

Los Medanos College

Strategic Plan 2014-2019 Evaluation Report

Submitted to Shared Governance Council

by the

Planning Committee

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I. Purpose

The purpose of the *Strategic Plan 2014-2019 Closing the Loop Evaluation Report* is to assess accomplishment of the College's mission through program review and evaluation of the goals and objectives, student learning outcomes, and student achievement, as well as any gaps that are identified by developing Institutional-level or Inter-departmental activities.

Four Strategic Plan Goals:

1. Increase equitable student engagement, learning, and success.
2. Strengthen community engagement and partnerships.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.
4. Invest in technology, fortify infrastructure, and enhance fiscal resources.

II. College Mission

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

III. Executive Summary

When the *LMC Educational Master Plan (EMP) 2006-2016* ended, it was noted that there is no requirement or policy stating a California community college must have both an Educational Master Plan and a Strategic Plan. Therefore, in fall 2017 through input provided in college-wide activities, our *Strategic Plan 2014-2019* was renamed to *Strategic Plan 2014-2019: An Educational Master Plan for LMC*. During this collaborative process, it was identified that in order to move forward as a College to the next step in planning we must assess the achievement of goals included in our *Educational Master Plan (EMP) 2006-2016*. As we are now approaching the expiration of our *Strategic Plan 2014-2019: An Educational Master Plan for LMC (SPEMP)* and an assessment of the attainment of the goals outlined in this plan must also be performed. Thus, in fall 2019 the Planning Committee worked with the Office of Planning & Institutional Effectiveness to develop the process and webpage for the *SPEMP 2014-2019 Progress and Evaluation* and submit to the Planning Committee and President's Cabinet for approval and endorsement.

The focus of the campus community during this evaluative process was primarily centered on sharing stories. The Planning Committee and the President's Office encouraged the College to share their stories of achievement and success and adversely, their stories that demonstrated a need for

improvement or identified a gap. It was also advised that participants included in evidence to support their stories and/or any evidence that may be missing.

While Los Medanos College has made multiple achievements in attainment of our strategic plan goals, there were some gaps and areas for improvement that were identified. For example, in Goal #1 it was identified that the College needs to increase professional development on assessment and improving classroom methods using SLOs and assessment insights to more uniformly and formally “close the loop” on assessment. In Goal #2, the College needs to improve our support and resources for Foster Youth students and recruit a more diverse faculty by marketing multicultural events to increase campus visibility. In Goal #3 it was identified that the College needs to align its goals with Vision for Success, define metrics for each goal, and establish benchmarks that align with Vision for Success indicators, the College needs to establish a system to monitor and evaluate achievement aligned with our benchmarks, and provide actions for improvement, and the College needs to develop a consistent method for tracking and sharing collaborative and innovative projects including the outcomes to increase College awareness. The inclusion of more student input and the student voice in curriculum development, program review, planning and research processes was also identified. In Goal #4, the College needs to improve and enhance our technological resources through updates to hardware and software in labs and classrooms.

The input, stories and identified areas of improvement included in this report and provided on the evaluation process itself will be incorporated in to future college planning and plan evaluation processes; including the development of our new *Educational Master Plan 2020-2025*.

IV. Process

Fall of 2018, the Planning Committee formed a work group to work with the Office of Planning and Institutional Effectiveness to develop the process and template for the *Strategic Plan 2014-2019 Evaluation Report*.

In January 2019 the Planning Committee and the President’s Office worked together to design and implement various methods for obtaining college-wide feedback on the six (6) EMP goals. One of the primary methods was the development of the “[LMC Strategic Plan Progress and Evaluation](#)”. This webpage allowed the user to view evidence for each goal of work completed towards attainment of said goal and to provide their stories (successful achievement or a need for improvement) as it relates to one or all goals. Additional methods included – expanded President’s Council forum, communications from the College President encouraging feedback from the campus, Opening Day announcement, College Assembly, College Senate meetings (i.e. Academic Senate, Classified Senate and Associated Students) and requests to SGC sub-committee chairs for allotment on their agenda for input and feedback as it relates to their committee’s goals and/or charges. The webpage and activities to provide input extended from January 2019 through March 15, 2019. All feedback received was valuable and incorporated in to the development of this report however, it was noted that participation in providing feedback on some of the goals was limited while other goals resulted in a large amount of input. As learned from the *EMP* evaluation process, we encouraged the campus community to focus more on sharing their stories from programs,

committees, classrooms, groups, students, etc. and less on the evidence as the amount of evidentiary information can become overwhelming.

The “SPEMP Evaluation Workgroup” was formed from the Planning Committee in March 2019 to review and analyze the results gathered from the progress and evaluation process

The organization included: (1) Goals; (2) Evidence; (3) Lesson Learned from EMP 2006-2016 Evaluation Report; and (4) View Story.

1. Strategic Plan Goals

- a. Objectives
- b. Strategies

2. Evidence

- a. EMP 2006-2016 Evaluation Report
- b. Comprehensive Program Review Reports 2017-18, 2016-17, 2015-16
- c. Program Review Report
- d. TLC Report
- e. College plans reports
- f. Other efforts that are not captured by the list above

3. Lesson Learned from EMP 2006-2016 Evaluation Report

Along with broad participation and open communication, equally important to the process was the utilization of relevant quantitative and qualitative data. The College members were encouraged to review the evidence (including program review reports for all units the past three years), and offer any additional evidence if needed to support their stories. College members can view feedback by click on “View Stories”.

