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LOS MEDANOS  
COLLEGE

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**Interim Strategic Priorities  
Fall 2012 – Spring 2014**

**BACKGROUND**

The Chancellor has directed the three colleges of the Contra Costa Community College District to realign their strategic planning processes with the District-wide Strategic Plan time schedule. In order for LMC to realign to this time schedule, we must create an interim Strategic Plan this semester that will cover the period of Fall 2012 through Spring 2014. In response to this direction, the Shared Governance Council charged the Planning Committee to develop the timeline and process for creating this interim Strategic Plan. Using input and data from multiple research and planning efforts of the past years, this list of potential strategic priorities and objectives and other supporting documentation has been developed.

**Four Strategic Priorities are being recommended by the Planning Committee:**

1. Increase and Accelerate Student Program Completion
2. Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success
3. Increase and Accelerate Student Completion of Basic Skills Sequences
4. Improve the Academic Success of our African American Students

Below you will find each strategic priority listed followed by the following support information:

- A. Strategic Priority
- B. Links to Districtwide Strategic Plan Goals
- C. Links to LMC Educational Master Plan Goals
- D. Supporting Objectives
- E. Baseline Data
- F. Examples of Activities to Support Outcomes

Additionally, there is back up material available which includes additional data (Appendix I), supporting campus opinion references (Appendices II - VI) and the District Strategic Plan (Appendix VII).

## STRATEGIC PRIORITY #1:

### Increase And Accelerate Student Program Completion

*Per the President's directive, Los Medanos College has been focused for the past year on long-term outcome achievement. It has been our goal to not only see more students complete their programs of study, but also that they do so in a shorter time frame. This mindset, along with the desire to align with the objectives of both the Vision 20/20 initiative and the Title V Éxito grant, have led to this proposed strategic priority.*

#### A. Links to Districtwide Strategic Plan Goals:

**Goal #1:** Student learning and student success

#### B. Links to LMC Educational Master Plan Goals:

**Goal #1:** Improve the learning of students

**Goal #2:** Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals

#### C. SUPPORTING OBJECTIVES:

- i. By Fall 2014, there will be a 3% increase in the number of students who become 'transfer prepared' within 3 years of enrolment compared to a Fall 2007 – Fall 2010 baseline of 4.2%. This means that 7.2% of all new students in Fall 2011 will be 'transfer prepared' by Fall 2014.
- ii. In academic year 2013 – 2014, there will be a minimum of 362 transfers to UC/CSU, a 3% annualized increase over the 2008-2009 baseline of 315 students.
- iii. In academic year 2013 - 2014, there will be a minimum of 708 AA/AS degrees will be awarded, a 10% annualized increase over the 2008-2009 baseline of 464 AA/AS degrees.
- iv. In academic year 2013 - 2014, a minimum of 130 state approved certificates will be awarded; a 20% annualized increase over the 2008 - 2009 baseline of 65 state approved certificates awarded.
- v. In academic year 2013 - 2014, a minimum of 462 locally approved certificates will be awarded, a 10% annualized increase over the 2008 - 2009 baseline of 308 locally approved certificates awarded.
- vi. By June, 2013 there will be a sustainable workforce development system at LMC to provide all students with a comprehensive educational experience which will prepare them for employment leading to successful careers in our region and beyond.

#### D. BASELINE DATA

*In general, each of these components relate directly to the Los Medanos College Student Progress and Achievement Rate in ARCC. That data report can be found in appendix I.*

Los Medanos College Transfer Ready Data (obtained from Datatel)

| Fall 2006 First-Time* Student | Transfer-Ready** by Fall 2009 | Percentage |
|-------------------------------|-------------------------------|------------|
| 1633                          | 61                            | 3.7%       |

| Fall 2007 First-Time* Student | Transfer Ready** by Fall 2010 | Percentage |
|-------------------------------|-------------------------------|------------|
| 1857                          | 78                            | 4.2%       |

\*Enrolled in CCCCD for the first time, not a special admit student, students 17 or above.

