

LMC STRATEGIC PLANNING RETREAT #1

Welcome and Introduction – Bob Kratochvil

- Poll of room as to who participated in development of Interim Strategic Priorities
- Previously Strategic Planning processes have spanned 1-1.5 year(s)
- Strategic Planning is a roadmap for our future. Collectively develop our priorities and vision of who/what we want LMC to be.
- District completed process in fall, over the course of 3-4 months. Three colleges now on a timeline to complete own processes this spring. Most importantly is to have process done RIGHT.

Tasks, Expectations and Data for Retreat

- The BIG ideas from the breakout session (15 groups) on Opening Day has been put into a word map and is available at every table.
- Today, we will attempt to clarify concepts: consider what distinguishes LMC from other community colleges, what is required to achieve our mission, and refine LMC's vision and values.
- Highlights from the Environmental Scan show that LMC has experienced rapid growth in East County, a modest economic recovery, growth in population between 20 to 24 years old and between 45 to 64 years old, and a rapid growth in foreign born residents.
- Some trends in higher education to note are: an improving economy however, resources are still scarce; Continued push towards greater accountability; and a continued focus on completion. An expansion of market-based innovations and an increased attention on labor market outcomes. There is also more discourse and attention on the Achievement Gap.
- "Acceleration" – the average time for LMC students to complete an AA Degree is 4 to 7.5 years; Canada College is about 5.1 years.
- California Community College System's mission was reviewed. Consider honing in on what LMC does in comparison to these goals and what is our identity. It was noted in the System Office mission that "lifelong learning" is listed before workforce development, yet in the last round of cutbacks lifelong learning was among the first to be eliminated/reduced. How do our actions reflect our stated purpose?
- The draft CCCCD Strategic Directions are very similar to the last 2011-2015 Strategic Goals. The previous goals were:
 - Student learning and success
 - College awareness and access
 - Partnerships for workforce and economic development
 - Organizational effectiveness
 - Resource management

- Some words that appear in smaller font in the word-map (i.e. “degrees”) may be conceptually included in other words (e.g. “completion”).
- Visual/color representation of Professional Development activities at Bay 10 colleges shows LMC with the most different types of activities.

Discussion # 1 – LMC’s Identity

#1(a) – What are LMC’s distinguishing characteristics?

Excellence:

- Large pockets of excellence; excellent programs and staff; the quality of faculty and instruction; faculty can become leaders
- High quality of faculty (experience and education)
- Winning team!
- Expansion of facilities and technology puts us ahead in the area.

Innovation:

- Faculty and staff are innovative and creative
- Innovation (X8*) and Professional Development (X6)
- Supportive of innovation; allows and accepts opportunities for new ideas.
- Innovative instructional programs and industrial partnerships.
- New leadership brings new ways to look at things. Creates opportunities for change.
- Expanded governance, supportive of innovation (X2)
- “Underdog Mentality” – employees and students will do whatever it takes to get things done. Hard working – try very hard despite odds.
- Growth and response to change – need to be better and more comfortable when reacting to change.

Diversity:

- Diversity – multicultural in growing region (X5). Not as remote as once was; LMC 2.0 (1.0 1974-2006 and 2.0 is 2006-present) 10 years ago to now, we have evolved quickly into a diverse campus with ties to external community.
- Location of community brings diversity of student base.

Access, Equity and Success (mentioned X8)

Programs:

- Diversity of programs (transfer, career technical, etc.)
- Exciting and unique programs
- More transfer opportunities to state colleges and universities; transfer agreements. (X3)
- Improved outcomes/increased success/positive experiences resulting from students participating in various cohort programs/learning communities (e.g. Umoja, Puente, ACE, Honors, etc.) How to replicate that for much larger numbers of students?

Partnerships:

- We educate East County; LMC must be the place to go after high school; increase percentage from 20% to 50%.
- Longtime community presence (40+ years)
- Link more instructional programs to community needs (ETEC, PTEC, Nursing, Fire/EMS)
- Strength of our community partners, especially with CTE programs; sponsorships and employment.

