

LMC STRATEGIC PLANNING RETREAT #3

March, 28, 2014

Welcome and Introductions – Bob Kratochvil

- President Kratochvil welcomed participants to the retreat and provided a brief overview of the process so far. All the participants introduced themselves.
- President Kratochvil introduced Gregory Stoup (Sr. Dean of District Research and Planning); and Iris and Keith Archuleta (Emerald HPC International, LLC) – analysts and writers of the 2014-2019 Strategic Plan.

Overview, Tasks and Expectations of the Retreat

- Questions from the participants:
 - Will information from the program review be included in the strategic plan, since departments and units must align their objectives with District/College goals?
 - Would like to see data on the progress made in achieving the goals of our Interim Strategic Priorities (2012-2014).
 - **Response:** The Interim Strategic Plan was a two-year plan. Data for 2013-2014 will be available after the academic year is completed and students have graduated. Greg will provide data today on the midpoint of the two-year plan; i.e. 2012-2013 data to show process made halfway through the Plan.
- Greg provided a brief overview of today's agenda, a review of the previous retreats and process so far.
 - First Retreat: Review Environmental Scan, LMC data, and LMC's distinguishing characteristics. Discussion topics around the mission and vision of the College.
 - Second Retreat: External community review and discussion of Environmental Scan and data; discussion of college mission and workforce needs of the community. It came to light that community has an outdated image of the College that we need to work on changing.

Review of data for anchoring discussions and dialog during retreat

- Review of 2012-2014 Interim Strategic Priorities, goals and progress at the end of Year One:
 - Strategic Priority #1 Goals
 - i. The number of first time students who were 'transfer prepared' by Fall 2013 is 8.8% (exceeded goal of 7.2% by end of Year Two - Fall 2014).
 - ii. The number of transfers to UC/CSU, as of Fall 2013, is 381 (exceeded goal of 362 by Fall 2014).
 - iii. The number of AA/AS degrees awarded at the end of Fall 2013 was 705 (almost reached our goal of 708 by end of the 2013-2014 academic year)
 - iv. The number of state approved certificates awarded at the end of Fall 2013 was 138 (exceeded our goal of 130 by end of the 2013-2014 academic year)
 - v. The number of locally approved certificates awarded at the end of Fall 2013 was 540 (exceeded our goal of 462 by end of the 2013-2014 academic year)

- Strategic Priority #2 Goals – we are set-up to begin talking about what objectives to create since we have received the results of the SENSE, CCSSE, CCFSSSE, Employee Satisfaction Survey, and Student Satisfaction Survey.
- Strategic Priority #3 Goals
 - i. 38.0% successfully completed the DE Math Program and 23.3% completed a transfer-level math course between Fall 2008-Summer 2011; (exceeded goals of 35.5% and 19.5% respectively).
 - ii. 64.8% successfully completed the DE English Program and 42.0% completed a transfer-level English course over the Fall 2008-Summer 2011; (exceeded goals of 59.2% and 38.2% respectively)
 - iii. Collection and compilation of data is still in progress for ESL students/programs.
- Strategic Priority #4 Goals
 - i. 3.5% of new African American students are transfer prepared within three (3) years of enrollment in Fall 2013 (have not yet met our goal of 6.2% by Fall 2014 – the term given for results has not expired yet, could meet or exceed goal once Spring 2014 has ended).
 - ii. In the process of breaking down the number for DE math completion by ethnicity. This can be a little more difficult to track.
 - iii. In the process of breaking down the number for the DE English completion by ethnicity. This can be a little more difficult to track.
- A question was posed to those who were involved with the development of the Interim Strategic Priorities – How were the goals and/or objectives arrived at when forming the 2012-14 Interim Strategic Priorities? Assumptions can and are being made based on the previous strategic priorities, would like to know what the process was for setting them. Generally goals and objectives specifically in strategic planning are set based on research and data.
 - **Response:** Last time, it was various committees and/or groups of people in and around campus who had a lot of information and knew a lot about the specific subject area that would become a priority. Meetings and discussions took place whereas the “experts” in the targeted areas offered the stated goals and objectives based on their knowledge and experience. There was nothing scientific about reaching the goals/objectives in the Interim Strategic Priorities.
- Use this data today for anchoring the discussions and dialogue at today’s retreat. The data does show some increases in our numbers however, LMC is not good at telling its story and we really need to! Students in the retreat were happy to see LMC’s numbers on the “rise” and we need to share it with the community!
- Question regarding measuring students who come to LMC not to get a degree/certificate, but maybe for continuing education for their career, a class or two to brush up on their skills, etc. Greg responded indicating that there is no way to measure/track it. It has been an ongoing issue around the state as not only do we not measure these students, but they count as failure, because they did not receive a degree/certificate or complete a program.
- Sometimes qualitative data, rather than quantitative can speak about those students who are not measured a ‘completers’. That data comes from faculty, staff and counselors and cannot be put into “numbers”, as it is anecdotal.