\*\*Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer math course by earning grades of A, B, C, P, or CR.

**Los Medanos College CSU/UC Transfers (obtained from CPEC)**

| Year    | Number |
|---------|--------|
| 2007-08 | 293    |
| 2008-09 | 315    |

**Los Medanos College Associate Degrees Awarded (obtained from DataMart)**

| Year    | Number |
|---------|--------|
| 2007-08 | 390    |
| 2008-09 | 446    |

**Los Medanos College State Approved Certificates Awarded (obtained from DataMart)**

| Year    | Number |
|---------|--------|
| 2007-08 | 63     |
| 2008-09 | 65     |

**Los Medanos College Locally Approved Certificates Awarded (obtained from DataMart)**

| Year    | Number |
|---------|--------|
| 2007-08 | 339    |
| 2008-09 | 308    |

**E. EXAMPLES Of Activities To Support Outcomes As Identified In Campus Opinion**

**References:**

- Create a Sustainable Culture of Completion at LMC
- Clearly define quantifiable outcome of Success
- Support students in career awareness, guidance and selecting a major
- Market what graduates can do with a certificate or a degree
- Document and market clear coherent student pathways that assist students to move into and through college
- Address preparation for the workforce in all instructional and student service programs
- Devote a time period before the April 15<sup>th</sup> deadline for applications to promote certificates and degrees: *March to Success*
- Assess and support the institutionalization of successful cohort programs and communities
- Create an inclusive and sustainable First Year Experience program
- Design and encourage participation in learning experiences in the community
- Develop and implement a faculty advising program
- Utilize an “advising check-off sheet” for certificates/degrees
- Create additional degree/certificate/transfer pathways for students taking courses at the Brentwood campus
- Enhance relationships and increase articulations with high schools
- Implement enrollment management techniques that promote student program completion

## STRATEGIC PRIORITY #2:

### Promote Faculty, Staff, and Student Engagement.

*An emerging focus on campus has been that of student, staff and faculty engagement. Research has shown that increasing student engagement - in particular with new students - is the overarching feature of a successful college experience – leading to higher levels of persistence and success (Center for Community College Engagement, 2012).*

#### A. Links to Districtwide Strategic Plan Goals:

**Goal #1:** Student learning and student success

#### B. Links to LMC Educational Master Plan Goals:

**Goal #1:** Improve the learning of students

**Goal #2:** Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals

#### C. SUPPORTING OBJECTIVES:

**Supporting Objectives:**

- i. By Spring 2013, create specific objectives regarding engagement using the results of the SENSE, CCSSE, CCFSE, and other locally developed instruments (conducted in academic year 2012 - 2013) that measure the engagement of students and employees.

#### D. BASELINE DATA:

In academic year 2012 - 2013, Los Medanos will be participating in student and faculty engagement surveys in order to establish a baseline of where we stand as an institution in this area.

#### E. EXAMPLES Of Activities To Support Outcomes As Identified In Campus Opinion

**References:**

- Provide Student Mentorships opportunities (with peers, with faculty and staff, with community members)
- Create Staff Mentorship Opportunities
- Listen to and highlight student voice as central to our work
- Develop and implement a faculty advising program
- Invite Student Services representatives into the classroom
- Provide integrated college-wide and program orientations
- Create Teaching Partnerships
- Provide venues for conversations and ways to get to know each other (for faculty, staff, students)

### STRATEGIC PRIORITY # 3 :

## Increase and Accelerate Student Completion of Basic Skills Sequences

*Transfer Velocity data (see appendix I) provided by the California Community College Chancellor's Office has continually supported the notion that students who complete their basic skills math and English courses are much more likely to succeed in achieving their academic goals, leading to our second proposed strategic priority.*

