

# Los Medanos College Workforce Development System Strategic Plan 2012-2015

## **I. Introduction**

Los Medanos College is committed to student success and has implemented many strategies and interventions including learning communities, accelerated basic skills courses, stackable certificates and credentials, and contextualized basic skills and counseling courses to continue to improve student success. The college has exceptional instructional programs in Career and Technical Education, Liberal Arts and Science, and Basic Skills; and strong student support services. The college continues to build on and increase the number of completions of degrees, certificates, transfer and employment. However, until 2012, the college has no formal plan, structure or systems in place for workforce development.

The purpose of this strategic plan is to define, envision and create a workforce development system and infrastructure at Los Medanos College. Workforce Development is a term that is defined differently by different organizations and often misunderstood in scope.

## **II. Planning process**

The formal planning process began in fall 2011 under an initiative called “Vision 20/20” at LMC in consultation with Interaction Institute for Social Change, a consulting firm that specializes in professional development, institutional change, and strategic planning.

Vision 20/20 aimed to envision and plan a sustainable workforce development system at LMC to provide students with a comprehensive educational experience to prepare them for employment and advancement leading to successful careers in our region and beyond. The tag-line of the initiative was “Vision 20/20: Preparing Tomorrow’s Workforce Today”.

The Vision 20/20 Steering Committee included members from across the campus in an effort to break down silos and improve collaboration across the campus to establish a college-wide workforce development system.

Chair, Career and Technical Education Committee and Fire Technology faculty – Mike Grillo

Chair, Child Development program – Pam Perfumo

Chair, English as a Second Language – Paula Gunder

Chair, Planning Committee and math faculty – Ryan Pederson

Co-Chair, Development Education Committee and English faculty – Katalina Wethington

Dean, Career and Technical Education – Kiran Kamath

Dean, Workforce and Economic Development (CCCCD) – Randal Tillery  
Dean, Liberal Arts and Science – Gil Rodriguez  
Dean, Student Development – Blas Guerrero  
Director, Career Center and Counselor – Phil Gottlieb  
Director, Marketing and Media Design – Barbara Cella  
Senior Director, Office of College Advancement – Ruth Goodin  
Special Programs Manager – David Wahl

The objectives of Vision 20/20 were to develop a 3-year workforce development strategic plan (2012 to 21015) in order to:

- Define and establish a strong workforce development system (internally and externally)
- Break down institutional silos (internal partnerships)
- Sync student support services to workforce needs
- Strengthen curriculum design and development
- Improve student outcomes

The Steering Committee organized a workshop, “Certificates Count: Addressing Completing in Career Technical Education” presented by Career Ladders Project and the Center for the Advancement of Law and Social Policy in September 2011 to discuss career pathways, stackable certificates and credentials, contextualized basic skills, and improving completions.

In October 2011, the Steering Committee organized a workshop “Preparing for Strategic Planning -Effective Collaboration” with Interaction Institute for Social Change to lay the groundwork and establish internal partnerships.

In November 2011, the Steering Committee organized a community event “Preparing for Strategic Planning – Collaborating with the Community” facilitated by Interaction Institute for Social Change to dialog with the community about their workforce needs. Partnerships were developed and/or enhanced with community-based organizations such as Spark Point and Opportunity Junction.

In December 2011, the Steering Committee organized a two-day strategic planning retreat facilitated by Interaction Institute for Social Change. CTE programs were provided data from EMSI. They had also received the annual program review data. Internal and external partners participated in this retreat planning with individual CTE programs and also at the college systems level. This was followed by a mini retreat in March 2012.

### **III. Core Beliefs:**

#### **Vision of the workforce development system:**

The LMC workforce development system empowers students to make informed decisions about their future and enables them to successfully benefit from education as the pathway to career success.

**Mission of the workforce development system:**

The LMC Workforce Development System is a process of supporting all students to identify their career goals and aspirations and to connect them successfully to services, resources, and instruction to help them realize those goals. It includes all short, medium, and long term pathways into occupations and industries with recognized opportunities for employment and career advancement.

This **system** includes **all** programs, services and units at the college (not just CTE) that work collaboratively to prepare our students for the workforce. Students may choose different educational paths to their career. The broader workforce system includes K-12, universities, community-based organizations, Workforce Development Board, One Stops, industry and business.

**Guiding Principles:**

The following principles will guide us in developing a highly functioning workforce development system:

- **All** faculty, staff and administrators see themselves as part of the LMC workforce development system.
- Workforce development is one of the **institutional outcomes** for instruction, student services, and administrative services.
- **Career readiness** is just as important a college outcome as critical thinking to prepare all our students for the workforce.
- The workforce development system will include **seamless** services and instruction within the college, and seamless services with external partners.
- The workforce development system will assist **all** students in identifying their career interests and goals, in selecting a career pathway and successfully completing an educational program either leading directly to employment or via a higher degree to employment.
- The workforce development system will provide an excellent educational experience at LMC, while providing **support, case management and employment tracking**.
- Our students and graduates will be coveted by the employers in the region.
- The workforce development system will contribute positively to regional economic development.

**Values:**

- We value that every **student** has the potential to succeed and contribute to the **economic vitality of the region**.
- We value that **all our programs and services** collaborate seamlessly (removal of silos) to prepare our students for the workforce.
- We value **internal partnerships** within the college (such as between instruction and student services; among faculty, staff and managers) and **external**

- workforce partnerships** (such as with K-12, universities, workforce development boards, One-Stops, community-based organizations, business and industry).
- We value the expertise and commitment of **faculty and staff** engaged in workforce development.
  - We value the **efficient and effective utilization of public resources**.