The workgroup developed the *Strategic Plan 2014-2019 Evaluation Report* with the Office of Planning and Institutional Effectiveness, based on the evidence gathered, stories shared, feedback provided and areas of improvement identified. The report was then reviewed and approved by the Planning Committee and subsequently by the Shared Governance Committee in May 2019.

The LMC Planning Committee and the Office of Planning & Institutional Effectiveness in collaboration with the College as a whole, will utilize the findings and recommendations outlined in this report in the development of our new Educational Master Plan in 2019.

V. Timeline

Oct 31, 2018	Seek cabinet's feedback
Nov 1, 2018	The Planning Committee discussed the process and evaluation timeline. New information
January 16, 2019	Gather stories on how and what have we achieved the goal/objective during the "Strategic Plan 2014-2019 Story Gathering Forum" using President Council's meeting (invite Academic Senate officers and Classified Senate officers, and Planning Committee)
January 24, 2019	President to email communication to campus to provide stories on how and what we have achieved the goal/objective on the Strategic Plan via the website. https://www.losmedanos.edu/planning/planningresources.aspx
January 25, 2019	President announces at the College Opening Day to encourage the campus to provide stories on achieving our Strategic Plan goals.
January 26, 2019	Planning Committee to email Shared Governance Subcommittee chairs to encourage the committee members to provide stories on achieving our Strategic Plan goals.
February 7, 2019	Planning Committee
February 13, 2019	Shared Governance Council (SGC)
February 25, 2019	Student Senate Meeting, Academic Senate Meeting, Classified Senate Meeting
January through March, 2019	<p>a. https://www.losmedanos.edu/planning/planningresources.aspx will be widely shared.</p> <p>b. All committees will be asked to share this website with their members and provide their stories.</p>
March 4, 2019	College Assembly: Gather stories on how and what have we achieved the goal/objectives on our Strategic Plan.
March 11, 2019	Academic Senate Meeting, Classified Senate Meeting
March 15, 2019	The last day of providing stories.
March 15—April 7, 2019	The Planning Committee analyzes campus stories and provide Summary for the <i>Strategic Plan 2014-2019 Evaluation Report</i> . (Spring break April 1-7)
April 11, 2019	The Planning Committee discussed the Draft <i>Strategic Plan 2014-2019 Evaluation Report</i> and made suggestions
April 12-24, 2019	Disseminate the draft report to all Committees and the campus to seek feedback. Encourage campus to share their feedback with their representatives in SGC and the SGC reps bring feedback to April 24 SGC meeting.
April 24, 2019	The SGC reps bring feedback to April 24 SGC meeting.
May 8, 2019	Approval from SGC on <i>the Strategic Plan 2014-2019 Evaluation Report</i> .

VI. Results of Analysis and Evaluation

Goal #1: Increase equitable student engagement, learning, and success.

Los Medanos College is an institution of diverse ages, races, backgrounds and socioeconomic groups, promoting an environment of inclusion and equal opportunity. Its core mission is committed to student learning and success; constantly evolving its policies and procedures to ensure quality educational opportunities for all. Within its open doors you'll discover faculty, staff, and managers who embrace and create a foundation centered on learning and growth for the students they serve. Outside the institution, LMC is continually assessing ways to increase community involvement and engagement to further its mission.

Development and implementation of new programs, and the evolution of existing ones, increases student participation and supports LMC's goals. In the past three years, new outreach programs were developed in the Transfer and Career Center to target students who may have never approached the Transfer desk. Class presentations and workshops, an increase in social media presence, newsletters and tabling sessions hosted by student ambassadors have doubled student participation annually. These strategies brought students onto campus who may have otherwise missed important deadlines and vital course information.

LMC continues to strengthen its Honors Program and Transfer Academy by offering tours to universities and fostering connections with university professionals; giving innumerable opportunities and benefits for students. In addition, Title V HSI Grant allows for programs to improve the transfer rates among Hispanic students. Overall, the number of transfers and degree completion has increased exponentially with over 500 students participating in the Spring 2018 graduation ceremony.

Furthering its mission, the ACS-10 or the First Year Seminar, was developed to introduce and motivate critical thinking and academic discipline and now boasts over 300 enrolled students annually. LMC's expanding learning communities have grown to more than 1,000 students annually. Labs also provide additional support for students to complete their GE course work, ensuring their first year is successful.

Assessments of achievements is ongoing at LMC. Proof of accomplishment is evident in the reforms of the nursing programs and practices (across students, faculty and staff). By removing the probation/remediation plan and implementing an individualized student success plan allowed for more robust partnerships utilizing campus resources. These reforms reduced the attrition rate to 4% (the second lowest in the state) and LMC's NCLEX pass rate is 100%. These program improvements have led LMC to exemplify the best of nursing - kind, compassionate, and healthy.