Discussion #1 – Workforce Mission Alignment and Lingering Perception Gap

#1a.) One perspective that emerged from Retreat #2 was that many members of the community consider LMC's workforce mission to be its primary purpose. Does this perception properly align with LMC's current mission and strategies?

- Be a 21st century college, in terms of facility, technology, curriculum, image within the community.
- A successful student = a success in the workforce.
- Great outcomes are students who join the workforce.
- Graduated RNs from LMC are top notch in the healthcare community.
- The number one transfer program here is business, but it is not promoted a lot (less known)
- LMC does a superior job of providing opportunities for our students.
- Some students are unaware of the academic rigors at community colleges (thought it would be easier academically than a four-year institution), realized it wasn't that easy and now feel empowered as they made it through and are doing well academically and socially at LMC.
- Highlight other programs at LMC that are wonderful such as AGS.
- Need to "go for" both transfer and workforce in our mission as LMC is an excellent institution for both; we don't have to just focus on one we can focus on both.
- "Everyone succeeds, we all succeed!"
- Is workforce equal to blue collar? Workforce means all students and all programs – everything and everyone. Workforce should not be limited to just CTE it includes transfer programs, honors, etc. Workforce allows us to transfer.
- LMC courses meet the academic rigors of a four-year institution and challenge the students to prepare them for transfer.
- Strength is LMC prepares students for the workforce; image comes from older students who have the old story not the new story.
- City of Antioch has highest African-American residents with degrees.
- Preparation for college and career
- The last few years lots of energy on improving transfer rates at LMC. We do not balance CTE and Transfer. It is time to focus on many pathways at LMC.
- Our transfer numbers are improving, how do we let the community know that?
- Business community is very impressed with our graduates.
- LMC's Mission statement mentions only life-long learning not transfer or workforce development. LMC focuses on transfer, workforce development and basic skills not life-long learning.
- It doesn't align with the Mission Statement's priority. The LMC mission statement does not once include work; it does say to ensure a quality education for life-long learning.
- Bridge workforce and academic completion and service both career and transfer goals.
- Need to show LMC as a premier transfer college.
- Build community partnerships to develop LMC degree and transfer pipelines.

#1b.) 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?

- “Old” community perception of LMC as (only) focused on CTE/workforce development.
 - Story of “LMC 1.0” is the only one known – and perpetuated – by older generations within the community.
 - Need to take our “LMC 2.0” story out to the community by participating in events (i.e. tables at community functions-seafood festival, etc.). Have our a picnic open house at the City Park with alumni success stories, faculty, staff, families, etc. and invite the whole community to come and learn about LMC. If the community isn't coming to us then we need to go to the community.
 - East County image/label/stereotype of being blue-collar (and less academically credentialed).
- Have our Counselors connect with K-12 counterparts to raise awareness of all the pathways to success available at LMC.
- Since much of the misconceptions about the college rest within the community (they learn about us from word of mouth, not from the catalog/website.)
- District silos we are in – can't market to outside of our community (over the hill); Certain K-12 schools may be in DVC's service area instead of ours, so we don't conduct outreach there, however a number of their graduates attend LMC. (ex. students who live in Clayton – LMC may actually be closer than DVC)
- “Perception is reality” – difficult to change perception, what can we do to change the perception?
- How do we get to the people to change this story?
- High schools (9-12) have a misconception from the counselors and faculty there that LMC is not a “real” college. Some of the HS counselors and faculty are from an older generation and are going off of outdated information that they convey to their students. We need to reach those counselors and faculty and inform them of all the great things LMC does and has to offer (i.e. transfer programs, etc.) A lot of high school teachers and counselors push students to go to a 4-year institution, instead of encouraging their education at a community college which is will lead them to be equally successful.
- The social rigors of a student can affect their academic achievement in college. Find role models to inspire the community and students. Highlight African-American leaders in the community which helps promote student achievement in African-American males.
- Broader community awareness (looking through a lens right now).
- “Education is a social justice movement”.
- “Passion to make a difference”.
- Highlight to the community all the successful people that are alumni of LMC. (X2)
- Need to publicize and market our “brand” more.
- Need to connect and have more “coming together”.
- Teachers and counselors at high schools are telling their students to go to a four year institution. Need to get LMC faculty and counselors out to the high schools to tell our new story.
- Get community to a “Campus Open House” on an evening or weekend to get an opportunity to meet with all the counselors, faculty, principals, students and families from the high schools.
- Community perception is incorrect; not at all like the focus that is here – LMC has many pathways to success.
- Need to market differently; community learns perceptions by “word of mouth”.
- Received positive feedback from businesses in the community; judgment and perceptions are 20 years old; market more through high schools.

