Welcome
to the
Los Medanos
Strategic Planning Retreat #3

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District Office of Research & Planning
March 28, 2014
Todays Agenda

Welcome

The planning process & timeline

Expectations for today

Quick review of some progress data

Round table discussion: internal vs external perspectives

Round table discussion: LMC strategic directions

Round table discussion: equity & achievement gap

Wrap up & Next Steps
LMC Planning Process

January 10 - Opening Day dialogues
February 24 - Retreat #1
March 3 - Retreat #2 (w/ community members)
March 12-26 - College-wide survey
March 28 - Retreat #3
April 7 - College Assembly
- Draft Strategic Plan (college feedback provided)
- Final Strategic Plan
Expectations for Today

• Brief review of feedback from previous retreats

• Review some progress data on LMC’s Interim Strategic Plan.

• Consider questions about LMC’s strategic directions, community perceptions and student equity

• Capture your thoughts on the cards provided.
Feedback Overview

Opening Day

- Environmental Scan
- Student demographics
- LMC’s distinguishing characteristics
- Innovation, Prof Dev & College culture
- Technology, dialogue, engagement

Retreat #1

- Environmental Scan
- Student demographics
- LMC’s distinguishing characteristics
- Innovation, Prof Dev & College culture
- Technology, dialogue, engagement

Retreat #2

- Environmental & student data
- Community perspectives on LMC
- LMC image / brand identity
- Excellence in CTE = workforce needs
- Outdated image

Retreat #3

- Progress on strategic directions
- Two perspectives of LMC
- Strategic Directions
- Equity / Achievement Gap
Progress Overview

An overview of data reflecting progress toward goals identified in LMC’s Interim Strategic Plan
Strategic Priority #1 - Increase and Accelerate Student Program Completion

Strategic Priority #2 - Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success

Strategic Priority #3 - Increase and Accelerate Student Completion of Basic Skills Sequences

Strategic Priority #4 - Improve the Academic Success of our African American Students

Today we will review data for a few of the Supporting Objectives under these Strategic Priorities
Review of data related to LMC’s interim Strategic Plan

STRATEGIC PRIORITY #1 – Increase and Accelerate Student Program Completion

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 enrollment 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.
Transfer Prepared within Three Years

# of First-time Students Prepared

<table>
<thead>
<tr>
<th>Year Range</th>
<th># of Students</th>
<th>% of First-time Students Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006 - Fall 2009</td>
<td>61</td>
<td>3.7%</td>
</tr>
<tr>
<td>Fall 2007 - Fall 2010</td>
<td>78</td>
<td>4.2%</td>
</tr>
<tr>
<td>Fall 2008 - Fall 2011</td>
<td>108</td>
<td>5.3%</td>
</tr>
<tr>
<td>Fall 2009 - Fall 2012</td>
<td>121</td>
<td>5.8%</td>
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<tr>
<td>Fall 2010 - Fall 2013</td>
<td>142</td>
<td>8.8%</td>
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Goal for Fall 2011-2014: 7.2%

*2012-2013 missing UC system transfers. CSU counts only.
Transfers to UCs & CSUs

LMC

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</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>293</td>
<td>315</td>
<td>258</td>
<td>286</td>
<td>399</td>
<td>381</td>
</tr>
</tbody>
</table>

Goal for 2013/14: 362
Student Transfers to UCs and CSUs

![Graph showing student transfers to UCs and CSUs from 2007-08 to 2012-13. CSUs show a trend of increasing from 256 to 324, then decreasing to 302. UCs show a trend of increasing from 37 to 79.]
Degree and Certificate Production

LMC

- Degrees Awarded (AA, AS, AAT, AST)
- State-Approved Certificates Awarded
- Locally-Approved Certificates Awarded

Goals for 2013/14
Review of data related to LMC’s interim Strategic Plan

STRATEGIC PRIORITY #2 – Increase and Accelerate Student Completion of Basic Skills Sequences

C. SUPPORTING OBJECTIVES

i. By Spring 2013, create specific objectives regarding engagement using the results of the SENSE, CCSSE, CCFSSE, and other locally developed instruments (conducted in academic year 2012 - 2013) that measure the engagement of students and employees.
Review of data related to LMC’s interim Strategic Plan

CCSSE Summary Report

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2013 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-browse format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

Promising Practices for Student Success

In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2013 special-focus items are part of an ongoing national research project focused on community college students’ participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items, related items in the faculty survey (CCFES), which explore the extent of faculty members’ use of the identified promising practices in their teaching, and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across various institutions.

