Welcome
to the
Los Medanos
Strategic Planning Retreat

Gregory M Stoup
District Office of Research & Planning
February 24, 2014
Todays Agenda

Welcome

Expectations for the day

Review of previous LMC planning dialogues

Situational and environmental overview

Discussion: LMC’s Identity

Discussion: Getting to the future

Discussion: LMC’s Vision & Values

Wrap up & Next Steps
LMC Planning Process

- Opening Day dialogues
- Retreat #1
- Retreat #2 (w/ community members)
- College-wide survey
- Retreat #3
- Draft Strategic Plan (college feedback provided)
- Final Strategic Plan
Developing LMC’s Strategic Plan

Strategy ➔ Planning ➔ The Plan

- Opening Day
  - Retreat #1
  - Retreat #2
  - Retreat #3
  - Drafts & Feedback
  - Final Plan
Today's task

To take the output from your opening day dialogues:

and make them more tangible and coherent
Expectations for Today

- Clarify concepts
- Consider what distinguishes LMC
- Identify what’s required in achieving the mission
- Refine your vision and Values

**Imperative**: by the end of the day we must have moved closer to having content that will properly set up the next retreat.
Environmental Scan
Highlights from the Highlights
Los Medanos College
Let’s focus on the LMC Service Area in the East County.
<table>
<thead>
<tr>
<th>Category</th>
<th>West County</th>
<th>Central County</th>
<th>East County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall population</td>
<td>Third largest region; slow growth</td>
<td>Largest region; modest growth</td>
<td>Second largest region; rapid growth</td>
</tr>
<tr>
<td>Age Distribution</td>
<td>Most diverse by age; aging by decline in youth</td>
<td>Deepest age pool; aging by growth in elderly</td>
<td>Youngest age pool; U-shaped growth</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Ethnically diverse; rapid decline of African-Americans</td>
<td>Least diverse; growing more diverse</td>
<td>Bimodal ethnicity profile</td>
</tr>
<tr>
<td>Origin of Birth</td>
<td>High density &amp; growing density of foreign born</td>
<td>High density of English speakers</td>
<td>Rapid growth of foreign born residents</td>
</tr>
<tr>
<td>Language Spoken</td>
<td>English &amp; English as a Second Language</td>
<td>Fastest growth among non-English speakers</td>
<td>Fastest growth among non-English speakers</td>
</tr>
<tr>
<td>Education Attainment</td>
<td>Slightly less educated but growing more so</td>
<td>Most educated and growing more so</td>
<td>Least educated; strong growth in AA degrees</td>
</tr>
<tr>
<td>HS Graduate Market</td>
<td>Weak growth; stable capture rates</td>
<td>Moderate growth; stable capture rates</td>
<td>Booming growth; rising capture rates</td>
</tr>
<tr>
<td>Feeder HS API Profile</td>
<td>Weak growth</td>
<td>Midlevel performance</td>
<td>Strong labor market; low levels of poverty</td>
</tr>
<tr>
<td>Labor Market</td>
<td>Strong performance</td>
<td>Midlevel performance</td>
<td>Weak job growth; growing poverty</td>
</tr>
<tr>
<td>Income &amp; Housing Market</td>
<td>Low but improving housing market</td>
<td>Strong labor market; low levels of poverty</td>
<td>Slow income growth &amp; tepid housing market</td>
</tr>
</tbody>
</table>
Highlights from the Environmental Scan

1. Experiencing a modest economic recovery

2. Growth in both younger and older populations

3. Rapid growth in foreign born and non-English speakers

4. Lower overall levels of educational attainment but growing high school graduation rates
CCCD Fall Headcount since 1978

- Prop 13
- Enrollment Fees begin
- San Ramon Campus opens
- Brentwood Campus opens
- Peak of Recession
Fall Headcount since 1978

LMC

Roughly 25 years of growth

Period of volatility

Peak of Recession

Brentwood Campus opens
Student Gender & Age Profile

Source: Accreditation Evidence Packets for Los Medanos College (2014)
Student Ethnicity & Financial Aid participation

Race/Ethnicity
- African American: 28%
- American Indian: 16%
- Asian: 5%
- Filipino: 5%
- Hispanic: 5%
- Multi-Race: 8%
- Other/Unclassified: 2%
- Pacific Islander: 1%
- White: 35%

Financial Aid
- % Not Receiving Financial Aid: 46%
- % Receiving Financial Aid: 54%

Source: Accreditation Evidence Packets for Los Medanos College (2014)
Student Goals and Awards

Educational Goal:
- Transfer (with or without Degree): 51%
- Career Dev (Degree, Cert, Lic): 21%
- Educational Development: 11%
- 4-Yr Student Attending 2-Yr: 15%
- Undecided on Goal: 2%

Awards:
- AA/AS degree: 55%
- At least 1 but less than 4-year certificate: 39%
- Less than 1-year certificate: 6%