Supporting multi-faceted student challenges is a key component of successful outcomes. DSPS expanded its programs to bring increased awareness of support services to students in need, launching welcome back events, partnering with Veterans, EOPS, and Foster Youth, and included recognition awards for faculty and staff nominated by students. Equity funding allowed DSPS to continue to offer and expand their tutoring sessions (including science) to students with disabilities. The purchase of universal design texts support initiatives hosted by LMC's Teaching and Learning Committee.

When EOPS students voiced a need for additional study hall sessions (through satisfaction surveys), LMC listened and implemented a call out for more support and engagement campus wide. Spring 2019 saw more than 300 students attending the study event. In addition, EOPS introduced Game Day, the De Stress event, peer mentoring, and public safety awareness week; opportunities for growth and learning.

In Spring 2016 the Office of Equity and Inclusion was created providing leadership for equity-based decisions, practices, and policies. LMC's goal is Equitable Student Success through culturally relevant educational opportunities, pedagogic and practices across the institution, as well as intentional employee recruitment, inclusion and an on-going commitment to equity-based professional development. Based on these guided principles, LMC formed task forces and committees.

In Fall 2017 the FAM (Faculty Advising and Mentoring) program was launched to help bridge the academic achievement gap by supporting meaningful connections between adjunct faculty and students.

In Fall 2018, LMC faculty, students, and staff, in association with the efforts of the Contra Costa Community College district office, produced the Equity Speaker Series; inspired by the values of compassion, humility, inclusion, civility, empathy, and respect. Black Heritage Month, The Dreamer's Conference, the IMPACT Conference (social justice and advocacy for our students), the Umoja/Honors Conference, and a prayer room have helped students to embrace culturally diverse backgrounds and participate in leadership activities.

At the heart of LMC's mission lies a commitment not only to academia but to quality of life and attainable possibilities. Encouragement and celebrations of student achievements keep moral high which is vital to student success. Meeting basic human needs must also be factored into students' learning and retention; LMC's responsibility as an institution. Implementing a food pantry to help low income and homeless students, partnering with re-entry and reform programs which help adult students enter back into school, hiring student workers (being mindful of course schedules), and granting overnight loans of chemistry kits all provide students with fundamental structure and opportunity to balance their school/work/life. The launch of the FT3 program (First Time, Full Time=Free Tuition), the continuous efforts of OER Resources (Open Educational Resources), and ZTC (Zero Textbook Costs) aim to reduce the financial burden students face while in school.

LMC is constantly evaluating its practices and course offerings to prepare students for their completion of educational goals. Online course offerings are increasing, and reforms for CTE and PTEC programs are being formulized. Processes to improve faculty, staff, and student communication is always at the forefront.

Over the past four to five years LMC has worked to increase its success rates. We implemented the Student Equity Plan, the Student Success & Support Program (3SP) Plan, the Basic Skills Initiative (BSI) Plan and we received HSI Grant funding. These plans provided additional funding to the College for more counselors, faculty, staff, services and professional development so we may better assist our students in reaching their full potential and achievement of their educational goals. For example, we increased the number of full-time counselors from seven to sixteen, with special emphasis on counseling for underserved student populations. Additionally, the school opened a Student Food Pantry, implemented Starfish (an early alert and retention program) and the District instituted a partnership with JFK University to offer a Student Wellness Program. We have also

hired two (2) Equity Professional Learning Facilitators who have formed an Equity Core Team, devised an Equity Speaker Series and implemented the Faculty Advising and Mentoring (FAM) Program. The HSI Grant was instrumental in helping to create a culture of transfer (i.e. Transfer Center, Transfer Day, Transfer Academy, etc.). Additionally, LMC offers several learning communities such as Umoja, STEM, MESA, Honors, etc.

(Evidence - [Transfer Services webpage](#), [Transfer Academy webpage](#), [Equity & Inclusion webpage](#); [3SP webpage](#), [Student Equity Plan webpage](#), [Equity Events webpage](#))

The new *CCCCD EEO Plan 2016-2019* outlines current policies, procedures and practices with regards to hiring, with the intention of ensuring equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence". The data from the fall 2015 semester indicated that the diversity of our employee does not, in general, mirror the diversity of our surrounding community or student body. LMC also revitalized the College EEO Committee with representation on the District EEO Advisory Council. Within the past few years, we have implemented mandated diversity training(s) for any individual serving on a hiring committee.

LMC has worked in providing an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals. We will continue to explore new methods, strategies and initiatives to improve student learning, retention and success. The biggest challenge identified through this process for goal number one, was the hiring of faculty and staff that mirrors our community demographics. Engagement in a discussion establishing a "Culture of Change, Thinking and Values" may assist the College in beginning to overcome this challenge.

The assessment process is used to demonstrate that students are learning, and to improve teaching and course design if there are challenges. The College has a well-known and clear process (the five year cycle) for how to complete assessment, tie it to Program Review, and update the *Course Outline of Records* (COORs). This process includes, the collaboration amongst department chairs and their deans to place their courses in to four (4) cohorts (year 1, year 2, year 3 and year 4). The placement of the courses in these cohorts for the duration of the five year cycle helps faculty in planning the completion of their course-level assessments. During the fifth year of the five year cycle, every program must complete and submit their program-level assessment report in conjunction with their Comprehensive Program Review.