- The public's or communities experience at LMC is the best way to brand yourself – how people view LMC.
- Outdated image is accurate in terms of computers and technology. LMC is a place for less prepared students, compared to CSUs and UCs. LMC is an old campus (Main College Complex) compared to many area high schools. Despite new buildings at LMC, most students have a lot of classes in the main building.
- Many of the people who judge the image have been people that don't or have not attended LMC in the last 20 years. (X2)
- By marketing and targeting the faculty, parents and counselors at the high schools. To broadcast LMC's achievements, advances and many programs (i.e. transfer programs) we offer so that we can have a more positive perception to fill the gap.

Discussion #2

#2a.) 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?

- Greg Stoup spoke about data that is out there nationally that addresses the correlation between student engagement and student success.
- What are the assumptions underlying Strategic Priority #4?
 - Is there data/evidence that demonstrates reason to target #4 (and all of the priorities)?
- Strategic Priority #2 language (relationships, engagement, etc.) needs to be incorporated into Strategic Priority #4
- Strategic Priority #3 – lacking word “community”.
- Would add “peer mentoring groups” as objective under Strategic Priority #2
- What's missing (from Strategic Priority #4) are the intervention strategies. The objectives tell us where we want to be/what we want to achieve, but not how we plan to get there.
 - Greg Stoup responded to this by stating that could be the next layer/phase of strategic planning.
- A student stated – for Strategic Priority #4 – would want to see/know what's actually being done to improve success of African-American students. (X2)
 - Only knows about Umoja
 - Greg Stoup – sometimes awareness (or lack thereof) can lead to a judgment. If you aren't aware of activities underway, one often assumes a lack of caring/action...that can lead to judgment.
- Feel a need to tie in what's happening within programs. Need to connect to Program Review, and not have strategic planning occur in a vacuum.
- A student comments about his own experience at LMC, background (group home)
- Struggling with Strategic Priority #4 – should it be more universal? Perhaps focused more generally on at-risk students. Is it built on the assumption that African-American students aren't/can't be successful? (X2)
- Feel it's really important to have equitable outcomes for ALL students. Based on experience/data, see most need for low-income, first generation students.
- Reflecting on data and “stories” that led to the development of Strategic Priority #4, recall that there was evidence pointing us in that direction AND the intent was to have focus on African-American students because the resulting successes would mean institutional change/practices leading to improvements for ALL students.
- Promote certificates and degrees in the classroom.
- Publish and market a “checklist” to help students keep on track.
- Change Strategic Priority #1 to include basic skills then put #1 and #3 together?
- Need to understand how we got to these priorities and what assumptions were made to get us there.