Careers and Workforce preparedness:

- Place for workforce preparedness; taking skills into the community to grow student leaders.
- Focus on career and “end goal” of supply to workforce; certificate programs.
- Educate for a career – get you working.

Engagement:

- There is a high level of engagement; students feel college employees care about them (X6)
- We have learning communities - courses and counseling (X4)- that engage and transform student lives
- Family friendly environment; keep the “small town” feel and mentality (X4)
- Approachable staff – friendly faces
- Good student support systems
- Caring, learning, community (x10)
- A place to build relationships (faculty, staff, students)
- Collegial environment
- Manageable community college (size is small enough)
- Commuter college
- Persistent poverty – how does this affect our success and completion?
- Still developing area, slowest recovery rate and fastest increase in ESL

#1(b) – What would you like the distinguishing characteristics to be?**Reputation and identity:**

- Make LMC the first choice viable option for all students (not just the affordable option).
- More recent student success stories publicized; show how LMC transforms lives
- Develop a new slogan (ex. “LMC we are here for you”)
- Community should say... “LMC I want to go there!”, make LMC the more desirable choice.
- Transformative institution

- Don't be shy about successes – communicate honors, feats, innovations, etc.
- Transform to be the #1 choice
- A first choice community college
- “LMC transformed my life”
- Want LMC to be defined by a commitment to excellence in all that we do.
- Advertisement of all CTE programs (change perception of LMC)
- Affordable, quality education

Equity:

- Equity (X5)
- Access – Equity – Success for ALL
- Inclusion, excellence, intentional support, equitable success

Success:

- Increase completion rate
- Participate in a climate of success
- High success rate (x3)
- Student and Employee Success
- Acceleration of developmental education to serve population (i.e. ESL students) (X6)
- Shorter or quicker rate of completion of goals (i.e. graduation, transfer in less than 4-5 years) (X4)

Environment:

- Work environment is active and thriving
- Grow identity of leadership
- Place of discovery – culture of learning
- Be more focused on what we have

Innovation:

- Job market is constantly changing; need to change with the market
- Embrace change and create uniqueness
- More adaptive and embracing of change
- Develop the innovative nature of LMC faculty, staff and administrators to a place where we see more institutionalization of innovation as compared to it being carried/put forth by a few.

Institutional Supports and Change:

- Want more shared institutional support and involvement in goals; not just institutional support for individuals doing work, but more people involved in efforts.
- Expand workforce development to include local jobs and internship opportunities that lead to employment.
- Increase work opportunities for students.

- Better connections with Student Services (ex. Admissions, Counseling); Strengthen connections/alignments between Student Services and Instruction.

Professional Development:

- Professional Development (X7)
- Full Professional Development Program

Pathways and goals:

- Develop known pathways
- A quicker path to goals and more focused goals
- More transfer opportunities (X3)

Applied Learning:

- Relevant education leads to improved outcomes; offering contextual educational opportunities. Exposing students to real-life experiences in their education.
- Develop mentorships and internships (student and faculty based)

Curriculum:

- Link instruction/programs to community needs
- More courses in the computer and technology fields
- Transformative of community – contextualized learning about community
- Known as a place for STEM related pathways

Community outreach:

- Transformative of the community; a transformative institution (X4)
- Be more pro-active (X3); active in the community (bridge)
- More connectedness with students and the community
- Bigger pipeline of students by developing outreach for potential students beyond high school (20-24 year olds) (X3)
- Expand and improve relations with the community by engaging community groups and faith based organizations.

Partnerships:

- Engage more with 7-8th graders; expand knowledge to them about LMC, who we are and what we do. Seamless pipeline from grade 7 to employment. (X2)
- Re-engage with high school students; change stigma of “last chance education”. Not just a “vocational” college.
- More partnering with key companies
- Research in conjunction with 4 year colleges (partnerships/agreements)

Engagement:

- Maintain high connectivity
- Increase the number of learning communities on campus to engage more students and transform more lives.

