

LMC STRATEGIC PLANNING RETREAT #2

Welcome and Introductions – Bob Kratochvil

- Welcome – thank you for your participation
- Asked attendees to introduce themselves and their affiliation
- Greg Stoup, Senior Dean of Research at the District Office will serve as facilitator
- LMC is currently conducting its Self-Evaluation for an accreditation visit in October 2014, which Kiran Kamath, Senior Dean of Planning and Institutional Effectiveness is facilitating
- LMC re-affirmed its Mission Statement recently - in spring 2013

Overview, Tasks and Expectations for Retreat

- Excellent cross-section of community is represented here today providing a wide perspective
 - Business/Industry, Education (higher education and K-12), philanthropic organizations, and governmental representatives
- Free-flowing retreat; “It’s not about ‘the plan’ – it’s the ‘planning’ that counts”. This is an opportunity for you to share your perspective, consider questions about LMC’s current identity, future aspirations, and paths to excellence. Capture your thoughts on the index cards provided on your table.
- Strategy >>> Planning >>> The Plan
- Review of environmental data and word-map as a foundation for two (2) group dialogues –
 - Review of population growth, age distribution, diversity/ethnicity, origin of birth
 - 51% of our students state that their educational goal is to transfer with or without a degree. The question is what is the percentage of students that actually do transfer?
- Political and Economic Trends
 - Resources will remain scarce
 - Greater accountability
 - Focus on completion
 - Market-based innovations
 - Labor market outcomes
 - Achievement gap
- The LMC context - LMC is one of 112 community colleges in California – 1 of 26 in Bay Area
 - What is LMC’s identity? What makes LMC unique?

Discussion #1 – Community/Resident Perspectives and Opinions of LMC

#1a.) From your perspective as a resident, what are the key distinguishing characteristics of LMC?

Reputation:

- 'Our' college – 'Our' town; sense of family and community (X2)
- Oasis of education
- Change the narrative to increase awareness of LMC and future jobs
- Success story: young boy after high school who was told by parents and friends to go to DVC and went to LMC instead...he transferred to a prestigious 4-year university and now is a successful engineer at Chevron. He attributes his success to LMC.
- There is an historical stigma surrounding community colleges including LMC
 - In Brentwood (Heritage HS) LMC is viewed as a place for inferior students, whereas in Oakley (Freedom HS) LMC is viewed as a necessary stop to a 4-year institution. In my position, as an Administrator at Freedom HS, I am often explaining to parents how the community colleges have “retooled” in recent years positioning to be the “launch pad” to 4-year institutions or the skilled workforce. There is a good deal of community education that needs to take place regarding what LMC has to offer.
 - Former Heritage HS administrator’s son now attends LMC and has a 3.85 GPA and took 5 AP courses; told dad it was a “no-brainer” toward getting to Sonoma State.
- Small campus, newer facilities – need to change image of “old” campus and resources; physical plant improvements (X2)
- “LMC may be the best kept secret in East Contra Costa County”; (Brentwood Center included)
- Only higher educational institution in East Contra Costa County (ECCC); “East Contra Costa County’s home for higher education – this is the college that serves ECCC”
- Fills a need for undecided students; career prep for jobs that need more than a HS diploma but don’t require a degree
- Addresses social issues in and around community

Characteristics:

- Diversity (X3*)
- Creates opportunities for young people
- International college; multi-lingual

Curriculum:

- Job training; career development, preparation and paths; CTE (X3)
- STEM
- Options for education at LMC

- Nursing Program (all Nursing programs are impacted 95% of students want to transfer-lottery system)

Partnerships:

- Local business, industry and community partnerships; collaborative with industry both private and governments as well as non-profits and community based organizations (X3)
- Need to increase partnerships with local schools and faith based organizations; inform youth about offerings and opportunities at LMC
- Certificate programs and opportunities; some region-specific (tying into local industry)

Student Services:

- Might not have enough counseling services; there is difficulty in navigation through A&R, FA, Counseling

Ease:

- Accessibility (Brentwood campus), close to home; proximity (X2)
- Flexibility of schedules
- Better choice economically for students aiming to attend a 4-year university; financial reasons (X3)

#1b.) A close friend, new to Contra Costa County is considering sending her child to LMC and asks for your honest and candid opinion. What do you say?