#### A. Links to Districtwide Strategic Plan Goals:

**Goal #1:** Student learning and student success

#### B. Links to LMC Educational Master Plan Goals:

**Goal #1:** Improve the learning of students

**Goal #2:** Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals

#### C. SUPPORTING OBJECTIVES:

- i. Increase the percentage of basic skills math students who successfully complete the DE math program within 3 years by 3% and those who complete a transfer level math course in this same time period by 5% over the Fall 2008 – Summer 2011 baselines of 35.5% and 19.5% respectively.
- ii. Increase the percentage of basic skills English students who successfully complete the DE English program within 3 years by 2% and those who complete a transfer level English course in this same time period by 4% over the Fall 2008 – Summer 2011 baselines of 59.2% and 38.2% respectively.
- iii. Increase the percentage of ESL students who successfully complete the ESL program within 3 years by 5% and those who complete a transfer level English course in this same time period by 3% over the Fall 2008 – Summer 2011 baselines of 10.5% and 2% respectively.

#### D. BASELINE DATA

*Many of these components relate directly to the Los Medanos College basic skills data in ARCC. That data report can be found in appendix I*

**Los Medanos College Basic Skills Math Data (DataMart Cohort Tracking Tool)**

| Starting Cohort Semester | Number of Basic Skills Math Students | Number and Percent of Cohort who Successfully Complete DE Math Program Within 3 Years |         | Number and Percent of Cohort who Successfully Complete Transfer Level Math Within 3 Years |         |
|--------------------------|--------------------------------------|---|---------|---|---------|
|                          |                                      | Number  | Percent | Number  | Percent |
| Fall 2007                | 963                                  | 310   | 32.2%   | 187   | 19.4%   |
| Fall 2008                | 1223                                 | 434   | 35.5%   | 238   | 19.5%   |

**Los Medanos College Basic Skills English Data (DataMart Cohort Tracking Tool)**

| Starting Cohort Semester | Number of Basic Skills English Students | Number and Percent of Cohort who Successfully Complete DE English Program within 3 years |         | Number and Percent of Cohort who Successfully Complete Transfer Level English within 3 years |         |
|--------------------------|---|--|---------|--|---------|
|                          |   | Number   | Percent | Number   | Percent |
| Fall 2007                | 813                                     | 478  | 58.8%   | 299  | 36.8%   |
| Fall 2008                | 967                                     | 572  | 59.2%   | 369  | 38.2%   |

**Los Medanos ESL Data (DataMart Cohort Tracking Tool)**

| Starting Cohort Semester | Number of ESL Students* | Number and Percent of Cohort who Successfully Complete Course One Level Below Transfer within 3 years* |         | Number and Percent of Cohort who Successfully Complete Transfer Level English within 3 years* |         |
|--------------------------|-------------------------|--|---------|---|---------|
|                          |                         | Number   | Percent | Number  | Percent |
| Fall 2007                | 164                     | 8  | 4.9%    | 3   | 1.8%    |
| Fall 2008                | 152                     | 16   | 10.5%   | 3   | 2.0%    |

\*Headcount (with possible duplication) – This measurement needs refinement.

**E. EXAMPLES Of Activities To Support Outcomes As Identified In Campus Opinion**

**References:**

- Encourage early assessment and appropriate enrollment
- Create ways to encourage English and math classes in the first semester
- Increase counseling partnerships
- Support students to create an educational plans
- Remind students where courses fit into the entire scheme of their program
- Contextualize Basic Skills (Developmental Education/DE) math and English courses with CTE and other content courses; connect course work with the real world; make learning relevant
- Explore and expand options for acceleration programs in math and English DE
- Provide additional professional development for math, DE, and ESL faculty
- Create community support systems for students
- Build math and English basic skills into cohort models
- Use strategies of collaborative learning in classes such as team-building exercises in the curriculum, study groups