- Build more relationships with students
- High engagement for students to feel that employees care about them (reflected in student survey data)

Student Centered:

- Meet the needs of our students by finding out what their needs are.
- Build student life and attract the younger students
- Help Focus students and to develop balance (i.e. work, school, home)
- Support students through employment and state of the art technology (X2)
- Educate the “whole” student
- Develop well rounded students
- Expand student work opportunities; employment center development.
- Orientation for “older” adult students.
- Engage student “buy-in”; commitment from the beginning
- Marketing of student resources and available services;
- Student-driven learning communities

#1(c) – How would such an identity support the particular needs of your students?

Access:

- Mobile LMC Application Day
- Expand Mustang Day to include programs and careers.
- Build a culture in the community that LMC is a viable option for all: messaging
- “If we build it, they will come!”
- More student success stories will show community how LMC does transform lives; encouraging potential students to come to LMC – marketing.

Retention and Persistence:

- Use existing learning communities as a prototype to become learning community ‘college’; wrap around support for ALL students in all programs.
- Provide them the support system motivating them to persist. (X5)
- Creates opportunity for students to feel connected and thrive.

Success:

- Pipeline in and out: transforming lives also transforms communities; so think of outreach as a more diverse pathway to these transformations.
- Supports through employment and practical experience
- Success through cohorts
- High engagement, high connectivity and high support will build relationships that support the unique needs of student population.

- Improve socio-economic status
- More apt to achieve their goals of employment or transfer.
- Give them opportunities to participate in a climate of success
- College would attract partners, professors and employees who want to work in an active, thriving environment.
- College would better prepare them for the rigors of life – work readiness
- Make our students more marketable as well-rounded, prepared workers and citizens.
- Partner with UCs, CSUs and private universities; college representatives to do joint ventures with LMC
- Be more integrated into the community.
- Vision for the future outcomes
- Need time away from desk/office to participate in professional development; by expanding our knowledge and experiences we will in turn expand the knowledge and experiences of our students.
- How do we embrace change and become a culture of change and not be reactionary.
- Adapt to change and identified needs
- Attract diverse personnel

2 - Opening Day Themes: Professional Development(P.D.), Culture of Change, Innovation -

Consider an ideal process by which new ideas get shared and implemented at LMC.

Implementing New Ideas at LMC – Cycle

New Idea → Share Idea → Test Idea → Evaluate Idea → Implement

#2(a) – What would Professional Development look like in such an environment?

Funding Source:

- Student Success Act – funds for Professional Development
- Work backwards – what do we need, then find sponsorship.

Resources required:

- Require a physical space/hub and a full-time coordinator dedicated to organize and operate P.D.; Professional Development and Opportunity Center. (X10)
- Rotating semesters for reduction in load to allow time for P.D.
- Mini Grants for P.D.

Participants:

- Connecting P.D. with students; Motivate students to be peer tutors/learning (ex. student trained in D2L could help other students)
- Utilize wonderful expertise in faculty, staff and managers that already exist on campus to implement more P.D. opportunities. (X3)
- Partner with Professional Learning Expert (logistics, pedagogy, etc.) in area of learning
- Teaching each other
- Build a P.D. community around the growing ESL population and working with ESL students.
- Consider more training, financial support and P.D. opportunities for part-time/adjunct faculty and staff; educate and support them to make them feel more a part of P.D. (X4)

Format:

- Bring back the “College Hour”, twice a week for one hour; no meetings and no classes; P.D. requires time to participate in. (X8)
- Can’t do everything here; have more off-campus and online P.D. opportunities (X3)
- Encounter thought-provoking study and develop a “book club” for colleagues to read/dialogue.
- Have P.D. embedded in things we already do (i.e. faculty evaluation process)
- Professional learning as a network (not individualized)
- Provide opportunities for staff to host professional learning.
- Redistribute FLEX obligations and opportunities throughout the semester and not just once a semester. (X4)
- Student leaders to work with P.D. (X2)
- Implement an “Incubator Program” (ex. Pasadena City College); Committee was developed to look at RFPs (P.D. proposals) then approve some; the college funds and assesses them for 3 years, if the P.D. idea has worked then they work with management on institutionalizing the idea.
- Rotating poster sessions of various professional development experiences faculty, staff, managers, etc. have had and put up in a centralized area for viewing, this will promote more opportunities for all. See what is going on; connect people with like interests.
- Reinvalidate more extensive Nexus programs
- Quote “Culture eats strategy for breakfast”