- By reading Strategic Priority #2, an assumption is made that our relationships are not strong.
- Need to go more globally/worldwide.
- Students can lose focus at school due to home/personal life. More African-American clubs can help reach out to those students struggling with school and home life.
- Engagement is IMPORTANT!
- High school students need to think and know about “end goals”.
- What is the appropriate age to give students the message about school and college?
- The four priorities do need to be refined.
- Strategic Priority #4 seems a little bland.
- Have a “Meet-N-Greet” activity for Strategic Priority #2. Have a pot luck at a park, invite prospective students – high school, middle school and parents – nice for students to see faculty and staff and engage.(X2)
- Need to change the mindset of our youth.
- There is data out there to support intervention strategies.
- Image needs to talk more about programs we have, wrong assumptions may have been made in the first place – should address
- Need to be a 21st Century college in terms of curriculum, course offerings and in totality (image, facilities, technology, etc.) (X2)
- Why don’t we have the verbiage in Strategic Priority #2 in #4? We need more in #4.
- Strategic Priority #2 needs to be more specific, engage students early (middle school) and the parents of high school students. Design peer groups for students to promote belonging and support.
- Need more specific objectives and we are missing intervention strategies.
- Additional outcomes for Strategic Priority #2
- Strategic Priority #4 – academic too narrow.
- The little things might make a difference (i.e. Program Review).
- Priorities speak to the community and prospective students – (i.e. do we want to help our students transfer but is it the lack of relationships, engagement) – Strategic Priority #2
- Much more than the academic success of African-American students – some students don’t want to be labeled – labeling can limit. (X2)
- Strategic Priority #4 should address the academic success of ALL at-risk students; help develop students’ identity. Should be changed to “at-risk youth”.
- Better ourselves through positive African-American leaders in the community to serve as role models.
- Student gives background how she is now a 3rd semester student at LMC and because of learning communities like Umoja she started in Math-12 and is now in Statistics.
- We need to figure out first why students “want what they want”?
- Set of priorities, if impacted, lead us to some broader vision.
- Priorities need to be reframed to be universal.
 - Appreciate universality but just because it is not stated in the priorities doesn’t mean that we aren’t universal. There are all kinds of backgrounds and experience of our students.
- Used EOP&S data to cultivate Strategic Priority #4.
- Historically strategic priorities like #4 have not had great results (African-American students have the largest achievement gap).
- Strategic Priority #4 is putting a lot on the student and not on the faculty and staff. Maybe add “institution” to #4 – this what we want to do to help you!

2b.) One theme that emerged from the early retreats was the need to keep LMC's strategies focused tightly around a limited number of priorities. Are these the right four?

- Add a priority (possibly the fifth) to "Improve and increase Counseling services".
- Build community partnerships to develop degree and certificate pipelines.
- Need clarity of vision – what do we want to be in five years?
- Need a priority around equitable outcomes.
- Dialog is a difficult one to have; need to look at where we put this and why we put it there.
- Look at how we teach to African-American population and low income students.
- In order to keep accreditation, we need to follow this plan for resources.
- All 4 Strategic Priorities seem to be too broad/vague.
- In looking at the 4 Strategic Priorities – what is the ultimate outcome? (i.e. if all 4 of the Strategic Priorities are met, what is the overarching vision that's achieved? Need to have clarification and shared understanding of that.
- Create a soft space for students/faculty/staff; every student has a mentor.
- Add a priority to become a "21st Century College"
- Add community to faculty and staff in Strategic Priority #2.
- The image is not that we are a "21st Century College" we are modernizing the college
- We don't talk or address what programs we offer and we should or we should not keep them.
- What's important is there really has to be an underlying condition. Was there a wrong assumption in the first place? There should be dialogue addressing them.
- That LMC presents a goal to form LMC to a "21st Century College".
- Strategic Priority #2 vs #4 seems as though it was a second thought? #2 has a why to #4, is vague but should stand alone.
- We should bring the community in to help we cannot do it all alone.
- Privilege – power – prestige
- Mentoring – within campus and within the community.
- Bridge workforce and academic completion and service both career and transfer goals.
- Combine Strategic Priority #1 and #2 – Increase and accelerate student completion of basic skills sequences and program completion.
- Increase awareness and add community to "stronger relationship" in Strategic Priority #2
- What are the plans beside surveys and would like more engagement activities for the students, staff and faculty.
- Have the examples been acted out, need to determine if the goals are successful.

Discussion #3

3a.) 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?

- Equity is "leveling the playing field".
- We are all social creatures.