The Teaching & Learning Committee (TLC) was developed to lead the College in adopting this process. The TLC leadership, especially the CSLO/PSLO Coordinator, assists faculty and departments on how to write student learning outcomes (SLOs), how to design meaningful assessment, and how to implement their assessment through coaching and professional development activities.

The process of assessment to ensure student learning is strong overall at LMC. The participation rate in assessment is high, and the insights are used by many units to help guide change and improve COORs, course offerings and design.

(Evidence - [TLC Assessment Documents & Resources webpage](#), [TLC Midterm Report 2016](#), [2017 Annual ACCJC Report](#); [ACCJC Annual Report](#), [Aspen Narrative Section 5, question #6](#), [4CD Educational Plan Annual Report 2016](#))

The General Education (GE) Committee and STEM have conducted focused groups and student interviews aimed at improving student learning. LMC provides a plethora of support for student learning including Math Labs, the MESA Center, the Honors Center and the Center for Academic Support which houses the Reading & Writing Center and tutoring services.

(Evidence – [General Education Committee Resources webpage](#), [Math Lab webpage](#), [MESA Center webpage](#), [Honors Center webpage](#), [Center for Academic Support webpage](#))

Through the Transformation grant, the math department collaborated with the assessment team and district information technology to create multiple measures assessment utilizing high school course work, GPA, and a student's area of study to place students in the most appropriate transfer-level math course. The math department is offering open entry co-requisite skills classes for transfer level Statistics, Applied Calculus, and Precalculus, for students to complete transfer level math in one semester at LMC in lieu of taking a sequence of developmental math courses. The LMC math department was a statewide leader in offering a co-requisite skills for Statistics course starting in Fall 2016, and as a result LMC has the 5th highest one-year transfer level math completion rate in the state in 2016

(Evidence: [PPIC's Remedial Education Reforms at California's Community Colleges August 2018](#))

We have faced some challenges such as a near-universally derided software tool for assessment and program review; a need to more effectively “close the loop” on assessment throughout the College not just in individual programs/units.

Development and implementation of a research model to determine the effectiveness of the various modes of instruction (lab hours, online courses, distance learning, etc.); and to identify a method to bring data together from across disciplines and share the best practices of effective student learning.

While this work is ongoing, through this process we were able to identify some minor progression towards meeting this goal.

Course Success Rates – We have increased the overall college course success rates and slightly improved the achievement gap for our African-American students. In fall 2014, the overall college course success rates were 71% and in fall 2016, we saw an increase to 73%. The Student Equity Plan data indicated that the course success rates for our African-American students remains at a gap of -10% however, in 2016-2017 we experienced an improvement of 1% (over the -11% gap noted in 2014-2015). In comparison to the overall average rate for all groups, our Hispanic students are at a gap of -1% and our foster youth students, are at a gap of -18%.

Completion Rates – We have increased the number of transfers, degrees and certificates awarded. In 2012-2013 we awarded 705 AA/AS degrees, 678 certificates, and had 381 in-state transfers. In 2015-2016, we awarded 1,219 AA/AS degrees, 954 certificates and had 512 in-state transfers. The Student Equity Plan data indicates that our African-American students in 2016-2017 transferred at a rate of 7% higher than the overall rate, while in 2014-2015, they transferred at a rate of -5%. African-American students at LMC have also increased their degree and certificate completion rates to a positive 8% in 2016-2017, compared to a - 6% rate in 2014-2015.

Persistence Rates – We have improved upon our persistence rates for all students with long term educational goals. The LMC Scorecard data indicates a persistence rate of 65.9 percent overall for a

cohort beginning in 2010-2011 with outcomes in 2015-2016. We do not yet have cohort data for a comparison group.

(Evidence – Student Equity Plan, Strategic Plan 2014-19 Process-Retreats, Integrated Plan #1, Integrated Plan #10, CCCCD Fingertip Facts 2016-17, IEPI Goals)

Overall through this process we have identified the gaps in meeting this goal. As a result, the following areas for improvement for Goal #1 are:

- Recruit a more diverse faculty by marketing multicultural events to increase campus visibility.
- Improve support and resources for our Foster Youth students.
- eLumen has been purchased and in the process of setting up for curriculum, assessment and program review in order to track and take actions to improve our progress.
- Increase professional development on assessment and improving classroom methods using SLOs and assessment insights to more uniformly and formally “close the loop” on assessment. TLC is developing a teacher training model and increasing professional development opportunities for training.
- Data Dashboard is in the development to support research need of the college.
- Faculty research coordinator position has been established to help the college on various research inquiries to ensure student success.

Goal #2: Strengthen community engagement and partnerships.

LMC's efforts to fulfill its mission is recognized beyond the Pittsburg and Brentwood campuses. A Press Release issued Spring 2019 revealed Contra Costa Community College District is a significant economic contributor to the community. In partnering with business communities and providing 21st century skills necessary to obtain good paying jobs benefited society by educating students who are more likely to be healthy, less reliant on social services and are civically engaged; proving, as Chancellor Fred Wood states, "That a community college education is a great investment for our students, their families and our taxpayers."