Content:

- Training that helps us contextualize learning.
- Current technology to support work. More support to implement innovative technology. (X4)
- P.D. for leadership development
- The skills to translate knowledge learned into real life experiences and a sharing of knowledge.
- In the face of rapid industry change, a constant flow of new information in the local systems, businesses and professions.

- P.D. would be personal, as with a student: do I need to take this class; more information up-front; career assessment; decision-making abilities; more preparation; laying the ground work for success and professional learning.
- APPLE – Academy for Advancing Possibilities, Professional Learning and Engagement
- Mentoring of new faculty (X4)
- Make cultural shift to presentations.
- Not about money or conferences, about supporting the learning communities.
- Can't have silo-based P.D. – needs to be relevant and targeted.

#2(b) – What difficulties or oppositions would have to be overcome in getting good ideas implemented?

Culture:

- Not just a goal make it a vision
- Develop a collective view
- A big “buy-in” is needed to implement ideas
- Develop a culture of openness to sharing new ideas. (X4)
- Adopt a more eclectic view on P.D. opportunities and ideas.
- Nurture innovation. (X6)
- Erase political overtones in sharing and implementing P.D. ideas; the more people that have to “buy-in” the more difficult it becomes – lobbying for your idea.
- Overcome malaise; adopt ‘Habits of Mind’ philosophy
- College will is hugely important to implement new ideas.
- Must be okay to say “no” to some good ideas and “yes” to another good idea.
- Adopt an opportunity mindset – fewer barriers.
- Positivity, intentionality, varied, value learning and the time it takes, formative and ongoing opportunities
- Convergence, campus will; “North Star”
- All approaches must be a way to solve institutional needs
- Needs a commitment from the “top” (financial, provide a space, carve out time for folks to do it) (X8)
- Adopt a Teaching and Learning Model (X2)
- Need to establish clear institutional priorities.
- Continuous Improvement

Resources:

- Coordinate and Identify gaps in P.D. (X2)
- Thoughts of infrastructure before implementation.
- Financial and cultural commitment
- Evaluating and prioritizing (X3)

- TIME is an issue; need to feel like you can and its okay to, step away from your desk to engage in training and reflection. (X3)
- What can we take off faculty/staff's "plates" to free them up to have P.D. time; idea to implement student mentoring/workers in every department so they can handle the work while specific staff/faculty are away for P.D.
- Financial support; dedicated staff (X6)
- Trained personnel to deliver and analyze assessment programs (X3)
- Have to make room for P.D. – not in add it on top of everything else (X6)

Approach or format:

- Implement an evaluative process to help inform approach.
- P.D. needs to be intentional
- Need vehicles for sharing professional learning.
- A wide variety of development needs.
- Develop a curriculum that is industry or career path based
- Too many entry points (i.e. different paths presented by different departments, different services, different users); centralize entry points by developing one, consistent method. (X4)
- Having flexibility (management role) to restructure/rearrange things – and identify resources – enabling personnel to work on initiatives...connect skills/passion with program/project (with compensation)
- P.D. shouldn't be approached from a deficit model, or something being forced upon people because they are lacking; should be organic – from an "abundant" perspective.

#2(c) – What values, beliefs, cultural elements are necessary in making the (professional development) process self-sustaining?

Values:

- Change the culture of how we think of professional learning
- Openness to different delivery methods (X5)
- Adopt the belief that we are constantly growing and improving as part of our institutional life.
- Think of P.D. as "the heart" – flow and connection; caring, connection, creativity will keep a network alive.