## STRATEGIC PRIORITY #4 :

### Improve the Academic Success of our African American Students

*With increased effort and funding to support our Hispanic students on campus, we have seen significant improvements in the success of these students at LMC. While we continue these efforts, the current state of our college calls for a similar effort to be made for our African American students. We establish this priority recognizing that improving outcomes for a particular underserved population has been shown to improve outcomes for all students as well.*

#### A. Links to Districtwide Strategic Plan Goals:

**Goal #1:** Student learning and student success

#### B. Links to LMC Educational Master Plan Goals:

**Goal #1:** Improve the learning of students

**Goal #2:** Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals

#### C. SUPPORTING OBJECTIVES:

- i. By Fall 2014, there will be a 5% increase in the number of African American students who become 'transfer prepared' within 3 years of enrolment compared to a Fall 2007 – Fall 2010 baseline of 1.2%. This means that 6.2% of all new African American students in Fall 2011 will be 'transfer prepared' by Fall 2014.
- ii. Increase the percentage of African American basic skills math students who successfully complete the DE math program within 3 years by 7% and those who complete a transfer level math course in this same time period by 10% over the Fall 2008 – Summer 2011 baselines of 21.6% and 9.1% respectively.
- iii. Increase the percentage of basic skills English students who successfully complete the DE English program within 3 years by 6% and those who complete a transfer level English course in this same time period by 10% over the Fall 2008 – Summer 2011 baselines of 40.2% and 21.9% respectively.

#### D. BASELINE DATA

Los Medanos College Transfer Ready Data (obtained from Datatel)

| Fall 2006 First-Time* African American Students | Transfer-Ready** by Fall 2009 | Percentage |
|---|-------------------------------|------------|
| 264   | 4                             | 1.5%       |
| Fall 2007 First-Time* African American Students | Transfer Ready** by Fall 2010 | Percentage |
| 325   | 4                             | 1.2%       |

\*Enrolled in CCCCD for the first time, not a special admit student, students 17 or above.

\*\*Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer math course by earning grades of A, B, C, P, or CR.

**Los Medanos College Basic Skills Math Data (DataMart Cohort Tracking Tool)**

| Starting Cohort Semester | Number of African American Basic Skills Math Students | Number and Percent of Cohort who Successfully Complete DE Math Program Within 3 Years |         | Number and Percent of Cohort who Successfully Complete Transfer Level Math Within 3 Years |         |
|--------------------------|---|---|---------|---|---------|
|                          |   | Number  | Percent | Number  | Percent |
| Fall 2007                | 185   | 35  | 18.9%   | 18  | 9.7%    |
| Fall 2008                | 241   | 52  | 21.6%   | 22  | 9.1%    |

**Los Medanos College Basic Skills English Data (DataMart Cohort Tracking Tool)**

| Starting Cohort Semester | Number of African American Basic Skills English Students | Number and Percent of Cohort who Successfully Complete DE English Program within 3 years |         | Number and Percent of Cohort who Successfully Complete Transfer Level English within 3 years |         |
|--------------------------|--|--|---------|--|---------|
|                          |  | Number   | Percent | Number   | Percent |
| Fall 2007                | 148  | 63   | 42.6%   | 41   | 27.7%   |
| Fall 2008                | 169  | 68   | 40.2%   | 37   | 21.9%   |

**E. EXAMPLES Of Activities To Support Outcomes As Identified In Campus Opinion**

**References:**

- Shift to asset model (from deficit model)
- Listen to and highlight student voice as central to our work
- Recognize diverse academic preparedness through professional development
- Develop LMC culture of open communication regarding race and equity
- Enrollment Management (caution about cutting sections which have high percentage of underserved students)
- Build community
- Scale activities which are proven to be effective (from Umoja and other programs) across the college
- Contextualize math and English courses with African American culture.
- Research effective activities that promote African American student success within individual units and programs
- Provide campus-wide professional development regarding culturally relevant pedagogies and specific activities to improve the success of African American and other underserved students.
- Provide campus-wide professional development regarding cultural competence.