(Evidence – LMC Economic Impact Report Press Release Spring 2019)

In an effort to recruit, retain and successfully graduate current and former foster youth students, a Foster Youth Success Team was formed. The Committee was comprised of several community organizations such as: ILSP, Opportunity Junction and CCC County of Education; key student services partners in EOP&S, DSP&S, Financial Aid, Counseling, Transfer Center, Library, Faculty and LMC student leaders. The Committee went on to pilot several successful initiatives such as: the BRAVO program, Foster Youth Conference, partnerships with local feeder high schools, and local college tours. Through the development and work of this Committee, the need was identified to create a dedicated staff position to support the needs of our foster youth student populations. It was identified that we need to provide mentoring to our foster youth students. This has been outlined as a goal for the program and as its funding and resources expand, it is anticipated the creation of foster youth mentor positions will come to fruition.

(Evidence – BRAVO Scholars Program; FY Newsletter March 2016; Foster Youth Success Team; Foster Youth Webpage)

DSP&S recently participated in the planning for the Regional Center's Going to College Conference and the Contra Costa County Adults with Disabilities forum. DSP&S has also expanded its outreach efforts by providing trainings in 2018-2019 to Liberty Union High School District and Pittsburg High School Counselors. Planning is underway currently for a Summer Bridge program resulting from IMPACT Grant funding.

Los Medanos College and the LMC Foundation have developed new partnerships and strengthened existing partnerships with industry and community leaders. The development of the East Bay Advanced Manufacturing Partnership, the Transit Career Ladders Training Program and the Adult Education Block Grant has led to partners in education with BART, Pittsburg Adult Education, USS POSCO, DOW, Shell, and many more. The Physical Sciences Department recently received a number of grants from Praxair, Walmart, City of Antioch Water District and DOW to upgrade and update chemistry equipment and to purchase classroom demonstration models for physics lectures. LMC was also awarded a five-year National Science Foundation STEM Grant to support STEM Scholars. The Appliance Service Technology Program partnered with LG Electronics in October 2017 to provide training materials, equipment, tools, and training sessions to their current LG technicians and our students at LMC. The Nursing Department has increased program and student participation in many community health programs. LMC Nursing students have participated in clinical rotations or community health events with the following healthcare partners – Contra Costa Regional Medical Center, John Muir Health (Concord, Walnut Creek & Behavioral Health campuses), Kaiser Permanente (Antioch & Walnut Creek campuses), Children's Hospital Oakland, Sutter Delta Medical Center, Stand Down for Homeless Veterans, African-American Health Fair, Meals on Wheels and

Senior Outreach Services. The partnerships have contributed to increased visibility in our communities, job opportunities (100% job placement reported in the RN Class of 2018) and has empowered our students to become community leaders in healthcare.

LMC funds a sponsorship for the Annual Turkey Trot in Brentwood since 2016. This sponsorship unites the Contra Costa Community – citizens, high school students and LMC students. The proceeds from the Turkey Trot support the athletic programs in the Liberty Union High School District and the Brentwood Union Elementary School District. The 5K race takes place on Thanksgiving morning and promotes strong and healthy students, while raising funds for the Brentwood K-12 schools. In 2017 the event boasted 2,000 participants and raised \$55,000 for schools.

Dual Enrollment was developed and implemented at Los Medanos College and has grown to be a very robust program. Over 1,500 high school students annually receive articulated LMC course credit(s) and over 500 high school students annual receive dual enrollment credit(s). Additionally, planning is underway to build a collaboration with high school students in an LMC classroom for graphic design. Dozier-Libbey Medical High School has partnered with the LMC Emergency Medical Services program to offer CPR/First Aid and other Allied Health courses on the high school campus. The Connect Program partnering Pittsburg High School with Los Medanos College in spring 2019 offers two programs for high school students to take college courses at LMC for free with transportation provided.

(Evidence – [Workforce Development webpage](#); [Physical Sciences Department](#); [Annual Turkey Trot](#); [Dual Enrollment webpage](#); [Connect Program SP19 Flyer](#); [LMC awarded \\$625,611 NSF S-STEM Grant](#); [LG Electronics joins LMC Training of Appliance Service Technicians](#))

The Foundation plays a vital role that may not always be transparent. Increased visibility and growth also led to an increase in donations which increased the number of scholarships offered. In 2017 new technology was put into place to streamline the scholarship application process for more wide-spread targeting identifying scholarship opportunities. In 2019 10 LMC students (75 were initially interviewed in CCCCD, 24 were LMC undergraduates) were each awarded the \$10,000 Kennedy-King Scholarship chosen on their academic promise, determination to obtain an education (often in the face of unbelievable difficulties and hardships), leadership potential and commitment to helping their community. The Foundation Board has also strengthened our partnerships within our community by partnering with Trilogy in Brentwood to host the *Shop til You Drop* fundraising event for LMC students and offering mini-grants for LMC programs and services.