The data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution’s CCSSE benchmark scores by students’ enrollment status.

![Chart showing benchmark scores for different enrollment statuses]

SENSE Summary Report

Benchmarks of Effective Educational Practice With Entering Students

SENSE Benchmarks

- Early Connections
  - When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common thread, a strong, early connection to someone at the college.

- High Expectations and Aspirations
  - Nearly all students arrive at their community colleges intending to succeed and realizing that they have the motivation to do so. When entering students perceive high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and develop behaviors that lead to achievement. Students then often are expected to meet these expectations, making it more likely that they will attain their goals. Often, students’ aspirations also climb, and they seek more advanced credentials than they originally envisioned.

- Clear Academic Plan and Pathway
  - When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, academic path to follow, and how long it will take to reach the goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are assisted to set realistic goals and to create a plan for achieving them.

![Chart showing benchmark scores for different enrollment statuses]

Continued on Page 3

Notes: Benchmark scores are standardized to have a mean of 50 and standard deviation of 15 across all respondents. For further information about how benchmarks are compiled, please visit www.ccsse.org.
Review of data related to LMC’s interim Strategic Plan

STRATEGIC PRIORITY #3 – Increase and Accelerate Student Completion of Basic Skills Sequences

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.
Review of data related to LMC’s interim Strategic Plan

STRATEGIC PRIORITY #4 – Improve the Academic Success of our African American Students

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 enrollment 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.
African Americans Transfer Prepared within Three Years

# of First-time Students Prepared

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students Prepared</th>
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<tbody>
<tr>
<td>Fall 2006</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>7</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>11</td>
</tr>
</tbody>
</table>

% of First-time Students Prepared

- Fall 2006: 1.5%
- Fall 2007: 1.2%
- Fall 2008: 1.9%
- Fall 2009: 1.1%
- Fall 2010: 3.5%

Interim Plan Goal for Fall 2014: 6.2%
Reflections on the data?
Discussion questions:

**Question:** One perspective that emerged from retreat #2 was that many members of the community consider LMC’s workforce mission to be it’s primary purpose. Does this perception properly align with LMC’s current mission and strategies?

**Question:** Another theme emerging from the dialogue with the community was a sense that LMC continues to suffer from an inaccurate and outdated image (old campus, place for less prepared students). How might LMC’s strategies best respond to this lingering perception gap?
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.
Report Out
Group Discussion #2: LMCs Strategic directions

Discussion questions:

**Question**: Consider LMC’s existing strategic priorities. Is it appropriate and in the best interest of our students to continue to pursue these four priorities or is there a compelling need to make some modifications?

**Question**: One theme that emerged from the early retreats was the need to keep LMC’s strategies focused tightly around a limit number of priorities. Are these the right four?
Strategic Priority #1 - Increase and Accelerate Student Program Completion

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Report Out
Discussion questions:

**Question:** Diversity and equity have come up repeatedly in the retreat dialogues as key issues for LMC. They are mentioned throughout LMC’s Interim Strategic Plan. For strategic planning purposes how would you define diversity and equity.

**Question:** What should LMC do to continue to reduce the achievement gap? From where are you drawing your ideas?

**Question:** How can LMC advance the success of all students while simultaneously reducing the achievement gap?
Success by Cohort

Scenario #1: The rising tide

Overall Average 70%

+7% improvement overall

Gap Still Exists

Legend:
- African-American
- Asian / Pac. Is.
- Filipino
- Latino
- White
- Other

An illustration (not actual data)
Success by Cohort

![Graph showing success by cohort with various percentage improvements or declines.]

**Scenario #2: Zero-Sum**

- **Average 70%**
  - Base Year: -9%
  - Current Year: +5%

- **No improvement overall**

- **Gap still exists with some improvement**

Legend:
- African-American
- Asian / Pac. Is.
- Filipino
- Latino
- White
- Other

An illustration (not actual data)
Success by Cohort

Scenario #3: Win-Win

Base Year

Current Year

Average 70%

Gap closed

Gap still exists with some improvement

+12% improvement overall

An illustration (not actual data)
Report Out
Next Steps

January 10 - Opening Day dialogues

February 24 - Retreat #1

March 3 - Retreat #2 (w/ community members)

March 12-26 - College-wide survey

March 28 - Retreat #3

April 7 - College Assembly

- Draft Strategic Plan (college feedback provided)

- Final Strategic Plan
Any final thoughts?
THANK YOU!

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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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