- A priority means it is a commitment.
- Strategic Priority #4 implies there is an issue with the college and that we are trying to address it. A new student reading Strategic Priority #4 may be “put off” by it.
- Equitable access and support.
- Know how to reach certain cultures and populations.
- Have an open mind.
- Engaged Learning.
- Need institutional commitment to increase success for all students to equitable levels.
- How do we define equity?
- Equity – quality of being fair or impartial; fairness or justice in the way people are treated.
- Be cautious when defining equity, don’t make promises that we can’t keep.
- Diversity – the quality or state of having many different forms, types, ideas, etc. Understand diversity.
- We are all different – groups of students/people – who are disempowered/oppressed in our society.
- Diversity – belonging to a group
- Each person and family is diverse; in this context is more about who is oppressed and how do you mitigate; no labeling.
- Offer diversity education and multi-cultural classes.
- Put diversity and equity in Strategic Priority #2.
- What things are being done for faculty and staff to learn about other cultures?
- Equity and diversity – tell people what they are going to get, tell them what we offer.
- Equity does not guarantee success – can provide equal access and opportunities.
- Success can’t guarantee equitable outcomes.
- Professional Development on barriers and breaking them.
- Can’t promise equity.
- “Don’t know what you don’t know”.
- Don’t use equality and equity together – two very different things.
- Labeling doesn’t always mean the same thing; when you bring stigma to diversity it can create barriers.
- Diversity is unique people coming together for one specific goal.
- Everyone has equal chance to succeed = equity.
- Equity is existing here.
- Magnifying Umoja – use cohort to formulate data – next cohort/cluster will benefit from research of the first.
- Every person is “diverse” – different backgrounds, abilities, etc.
- Role of “diversity” with regard to feeling power (or lack thereof) or oppression in any given situation (classroom discussion, assignment, meeting).
- What is being done to infuse/expand diversity within the curriculum, program, services, etc.?
- Need to be mindful of stigmas – earlier comment about disabled students and African-American students – don’t want to perpetuate stereotype and give impression that there is negativity/deficiency associated with being African-American.
- Diversity – melting pot vs. salad bowl
- Not just ethnicity, lots of dimensions of diversity.
- Equitable outcomes – “success” is equitable based on the size of the group.
- Equity – fairness or justice in the way people are treated; quality of being fair or impartial

#3b.) What should LMC do to continue to reduce the achievement gap? From where are you drawing your ideas?

- Greg Stoup's 3 data scenarios (the achievement gap)
 - "The Rising Tide" – all groups see equal improvement, but the gap isn't closed
 - "Zero Sum" – the gap is closed, but only by slim improvements among lower groups and decreases by groups on higher end.
 - "Win-Win" – improvement shown by ALL groups, with significant increases by lower groups
- Send LMC representatives out into the community and K-12 schools to inform that concepts, options and choices exist.
- Want to see trend increase; overall trends.
- Connecting with colleagues. Strategic Priority #2 faculty and staff are being approachable by students.
- In high schools they have "cliques" – colleges need support groups to help students not get "lost". Interventions need to occur in the home life as well as school.
- Ask students why they are here; some students need peer groups (i.e. Umoja) as the support, so they are not feeling alone. It makes a significant difference in success if you have support.
- Similar to the military (learn as a group – train as a group – graduate as a group).
- Lots of cohorts on campus; Have first year "clusters" – capture upon entry and "hold" in cluster to acquire all strategies in the first year to help them succeed.
- Do a comprehensive – what is a significant issue that we are working on?
- Do we start with Title V?
- Faculty speaks to assignment given in her class for her students to submit a paper sharing what they have learned during the semester, if students do not turn it in that is okay those students will learn from the students who did turn it in and they have a chance to submit it in two (2) weeks.
- Frustrated with lack of support for faculty and staff
- If we want to know look at research on initiatives that have worked before and implement them
- Have the ability to speak with students and learn/understand the barriers or challenges they have faced and may continue to face – by understanding your student you can help them succeed.

#3c.) How can LMC advance the success of all students while simultaneously reducing the achievement gap?

- Young adults need to be reached (at-risk)
- Not necessarily about how far you go; it is also where you have come from or been. "Learning through life".
- Find "niche" in college, some programs/groups need to find out earlier.
- The glue was preparing students for careers.
- Mentoring within the campus and community (Staff-to-Staff, Faculty-to-Faculty, Student-to-Student)
- Teachers need to change 'operating system' if it is not working.
- Focus on individual students – making connections. It makes a difference (for success and experience) when a student feels that their professor cares.
- Gather from correlation data that belonging and engaging matters
- What happens at home is a huge factor in a student's success. Creating supportive communities within the college.

- Data/studies are showing that students perform better when they have a positive, supportive, stable home environment. It is worthwhile to explore replicating those support systems in communities here at the college.
- Making a connection with students – focus on the individual
- Sense of belonging in a cohort
- Caring interactions between students, family, faculty and staff
- www.rpgroup.org/projects/student-support then click on 10 ways anyone on a college campus can support student success.
- www.asccc.org/content/student-support-redefined