Los Medanos College has expanded its advertising and marketing to increase our visibility and attract more community members and industry partners to our campus. The Drama department has held numerous, original theater productions both on campus and at the California Theatre in Pittsburg. Successful theater productions such as *Fences* have led to national recognition and performance invitations to the Annual Kennedy Center American College Theater Festival. Ceramics students hold campus fundraisers each semester and went to Mecca. The Art Guild of the Delta raises funds to offer student awards for the LMC Art Student Show. Additionally, the community coordinates and hosts gallery showings of works from local artists at the LMC Art Gallery. Events held on campus such as Tedx

The Marketing and Media Department recently produced “Road to Success” advertisements for the Highway 4 electronic billboard by the campus to increase our visibility and awareness in our

communities and beyond. The new Student Services Center, the construction of the new Brentwood Center, and the new Student Union Center and Physical Education Complex have increased our visibility and changed public perception of Los Medanos College. LMC is now being seen in our community as a college and not an extension of high school. The practicality of our locations in Pittsburg and Brentwood make it easier for citizens in East Contra Costa County to begin their educational journey closer to home.

(Evidence – [Foundation webpage](#); [Scholarships webpage](#); [Drama Department webpage](#); [LMC Performances Selected for KCACTE](#); [Ceramics Webpage](#); [Art Gallery Archive](#); [Tedx at LMC](#); [Construction at LMC](#))

While Los Medanos College has increased visibility in the community, strengthened partnerships, created new relationships, and developed programs for high school students to engage in the college experience earlier; as an institution central to so many vibrant and diverse communities, engagement with our communities and industry partners is ongoing.

Overall through this process we have identified the gaps in meeting this goal. As a result, the following areas for improvement for Goal #2 are:

- Improvement upon methods to stay connected with our alumni.
- Improve support and resources for our Foster Youth students.
- Improve resources to connect students with affordable housing
- Increase advertising to high school students of LMC events

Goal #3: Promote innovation, expand organizational capacity, and enhance institutional effectiveness.

LMC has greatly expanded its opportunities for professional development for both faculty and staff. The development of the Professional Development Advisory Committee (PDAC) and Nexus for both new full-time faculty and new full-time Classified has helped acclimate new employees to LMC and the District. In 2018-2019 we had approximately 200 professional development activities (including Flex and other workshops). PDAC also offers mini-grants to support professional learning opportunities that are organically designed and created by staff and faculty such as online access to Drama Masterclasses and support of the Comic Event – Queer Comedy Showcase (LGBTQ) in fall 2017.

In addition to Focused Flex and Flex Week every semester, there are now a number of Flex opportunities offered throughout the semester. The Office of Equity & Inclusion (formerly the Office of College Advancement) and the Professional Development Advisory Committee (PDAC), have worked towards increasing the number of professional development and learning opportunities every semester. The Technology Training & Development Coordinator provides one-on-one Canvas trainings, SMART classroom training, small group workshops, professional development activities, technology orientations, and much more.

(Evidence - [Flex webpage](#), [PDAC webpage](#), [CCCCO Professional Learning Network](#), [@ONE website](#), [Lynda.com website](#), [Professional Learning Center webpage](#), [Technology Training & Development Coordinator](#))

The Student Equity Plan has provided funding for equity focused professional development. This funding allows for faculty and staff to apply for additional monies to fund professional development activities such as workshops, conferences and Flex activities focused on equity. Additionally, this funding has allotted for two (2) Equity Professional Learning Facilitators and Equity Core Team Leadership Training. *(Evidence - [Equity focused professional development](#))*

Additional state funding and new categorical funds (i.e. 3SP, Student Equity, BSI, SEAP, etc.) have allowed LMC to increase the hiring of faculty, staff and management positions. We have also increased the number of permanent counselors and new full-time faculty hired. The additional funding and subsequent hiring increases have given us the wisdom in how we utilize categorical funds by assessing and re-assessing our strengths and weaknesses. *(Evidence - [SSSP](#), [Student Equity Plan](#), [BSI](#), [SEAP](#))*

As an institution we have become better at utilizing data to help drive our decisions than we were ten years ago. LMC has worked with local high school districts (AUSD, LUHSD and PUSD) in our service area to offer dual enrollment for high school students. This will better prepare and benefit high school students for college. *(Evidence - [High School Students webpage](#))*

While collaboration and innovation occurs internally, there are also some collaborative activities that occur between LMC and our external community such as: the Zero Textbook Initiative, the 4CD

Teaching, the Latina Leadership (LLN) Conference and the State Journalism Conference were both held at LMC, the annual César Chávez Awards, and the annual Gospel Celebration hosted by our Music Department. Additionally, a collaboration between LMC/Pittsburg High/Stanford/San José State/Hispanic Chamber resulted in 400 students invited by LMC and the Hispanic Chamber of Conference to learn more about STEM opportunities and College access in spring 2016. *(Evidence – [SU18 Schedule of Classes-Page 7](#), [CCCCD Teaching Academy Spring 2013](#), [28th Annual LLN Conference March 2015](#), [Cesar Chavez Events webpage](#), [Annual Gospel Celebration](#), [STEM webpage](#))*

It has been challenging to identify a method of synthesizing best practices across departments. Most programs are not aware of what other programs are doing campus-wide awareness and knowledge of individual department's best practices and activities would result in more interdepartmental collaboration and innovation.