Design:

- Prioritization, coordination and organization (X6)
- More focus and reflection (X3)
- Assessment of how implemented ideas are working.

- Implement evaluative approach process
- Reflection of what we have in existence; it isn't just new ideas but its reflecting on what we are already doing.
- Develop learning proposals and a method for evaluating.
- Use established research to promote and implement P.D. ideas
- Balance between organic and structure
- Linear – purpose, success, responsibility
- “Commitment to do what works, not what we do right now”
- Make P.D. fun and exciting.
- Based on needs assessment and relevancy – a response to a needs analysis and community relevancy
- Do not call P.D. or flex an obligation (dispel stereotype), but an opportunity

Ongoing:

- Provide on-going opportunities for faculty sharing of what they are currently doing that is working.
- Continuous Improvement (X7)
- Have to adopt the value that we are going to keep P.D. ongoing, even after start-up money is infused, needs institutional commitment to keep it going. (X2)

Building community:

- Tap in to existing faculty/staff to support and develop a model (X6)
- Build relationships and connections with opportunities to apply.
- Need to value the importance of orientation of new faculty and classified staff. (X3)
- More focused P.D.; a more focused effort to make and develop the relationships needed to support individual statements.
- Develop a group/committee that is charged with helping disseminate new ideas. (X3)
- The involvement of the community, faculty, staff, students and local partners.

Support:

- Institutional support – time, opportunities, money, focus on giving it importance
- Classified staff need to be encouraged and included (X4)

#3 – Vision and Values: The vision is the preferred future for the college; the values are the qualities and principles that will guide implementation of the mission

A copy of LMC's Mission, Vision and Values was given to each participant. Consider what you heard in the two previous report outs and word map.

#3(a) – What core concepts or ideals do you think must anchor your college vision?

Excellence:

- Educational excellence – ongoing cycles of assessment and revision (X2)
- Culture of excellence – striving for excellence (X4)
- Quality education to be competitive for job market and career preparation
- Competitive degrees with local businesses and job market (X3)
- Show off LMC to the community more; market recent success stories and successes. (X2)
- Confidence to be leaders and engage

Open and innovative:

- Open to reflection and willing to change – look at what we do and why (X4)
- Open to change; welcome innovation and creativity (X8)

Equity:

- Add equity to values (X7)
- Proactively narrow the achievement gap and how we define the gap (X5)
- Equitable success and equitable support and equitable opportunity (X2)
- Addressing all segments of our community
- Equity is an ideal, concept and value
- State equity more explicitly in the engagement piece in the current values.
- Focus less on the end point (equitable success) but more on the process/journey/learning/experience

Student centered:

- Students REACH their educational goals
- What is the heart of LMC? Caring, connection, creativity
- Celebrate our successes

Learning:

- Culture of professional learning
- Learning not just for the students – professional learning too

Engagement and collaboration:

- Collaboration and engagement (X9)
- Comfortable and inclusive environment (X5)
- Passionate
- Feel like a family, close-knit community (X10)
- Camaraderie, community (X4)

Comments on existing statement:

- Fix grammar in vision statement
- Change verbiage from “premier” to another word (i.e. leading)
- The communication language needs more passion and a little broader.
- Closing the Achievement Gap as part of our vision and not just a goal.

#3(b) – What values do you think are fundamentally required in fulfilling the college mission?

- Educational excellence for all
- Social justice and excellence
- Pride
- Build confidence in students to go into the community and be a successful citizen and leader.
- Equitable success and support.
- Add “nurturing and supportive environment” and/or “culture of caring”
- Add “culture of innovation”
- Include career development (not just for CTE students, but all students)
- No application of what students have learned.
- Engagement – sentences don’t really relate to engagement
- Communication (X4)
- Collaboration – like collaboration as a value (still too many silos)
- Embedding soft skills and inter-connected courses
- Cross disciplines
- Inclusion vs. Access
- Missing – application of what students learn/gain to take into the workforce
- Some of the values read more like SLO, rather than a true “value”
- It’s the “dash” on the tombstone that counts