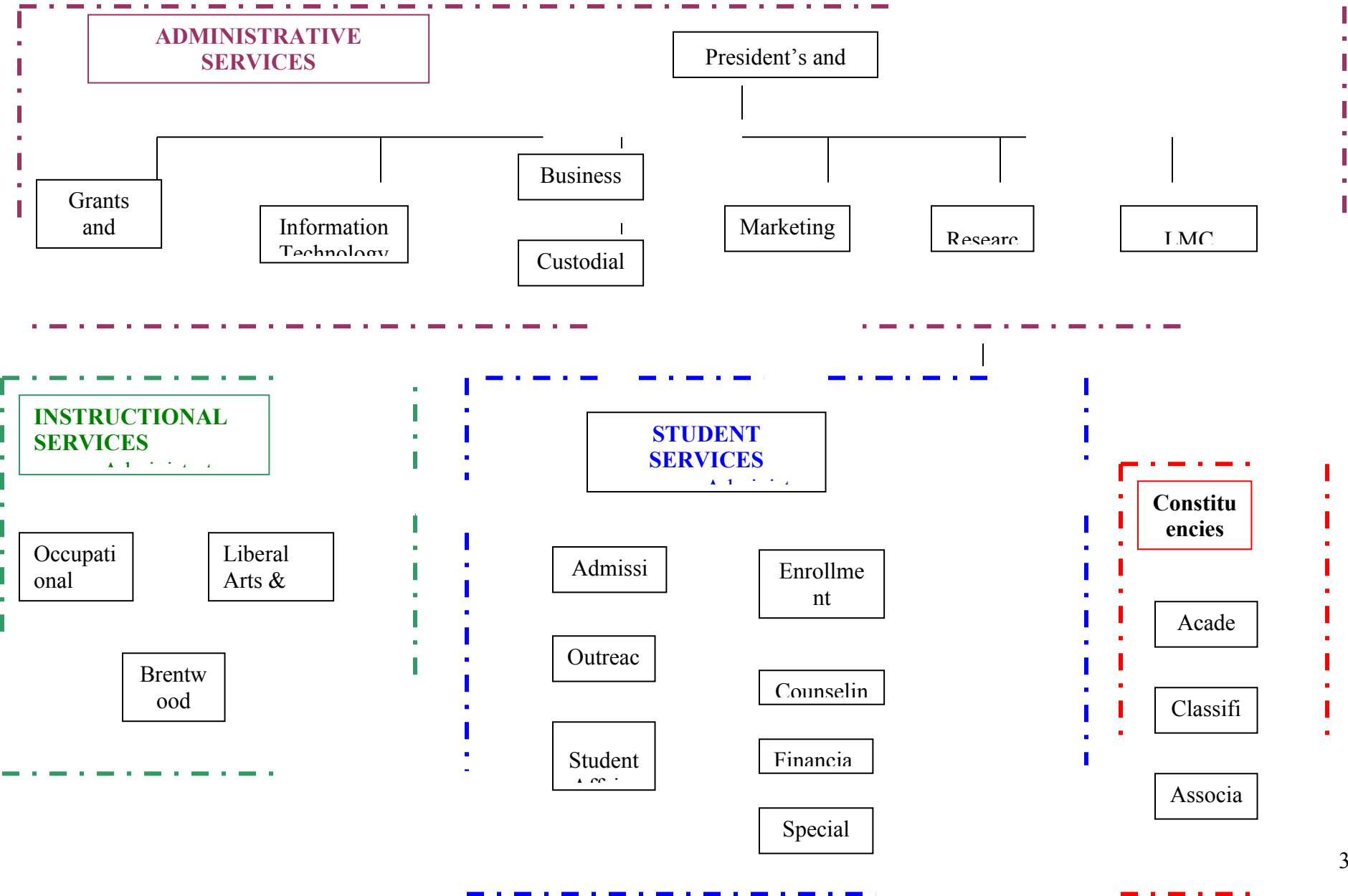


<p>partnerships (i.e. with K-12 schools, economic development agencies, non-profits, etc.).</p>		<p>3. Collect data regarding participation in East County activities.</p>
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**INSTITUTIONAL GOAL # 9:** Increase the number of events on campus offered to and attended by East County residents.

<b>Instructional Services</b>	<b>Student Services</b>	<b>Administrative Services</b>
<p>1. The Office of Instruction will promote and support instructional departments to increase on-campus community-oriented events, within budgetary constraints.</p>	<p>1. Develop a program of student activities to meets the needs of students, contribute to student development, and enhance opportunities for student leadership.</p>	<p>1. Evaluate current on-campus events, support successful on-going events and facilitate the development of new events for East County residents.</p> <p>2. Sponsor people to attend events and activities in East County.</p>

### Los Medanos College Key Organizational Areas for Master Plan Implementation Strategies





## **APPENDICES**