While LMC has made many strides in college-wide planning and institutional effectiveness, the centralization of research and data at the District Office has created some difficulties for many faculty and staff in fulfilling our research and data needs. In spring 2019, the College worked with the District Research Office and hire a consultant to create a data dashboard to provide data on people's fingertips, create data democracy, and increase culture of inquiry. The data dashboard is in its piloting phase. Deans and managers have been trained and are testing the system. In fall 2019, the system will roll out to campus. In fall 2018, the College has also hired a faculty research coordinator position (.5) to support data needs including interpretation of data and possible actions. *(Evidence – [IEPI PRT 2018-19/2019-20](#))*

While program review is required it is also an important and necessary tool for goal development and departmental growth. However, a challenge within program review is the variance of goals and the lack of completion or major progress towards some of the goals.

The College has initiated change in the Resource Allocation Process (RAP) in April 2018. As approved by the Shared Governance Council (SGC), who serves as the budget advisory body, the College modified the process to ensure that program review and the college strategic plan comprise the basis for our resource requests. A database is being created to allow aggregate reporting and multi-year planning/review that would be available to all funding sources. The college will publish an appropriate level of budget information on the SGC website to advise the college community of current and future budget summaries. *(Evidence – [SGC RAP Process](#))*

The College should have its future EMP goals align with Vision for Success, as well as establish its benchmarks align with Vision for Success indicators. The College also needs to establish a process of evaluating its progress toward its "indicators" or "benchmarks" annually. If it is all possible to align the process with program review. If it is not possible, make sure we have a process to evaluate our progress so each program can establish action steps to improve.

Overall through this process we have summarized the following:

- When the College begins to develop our new EMP, we need to align our goals with Vision for Success, define metrics for each goal, and establish benchmarks that align with Vision for Success indicators.

- Establish a system that the College can monitor and evaluate achievement aligned with our benchmarks, and provide actions for improvement. It will ensure progress toward our goals.
- Increase opportunities for professional development, particularly for managers and classified professionals
- Develop a consistent method for tracking and sharing collaborative and innovative projects and their outcomes to increase College awareness
- Include more student input into curriculum development and ensure the incorporation of the student voice in program review, planning and research processes
- Data Dashboard is in the development to support research need of the college.
- Faculty research coordinator position has been established to help the college on various research inquiries to ensure student success.
- Enhance training on program review specifically in the process and alignment with goals and data interpretation and institution-wide training on research and data

Goal #4: Invest in technology, fortify infrastructure, and enhance fiscal resources.

In the spring of 2018, construction began on the new LMC Brentwood Center. The center will be located at 1351 Pioneer Square and will offer nearly 55,000 square feet of faculty/staff offices, which more than doubles the current space leased near the intersection of Brentwood Boulevard and Sand Creek Road. This space will include four science and tutoring labs, library resources, 15 instructional classrooms, open learning spaces, as well as a bookstore, a food service area, and 689 parking spaces. In addition to the expanded space, the Center will be able to house new courses, including chemistry, which are not offered at the current Brentwood Center. Classes are expected to start in the spring of 2020. An additional 25,000-35,000-square-foot space is planned, but isn't expected to be developed for another decade or so. (*Evidence – [Brentwood Center Construction, Brentwood: Los Medanos College breaking ground on far East County campus, Community Update January 2017](#)*)

In the fall of 2018, the college completed a \$1.5 million renovation of the gym. Among the renovations, the college has provided ADA-compliant bleachers, installed a new scored boards and LED light fixtures, and a new sound system. Then LMC Vice President Kevin Horan described the project as giving “the college as we create modern, safe, and inspiring facilities for our students.” (*Evidence – [Gym Renovation Spurs Mustang Pride at LMC](#)*)

In August of 2019, the college is expected to complete construction of the new Physical Education Complex. Originally laid out in the 2009 Master Plan, the 30,450 square-foot building will house two dance and fitness studios, a dedicated athletics workout room, a large combined general weights and cardio room, two classrooms, offices for PE and Athletics faculty/staff, men's and women's locker room and showers, team sport locker rooms, a large equipment storage room, and an athletics trainer room. (*Evidence – [Physical Education Complex Construction Updates](#)*)

The college is also expected to complete construction of the new 36,600 square-foot Student Union in the fall of 2019. The first floor will include a new bookstore, food services area, student lounge and a 485-seat conference center. The second floor includes new offices and meeting space for Student Life and the Associated Students (LMCAS), a large social gathering area for student clubs, as well as meeting space for up to four learning communities. (*Evidence – [Student Union Construction Updates](#)*)

In addition to the larger construction projects, the college has invested in renovating the second floor of the College Complex. This project includes smaller, yet important, updates to ensure the restrooms are ADA compliant and modernizing the Business Department computer labs and office spaces. It also includes the creation of nine classrooms (two of which are computer labs), eight faculty offices and two conference rooms. (*Evidence – [College Complex Renovation Update](#)*)

In the spring of 2019, the college opened a new Campus Safety Center, which is located near Parking Lot A, giving police service services easier access to the busier areas on campus. The center

brings a new emergency operations capacity to the college. The college has also undertaken the installation of emergency buttons in classrooms that connect the classroom directly the police services. (*Evidence* – [Campus Safety Center Construction](#))