#### IV. Strategic Priorities:

**Goal 1:** Define and establish the appropriate college infrastructure to support the development, implementation and sustainability of the workforce development system. (Organizational Effectiveness)

- Determine the workforce development organizational structure – connect orientation, assessment, career services, instructional programs, employment services and transfer
- Break down organizational silos
- Develop system and gather employment data and transfer data for each program
- Case management software is adopted to document student pathways, courses and support services
- Instructional programs will address the needs of their industry through current curriculum and active and effective advisory boards.

**Goal 2:** Establish workforce development as one of the institutional (student learning) outcomes for instruction, student services, and administrative services. (Institutional Outcome)

- Preparation for the workforce is addressed in all instructional and student service programs
- Administrative services support by providing information and gathering data

**Goal 3:** Assist all students in selecting a career pathway and successfully completing an educational program either leading directly to employment or via a higher degree to employment. (short, medium and long term goals)

(Student Success)

- Every student is supported in career awareness, guidance and selecting a major
- Case management data-base to document student pathway into the college, instruction and services received at the college, and pathway out of the college
- Increase the number of completions of certificates and degrees
- Increase the number of job placements
- Increase the number of transfers

**Goal 4:** Establish **internal partnerships** within the college (such as between instructional programs and student services; within instructional programs; and among

faculty, staff and managers) and **external workforce partnerships** (such as with K-12, universities, workforce development boards, One-Stops, community-based organizations, business and industry).  
(Partnership Development)

Internal Partners:

- Provide professional development and support to create contextualized basic skills and counseling courses
- Career Counseling for each major

External Partners:

- Establish liaison between the college and the Workforce Development Board, One Stops, CBOs
- Respond to the needs of the community and industry - includes contract education

**Goal 5:** Position the college to apply for grants, donations and other funds to enhance the workforce development system.

(Fiscal responsibility)

- Collaboration between the grants office, instruction and student services to augment resources
- Collaborate across programs, services and grants at the college to maximize fiscal and human resources

### **Benefits of the strategic plan:**

- Systematic and wrap-around student support services
- Up-to-date curriculum aligned to the needs of the community and industry
- Alignment of instruction programs, student services and administration with workforce goals
- Stronger program reviews aligned with college goals
- Increased collaboration within the college
- Improved infrastructure and systems
- Improved 'system' support to programs, learning communities, initiatives etc
- Greater student success and completions
- Clear pathways and roadmaps
- Stronger external partnerships and clearly defined college liaisons

### **Components of the Workforce Development System:**

1. Instructional programs
  - Degrees
  - Certificates of Achievement
  - Skills Certificates
  - Transfer

- Contextualized Basic Skills
2. Student Support Services
    - Orientation
    - Assessment
    - Career Exploration
    - Career Counseling
    - Work Experience (COOP)
    - Employment services
  3. Economic Development
    - Contract Education
    - Grant Development and Management
    - Business, Industry and Community Based Organization Partnerships
    - K-12 Partnerships
    - University Partnerships

### **Approval, Monitoring and Integration**

Drafts of the plan were vetted with the Career Technical Education Committee, the Shared Governance Council, the President's Council, and the President's Cabinet. The strategic plan draft will be presented to the college in a college assembly on April 9, 2012. The finalized plan will be presented to the Shared Governance Council and the Planning Committee in late spring 2012 for adoption and to be include the principle concepts in the College Master Plan.

Progress of the Workforce Development Strategic Plan should be reviewed annually by the Planning Committee or a group designated by the Planning Committee to determine progress, and to evaluate and update the plan.

**VISION: By 2015, LMC will have an integrated highly functioning workforce development system**

<b>Strategic focus</b>	<b>Goal</b>	<b>Activities</b>	<b>Timeline</b>	<b>Performance Indicator/Measures</b>	<b>Responsible person</b>
DEFINITION	<p>The college will adopt a clear definition of a highly integrated Workforce Development System</p> <p>Accepted definition (which leads the WDS– an integrated, defined system)</p>	<p>Define how WDS fits within the college mission</p> <p>All entities that are part of the definition will be represented in the defining process.</p> <p>Includes what is in the scope and out of the scope</p> <p>Roles and responsibilities of the units/departments</p>	<p>By April 2012</p> <p>By June 2012</p>	<p>Written document</p> <p>Survey (pre/post)</p> <p>People can articulate it</p>	
METRICS	<p>Have integrated and fully functioning metrics</p>	<p>Define key performance indicators</p> <p>What to collect</p> <p>How to collect</p> <p>Determine how to analyze</p> <p>Feed it back into the system for continuous improvement</p>	<p>By June 2013</p> <p>By June 2015</p>		

SEAMLESSNESS	<p>The environment reflects that the WDS is seamless</p> <p>Silos no longer exist within and 'without' the college</p>	<p>Twice a year gatherings of partners</p> <p>Career readiness is addressed in all courses</p> <p>Defining the silos</p> <p>All programs and depts. consider workforce readiness as a learning outcome</p>	<p>By June 2013</p> <p>By June 2015</p>		
SYSTEMS AND PROCESSES	Designed and fully implemented	<p>Identify who are the partners</p> <p>Define Roles of partners</p> <p>Identify the management structure (reorg?)</p> <p>Who is going to own it?</p> <p>Defining the roles and responsibilities of everyone in the system</p> <p>New structure and infra structure in place</p> <p>Secure funding</p>	<p>By Dec, 2012</p> <p>By Dec, 2012</p> <p>By June, 2103</p> <p>By Dec, 2012</p> <p>By December 2012</p> <p>By June, 2013</p> <p>By June 2013</p>		
CUSTOMER AND STAKEHOLDER VOICE	Will have a systematic approach to engage, listen and incorporate input from customers, partners and stakeholders	<p>Management structure identified</p> <p>Role and responsibilities of the system partners</p>	By December 2013		