Source: Accreditation Evidence Packets for Los Medanos College (2014)
## Student Performance

### Los Medanos College Level 1 Accreditation Tables - Aggregated by Measure

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of Students (Head Count)</td>
<td>9,970</td>
<td>11,024</td>
<td>9,930</td>
<td>9,115</td>
<td>8,779</td>
<td>8,725</td>
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<tr>
<td>Percent Receiving Financial Aid</td>
<td>36%</td>
<td>42%</td>
<td>47%</td>
<td>52%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>Course Success Rate</td>
<td>69%</td>
<td>69%</td>
<td>69%</td>
<td>71%</td>
<td>70%</td>
<td>71%</td>
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<tr>
<td>Course Retention Rate</td>
<td>84%</td>
<td>83%</td>
<td>82%</td>
<td>86%</td>
<td>85%</td>
<td>85%</td>
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</thead>
<tbody>
<tr>
<td>Number of Students (Head Count)</td>
<td>1,426</td>
<td>1,783</td>
<td>1,531</td>
<td>1,302</td>
<td>1,258</td>
<td>1,158</td>
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<tr>
<td>Percent Receiving Financial Aid</td>
<td>51%</td>
<td>58%</td>
<td>62%</td>
<td>65%</td>
<td>68%</td>
<td>67%</td>
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<tr>
<td>Course Success Rate</td>
<td>61%</td>
<td>64%</td>
<td>61%</td>
<td>65%</td>
<td>60%</td>
<td>62%</td>
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<tr>
<td>Course Retention Rate</td>
<td>82%</td>
<td>82%</td>
<td>79%</td>
<td>82%</td>
<td>80%</td>
<td>81%</td>
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Source: Accreditation Evidence Packets for Los Medanos College (2014)
### Student Performance

#### CTE Courses

<table>
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<tbody>
<tr>
<td>Number of Students (Head Count)</td>
<td>4,117</td>
<td>4,469</td>
<td>3,757</td>
<td>3,329</td>
<td>3,225</td>
<td>3,092</td>
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<tr>
<td>Percent Receiving Financial Aid</td>
<td>36%</td>
<td>42%</td>
<td>48%</td>
<td>54%</td>
<td>54%</td>
<td>55%</td>
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<tr>
<td>Course Success Rate</td>
<td>72%</td>
<td>73%</td>
<td>71%</td>
<td>72%</td>
<td>71%</td>
<td>73%</td>
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<tr>
<td>Course Retention Rate</td>
<td>88%</td>
<td>87%</td>
<td>85%</td>
<td>87%</td>
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#### General Ed. Courses

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<td>Number of Students (Head Count)</td>
<td>8,982</td>
<td>9,947</td>
<td>9,446</td>
<td>8,710</td>
<td>8,406</td>
<td>8,391</td>
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<tr>
<td>Percent Receiving Financial Aid</td>
<td>37%</td>
<td>42%</td>
<td>47%</td>
<td>52%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>Course Success Rate</td>
<td>68%</td>
<td>68%</td>
<td>69%</td>
<td>72%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Course Retention Rate</td>
<td>84%</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
<td>86%</td>
<td>85%</td>
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</table>

Source: Accreditation Evidence Packets for Los Medanos College (2014)
## Student Performance

### Number of LMC Transfers to UC and CSU

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
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<tbody>
<tr>
<td>UC</td>
<td>28</td>
<td>38</td>
<td>28</td>
<td>35</td>
<td>37</td>
<td>37</td>
<td>39</td>
<td>63</td>
<td>61</td>
<td>75</td>
<td>79</td>
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<tr>
<td>CSU</td>
<td>170</td>
<td>178</td>
<td>225</td>
<td>202</td>
<td>214</td>
<td>256</td>
<td>276</td>
<td>195</td>
<td>225</td>
<td>324</td>
<td>302</td>
</tr>
<tr>
<td>CA Public</td>
<td>198</td>
<td>216</td>
<td>253</td>
<td>237</td>
<td>251</td>
<td>293</td>
<td>315</td>
<td>258</td>
<td>286</td>
<td>399</td>
<td>381</td>
</tr>
</tbody>
</table>

### Number of Degrees and Certificates Awarded by LMC

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>295</td>
<td>297</td>
<td>295</td>
<td>276</td>
<td>285</td>
<td>390</td>
<td>446</td>
<td>355</td>
<td>590</td>
<td>619</td>
<td>705</td>
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<tr>
<td>Certificates</td>
<td>598</td>
<td>191</td>
<td>214</td>
<td>296</td>
<td>250</td>
<td>402</td>
<td>373</td>
<td>283</td>
<td>441</td>
<td>449</td>
<td>678</td>
</tr>
</tbody>
</table>
Dominant political and economic trends
National Trends in Higher Education

1. Improving economy but **resources will remain scarce**
2. Continued push toward greater **accountability**
3. Continued focus on **completion**
4. Expansion of market-based **innovations**
5. Increased attention on **labor market outcomes**
6. More discourse and attention on the **Achievement Gap**
Opening Day Dialogues

• 15 Group dialogues
• Discussed future directions
• Collected Big Ideas
• Identified themes
Wordmap of Major themes
Our first topic for discussion

The Los Medanos identity
State Context

California Community College System:

Mission Statement

The mission of the California Community Colleges Board of Governors and the Chancellor's Office is to empower the community colleges through leadership, advocacy and support.