Reputation

- Getting a positive reputation as more of a state school (like CSUs); a good place to explore your mind; goal oriented, user friendly and welcoming
- Extension of high school; reputation is that LMC is not a place to go for transfer; need to put more marketing efforts in to transfer options and personal enrichment. (X2)
- Yes, yes, yes!!! (Would recommend LMC) for academic and economic reasons

Access:

- Cost analysis talk to/recommend options of a 4-year costs/benefits with LMC's costs/benefits; financially makes a significant difference (X3)
- Great resource for educational access

Programs:

- Great STEM related programs (X2)
- Great place for career training and development (X2)
- Yes! LMC also has high quality training in certificate programs.
- Stand-out Honors Program; LMC is one of a few community colleges with an honors program; graduating with an AA degree and a 3.5 GPA from an LMC Honors program gives students a virtual guarantee of acceptance to a 4-year institution. (X2)

Services:

- Yes, however getting in to counseling is difficult

Student characteristics:

- Better choice for under-graduates (X2)
- Yes, would recommend LMC but could depend on the students' goals (X2)
- Yes, there are many options at LMC; as alum found LMC instructors to be more caring and take more time with students than the instructors at 4 year institutions and at other community colleges

#1c.) In your opinion, given all the various needs of the community, what should LMC be known for? Try to rank your ideas in terms of importance.**Reputation:**

- Academic excellence (X2); (like UC Berkeley vs. UC Santa Barbara)
- Quality Education (X2)
- Challenge is always achievement versus preparedness; the longer students are here, the harder it is for them to leave
- Change reputation as a “short-term” school
- Junior colleges in the 80s and 90s had a stigma attached that is still there, need to educate the youth and foreign-born community; customize LMC to the local community
- Need to increase reputation of being a ‘transfer’ college (X2)
- Become #1 place for transfer
- What attendance/completion can do for families/communities
- A place of avocation
- Overall quality experience
- LMC opens doors to opportunities
- LMC should maximize our value to develop a competitive edge over other colleges
- Outreach – “All College Day” should be faculty, staff and students going out to elementary and high schools telling our story. LMC needs a much stronger outreach program/system that is inclusive and held accountable (via data) to improving productivity, enrollment and access!
- Innovative practices; flexibility
- Affordability

Student Development and Success:

- College is an investment in your future
- LMC students are “learning to learn”; critical thinking and understanding the “big picture” know how to ask questions. (X2)
- Transfer and Career Preparedness (X2); quicker paths to transfer, degrees and certificates

- Launch pad to 4-year degree or certification for a job in a skilled labor force.
- LMC answers the constantly changing needs of our students; during the course of 2 years, a student's life can change (i.e. job, kids, etc.) which can change their original goal (i.e. switch from transfer to CTE program).
- Mentorship/Transitioning Programs for students (X3)
- Development of basic skills that allow for career change with emphasis on "learning to learn"
- Build student leadership and career skills via service or support learning (independent learning)
- LMC is a viable option for success; we transform the lives of our students; we are a step along the way to job development; training at LMC prepares them for their career
- Work-ready skills
- Premier site for workforce development; use of certificates with job-connected training (X2)
- Known for/have component of technical university (vocational, but with a twist)
- Work-ready skills within courses, such as ESL courses
- Job connected life skills; apprenticeships and mentoring
- Question: Is there a smaller student-to-teacher ratio at LMC compared to other community colleges?

Services and processes:

- More counselors; should be known for excellent counseling and academic advising
- Needs to be easier to navigate

Address needs of the Community:

- LMC provides local businesses and industry with employees (X3)
- Responsiveness to needs in community and local business/industry (X2)
- Impactful partnerships

Alignment between educational systems:

- Better tracking of students from high school to LMC and beyond
- Other community colleges need to align as a system to improve efficiency of transferring units between institutions
- Excellence in transitioning students from high school to college
- Use technology to make college easier to transfer; State of the art technology, facilities and equipment
- LMC should partner with our local high schools in reaching our under-performing groups and helping them to shape and maintain a community culture that is college/career focused.

Impromptu Discussion: How can we (LMC) better market ourselves to the community, as a means of raising awareness (of our offerings and successes) and break down the stigma?