Due to an alteration in Biology curriculum, the Biology Lab was in desperate need of a renovation. This renovation began and finished in 2017 and featured renovations that would enable to department to fulfill CSU-aligned curriculum. The project also created a student-project storage room, a conference room, and a make-up testing space. (*Evidence* – [Biology Lab Renovation Update](#))

In addition to physical construction and renovation, the campus has invested resources in upgrading its instructional technology. The English Department purchased 40 laptops for both the Pittsburg campus and the Brentwood Center (80 laptops in total) in order to expand their capacity to provide hands-on writing instruction. Physical Sciences is purchasing two spectrometers, replacing aging Spectronic 20's, which have limited capabilities. Physical Sciences also upgraded equipment in the chemistry stockroom and classroom demonstration models. The Journalism Department made the student newspaper archives more accessible through the California Digital Newspaper Collection. Journalism also renovated its lab, primarily by purchasing new computers. The Automotive Lab was refreshed with the purchase of new equipment. The Art Department improved the lighting in the gallery and updated the software in the graphics lab.

The campus, too, has invested in technologies to support program assessment and student services. The campus purchased LMC Connect (powered by Starfish), which is an "early alert" technology and communication tool that will help the LMC community identify students who need additional support in real time and connect students with critical resources. The campus invested in an assessment and curriculum management tool, as well. This tool, called eLumen, will replace the PRST.

Overall through this process we have summarized the following:

- Improve and enhance our technological resources through updates to hardware and software in labs and classrooms.
- Improvement is still needed on physical resources in some programs such as ETEC.

VII. Recommendations

The overall feedback includes feedback on the process by which we are evaluating the plan, what we have learned during this process, what we need to improve upon and activities we are excelling at and should continue.

One of the strengths in this evaluation process was that the College used the similar process of the EMP 2006-2016 Evaluation Report 2018. Many evidence, efforts, and initiatives have already captured by the EMP 2006-2016 Evaluation Report. Therefore, for the College to establish a systematic process to evaluate progress for college plans is essential.

When developing our next EMP, the College needs to align our goals with Vision for Success, define metrics for each goal, and establish and align benchmarks with Vision for Success indicators, monitor and evaluate achievement to our benchmarks, and provide actions for improvement. It will ensure our progress toward our goals.

In the future, we may want to utilize specific committees in which their charges align with a specific goal. Additionally, we need to request and incorporate student feedback during the progress report and evaluation process. While we do have SENSE and CCSSE survey results and feedback provided by students during our strategic planning process, we need to ensure we provide multiple avenues in the future for students to continuously provide us with their input. (*Evidence - SENSE results, CCSSE results*)

Through this process we have identified the overall gaps and as a result, the following areas for overall improvement are:

- Establish a method in which students can provide their feedback on college-wide plans and during the evaluation process of said plans. Including the incorporating our students' voices in to our planning processes.
- When the College begins to develop our new EMP, we need to align our goals with Vision for Success, define metrics for each goal, and establish benchmarks that align with Vision for Success indicators.
- Establish a system that the College can monitor and evaluate achievement aligned with our benchmarks, and provide actions for improvement. It will ensure progress toward our goals.
- The need for the College to establish a process to monitor, evaluate, improve, and celebrate the progress of our Educational Master Plan (EMP) annually or bi-annually.
- The need for improvement upon methods to stay connected with our alumni.
- Improve support and resources for our Foster Youth students and connect students with affordable housing options.
- Increase advertising and outreach to high school students of LMC events
- In future planning efforts we need to ensure that we offer opportunities to think differently and are deliberate, thoughtful and open to new ideas in designing our goals, objectives and strategies.
- It was identified the need for more professional development on research, data and program review.

- Develop a consistent method for sharing collaborative and innovative projects and their outcomes to increase College awareness
- The College will continue to increase its efforts in recruiting a more diverse faculty.
- Receiving student input into curriculum development, additional marketing of multicultural events to increase campus visibility and improving our connections with alumni.
- Improve and enhance our technological resources through updates to hardware and software in labs and classrooms.

The LMC Planning Committee and the Office of Planning & Institutional Effectiveness in collaboration with the College as a whole, will utilize the findings and recommendations outlined in this report in the development of our new Educational Master Plan in 2019.

VIII. ACCJC Standards (to which this Evaluation Report contributes)

- IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

IX. The Planning Committee Members

Chialin Hsieh, Chair, Senior Dean of Planning and Institutional Effectiveness (PIE)

BethAnn Robertson, Senior Administrative Assistant of PIE, Classified Senate rep

Bob Kratochvil, Management rep, College President

Gail Newman, Management rep, Senior Dean of Student Services

Nancy Ybarra, Management rep, Dean of Liberal Arts

Scott Hubbard, Academic Senate rep, Math Faculty, TLC Co-chair

Laurie Huffman, Academic Senate VP, World Language Faculty

Louie Giambattista, Academic Senate rep, CIS Faculty, Curriculum Chair

Scott Warfe, Faculty Research Coordinator, English Faculty

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