Vision Statement

The California Community Colleges Board of Governors and the chancellor share a vision of a better future for Californians by exemplifying exceptional leadership, advocacy and support on behalf of the community colleges. Their guidance provides access to lifelong learning for all citizens and creates a skilled, progressive workforce to advance the state’s interests.
State Context

California Community College System:

Strategic Goals

1) College Awareness and Access
2) Student Success and Readiness
3) Partnerships for Economic & Workforce Development
4) System Effectiveness
5) Resource Development
## Regional Profile of the California Community College Landscape

<table>
<thead>
<tr>
<th>California Geographic Regions</th>
<th>Number of California Community Colleges</th>
<th>Fall ‘09 Total College Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern California</td>
<td>7</td>
<td>44,000</td>
</tr>
<tr>
<td>Greater Sacramento</td>
<td>8</td>
<td>120,000</td>
</tr>
<tr>
<td>San Francisco Bay Area</td>
<td>26</td>
<td>354,000</td>
</tr>
<tr>
<td>Central Valley</td>
<td>13</td>
<td>160,000</td>
</tr>
<tr>
<td>Central Coast</td>
<td>5</td>
<td>73,000</td>
</tr>
<tr>
<td>Southern California</td>
<td>54</td>
<td>1,000,000</td>
</tr>
<tr>
<td>State of California</td>
<td>110</td>
<td>1,750,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional Enrollment</th>
<th>Number of Colleges</th>
<th>Fall Enrollment (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern California</td>
<td>6.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Greater Sacramento</td>
<td>7.3%</td>
<td>16.8%</td>
</tr>
<tr>
<td>San Francisco Bay Area</td>
<td>23.6%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Central Valley</td>
<td>11.8%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Central Coast</td>
<td>4.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Southern California</td>
<td>49.1%</td>
<td>57.2%</td>
</tr>
<tr>
<td>State of California</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Northern Bay Area

*Note: circle size conveys enrollment volume relative to other colleges within a given map but not across maps.
Discussion questions:

• What are the distinguishing characteristics of LMC?

• What would you like them to be?

• How would such an identity support the particular needs of your students?
Report Out
During your Opening Day dialogues you identified several important and interrelated mechanisms for achieving a better future:

- Professional Development
- Culture of Change
- Innovation
Group Discussion #2

Implementing new ideas at Los Medanos

New Idea

Implement

Evaluate Idea

Test Idea

Share Idea
Group Discussion #2

Implementing new ideas at Los Medanos

- Culture
- Professional Development
- Culture
- Innovation
- Culture
- Culture
- Culture
Group Discussion #2

Discussion questions:

Consider an ideal process by which new ideas get shared and implemented at Los Medanos college.

• What would professional development look like in such an environment?

• What difficulties or oppositions would have to be overcome in getting good ideas implemented?

• What values, beliefs, cultural elements are necessary in making the process self-sustaining?
Report Out
Los Medanos Vision and Values
Vision
The preferred future for the college.

Planning Principles
The foundational assumptions that acknowledge the unique characteristics of the environment and recognize the benefits and limits of strategic planning.

Values
Qualities and principles that will guide implementation of the mission.

Mission
Core focus areas of the College.

Strategic Goals
Directions for change. The strategies under each Strategic Goal present the specific initiatives that will implement the plan.
Los Medanos Vision & Values

Making a difference through education

OUR 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 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 VISION

Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most.
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 focal points 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, 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 and write clearly. We also want them to compose oral presentations that demonstrate poise, competence, and an understanding of new technologies. 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 communities. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing communities.
Discussion questions:

Consider what you heard in the two previous reports and the wordmap.

• What core concepts or ideals do you think must anchor your college vision? Explain why.

• What values do you think are fundamentally required in fulfilling the college mission?
Report Out
Strategic Plan Time Line

Strategy ➔ Planning ➔ The Plan

• Opening Day
  • Retreat #1
    • Retreat #2
      March 3rd
  • Retreat #3
    March 28th
• Drafts & Feedback
• Final Plan
Any final thoughts?
THANK YOU!
THANK YOU!
THANK YOU!
If you have any questions related to the information presented here today don’t hesitate to contact my office:

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District Research Page: http://www.4cd.edu/research/default.aspx