- There seems to be presumptions here today about the academic rigor at LMC. Where does that come from? Before figuring out how to market to people, we need to understand the basis of those assumptions.
- It is about relationships; can and should do more activities (i.e. community retreats) like this; it would help LMC to be more connected to the goings on in the community, as well dispel any presumptions and stigmas about LMC that we (LMC) may not be aware of.
- The “old” stigma/perspective about LMC (and community colleges) is embedded within the community.
- In many cases, the people who are currently in the community (or in the high schools talking to students) are those who “came up” in the “old” system.
- Need to figure out how to “tell the story” about LMC; need to broadcast LMC’s successes (e.g. “this kid went on to do..., this student went on to...).
- A story was shared about a neighbor who attended LMC (even though he was encouraged by his parents and peers to attend DVC) and went on to graduate from LMC and transfer to UC Irvine and now works as an engineer at Chevron. He attributes his success to attending LMC.
- Continue to have educators and LMC representatives get out into the community – not just bringing the community to LMC.
- Also need to get LMC students out to the high schools; it is always more effective for students to hear stories directly from peers; (e.g. how is LMC?; tell high school students about LMC life and why they chose LMC, etc.)
- For a long time, there has also been a “stigma” associated with East County – not just LMC. Efforts are now underway to re-brand “East County” as “East Contra Costa County”.
- Robert Ambrose – author who was on the best-sellers list by having all his friends and family talk about his latest book; word of mouth through the community and “thought-leaders”; get out there and talk it up, talk it up, talk it up; have to be a fresh face ALL THE TIME!
- Everyone knows that many classes and programs are impacted.
- Continue marketing, but have the infrastructure in place to accommodate them, support them and get them out (degree/transfer/certificate/job) in timely way.
- Transfer is certainly important, but don’t lose sight of academic rigor associated with CTE programs.

- Need to be strategic in marketing; not just to students but to families as well – for most graduating high school/younger students the parents/family are influence (if not make) the decision about selection of the college
- Build more relationships
- Collaborate with opinion leaders in the community (spokespeople, faith based, rotary clubs, families)
- Word of the mouth
- Market reputation – transfers, programs, and successes

Discussion #2 – From your organizations’ perspective...

#2a.) What would excellence in learning look like? How would you know LMC was achieving it?

Student preparation:

- Ability to learn
- Demonstrate that students have “learned how to learn”; understanding the “big picture”; know how to ask questions
- Come out of LMC with something of value
- How do students come out of LMC? Are they flexible, responsive to direction, substantive knowledge
- Critical thinking, analytic skills, communication
- Communication, analytical skills, job readiness, transfer skills; prepared for rigor, survey employers and address the skills employers want
- LMC students are excellently prepared for transfer (AA/4-year) and job placement (certificates)
- Excellently prepared for transfer, job placement, certificates, degrees
- A lot of pressure on students with economy, families, courses, etc.; prepare students for a more rigorous environment outside of LMC
- Survey employers – how did our graduates do? Job performance? Writing skills? (not just showing up but working and utilizing skill-sets).
- Employment outcomes; prepared skills
- Skills that make a student prepared for the workforce – fully prepared; employment outcomes and industries coming to the U.S.

Defining success:

- Using data for sustainability; ask the right questions of our partners.
- Excellent transfer rates; successful completion and certification leads to employment in that field

- For the two paths (college/career), two data points are significant: % of students who complete a transfer path and successfully complete a 4-year degree **and** the % of students who complete a certification program who go on to a viable job in the marketplace.
- LMC faculty and student leadership in solving the achievement gap problem – investigation of best practices, gaps and partnerships needed to improve achievement with recommendations to LMC departments, K-12 (remediation) and higher education.
- Replicate models that work; involve partnerships in the real world
- What is the number of high school graduates that attend LMC? Transfer numbers to UC/CSU
- Improve transfer rate

Partnerships:

- Partnerships and relationships with community organizations; continue strong business partnerships “working in the same box”; ongoing substantive dialogue with industry partners
- How do we get from A to B? Include partners in our thinking.
- Partnerships in remediation with K-12 (i.e. Math)
- Outreach – know local businesses and community needs
- “Community colleges need a community-based market and system”; action with the community

Processes:

- Innovative processes matter
- Be nimble, have excellent services
- Pilot a quicker way for developing training for employers in community
- Workforce demands a quick response; how can our “bureaucracy” move quicker to industry/business needs; how we operate as a college to meet the needs of the community – that is innovative
- The old way of doing things no longer works (e.g. approached by industry, but process is long bureaucratic)
- Integration
- Evaluation systems
- Learn how to work together
- Adaptable to change
- Faculty open to new learning from industry
- Continuously learning (X4)
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Marketing and promotion:

- Put a face to success

- Publicize indicators of learning and transfer - exit numbers (X2)
- Advertise and promote enrollment
- Show off facility, instructors, staff, etc.
- Show off labs, facilities, tutoring to the community
- Promote successes, careers, graduates getting jobs (X2)
- Market resources – career focus, partnerships, transfer
- Embed LMC people in the community

Curriculum:

- Ask employers in the community to tell LMC why, how and/or what their needs are so LMC can meet them. (X4)
- Develop career paths (3-5 years)
- Clear pathways
- Visible pathways – maps for high school students>>>LMC>>>4-year institutions
- Online classes

Learning Process:

- Preparing students for the college assessment test
- Make learning exciting and fun!
- Innovative practices in closing the achievement gap
- Models of accelerated learning

2b.) If LMC was known throughout the state as a leader in innovative practices, what would it be doing? How would that impact your organization?

Teaching and learning:

- Remediation in Math
- Expanding online coursework
- Class structure would center on lectures being delivered via internet with face-to-face time devoted to “hands-on” or one-on-one with instructors – “Flipped classroom”
- Online classes that meet workforce demands
- Ability to discern the global causes related to achievement gaps, partnerships with K-12s and integrate worldwide practices to excel “at risk” students.
- Pathways to employment in curriculum
- Meet the needs of our students

Improved processes:

- Responsive and nimble

- New perspectives
- Look at it from a customer experience (“process re-engineering”); make it seamless/easier (“like making an Amazon purchase”) – applying for/getting financial aid, enrolling, counseling, etc.
- The old way of doing things doesn’t work, industry wants to move process faster – models of accelerated learning.
- Prepare and orient older student population – not just students right out of high school
- Smoother and more efficient process for creating classes

Reputation:

- LMC finalist for the American Association of Community Colleges (AACC) – Award for Innovation
- LMC would be known throughout the state as the employer of choice; place that fosters innovation; sustainable and consistent risk-taking
- Would be prestigious to hire LMC graduates
- Known throughout the state for practices/programs
- Show or tell industry partners “what’s in it for them to hire LMC students”
- Sharing success of students and about alums back to current students

Partnerships:

- “Listening” is important; responsiveness to industry needs – LMC has relevant/unique expertise (including adjuncts).
- State of the art equipment; alliances with industry; competitive edge
- Global relations
- Advantage of having educators from LMC connecting with industry representatives to ask the “why” and “how” questions – to help understand how to incorporate community needs into our programs/services
- Reaching out into the community (local high schools) is an innovative practice. A freshman transition program to ease entrance in the college arena would be good.
- Rich advisory committee with broad participation!
- Employment outcomes

#2c.) If LMC was in partnership with your organization, what would make it exceptionally successful or impactful?

Community:

- Partnerships with faith-based organizations, service clubs, non-profits, elementary and high schools to reach families in order to tell the new story of LMC opportunities, successes and offerings.
- LMC opens doors for opportunities – not just college, but careers
- Listening to LMC's partners in the community to hear the needs and concerns
- Responsiveness – LMC brings unique expertise and skills in faculty, staff and leadership
- Partnering with community based organizations for students that are intimidated

Business and industry:

- LMC could provide "active learning" opportunities; partners could be asked for internships, advisory board representatives, etc.
- Guest speakers relevant to community/workforce needs
- Site visits
- Provide technological expertise
- There are key critical jobs that can't be filled
- As an employer of East Contra Costa County I want employees that are leaders and innovators in my business and I want to say that they came from LMC.
- Partners would ask LMC to help with technical problems they can't resolve; assistance with real issues
- Connect industry success stories with LMC graduates (innovation in industry stems from LMC grads)
- Industry partnerships continue to advertise programs to community
- Direct students to partners' websites/webpages

High schools:

- LMC could be a huge presence at "9th grade Parent Night", "How to Prepare for College Night", "Letter of Intent Rally", "College Night", etc.
- Partnerships with high school academies
- Clarify and simplify pathways to transfer and CTE majors. Visible pathways published for high schools

Students:

- Career counseling (X3)
- Graduates know work protocols – and how to work in teams
- Build student leadership and career skills via service or support learning (independent learning)
- How do LMC graduates bring "added value" when hired

- Coming out of LMC with a job
- The process is complicated – simple process works best for students

College:

- Excellent customer service (X2)
- Excellent service – seen in graduation rates, certificate of achievement rates, employment rates
- Maximizing the value and competitive edge; opens up resources and opportunities
- More counselors and services to include career counseling
- Maximize efficiency
- Efficiency – resources available for everyone – not necessarily classes but extra resources