

Education Redesign

A Strategic Plan for LBCC

PROGRESS Document

Strategic Purpose

In order to engage in the quality and breadth of education needed to “enable all of us to participate in, contribute to, and benefit from the cultural richness and economic vitalities of our communities,” we must redesign our education delivery model in a manner that BOTH reduces the “unit cost of production” and expands the effectiveness of that model to a broader range of students. And, while it does not capture all of what we do, the principle metric of our effectiveness must be “Student Completion,” defined as the student’s documented achievement of a readily identifiable and cohesive program of study that results in a demonstrable capacity to better one’s life and to contribute back to our community. Thus defined, the true purpose of Education Redesign is greater learning for a greater number of our citizens.

Strategic Goals

In order to act on and achieve this Purpose, we need to pursue these three Strategic Goals:

1. Increase Student Completion by 50% - (we currently document approximately 850 completions of Associates Degrees and Program Certificates). This is our “Productivity” Goal.
2. Ensure that Completion is demographically representative of our District – results that are similarly achieved for everyone, everywhere in the District. This is our “Equity” Goal.
3. Ensure that Completion represents a demonstrable capacity to better one’s life and to contribute back to our community – making a difference for our students and for our communities after they complete. This is our “Quality” Goal.

NOTE: “Completion” needs to be defined in accordance with our Strategic Purpose (i.e. “A student’s documented achievement of a readily identifiable and cohesive program of study that results in a demonstrable capacity to better one’s life and to contribute back to our community”).

Mission

LBCC is a community of individuals, committed to a Purpose that inspires and enables us to do some amazing things. Unfortunately, the “Why” of our shared work is not fully captured in our current Mission statement which, in the thinking/writing of people like Simon Sinek and John Kotter, is more of a statement of “What.” With this in mind, the first step on this Strategic effort is to revise the Mission Statement to more clearly align with Purpose, and to serve more effectively as a guide for what and what not to do.

1. Proposed Mission Statement – Statement of Purpose
“To engage in an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities.”
2. Review and Revise our Core Themes to form the basis for what NWCCU refers to as “Mission Attainment.” One possibility for this might be to adopt the three Strategic Goals as a foundation for these Themes.
3. Develop new messages, tag-lines, and all communications materials/resources to reflect this new Mission – this renewed focus on what our Mission has always been.

Initiatives

It was the French writer Antoine de Saint-Exupery (author of The Little Prince) who said “A goal without a plan is just a wish” and so, beyond Strategic Mission and Strategic Goals, this document includes a starting list of 12 specific initiatives intended to help us move forward in pursuit of our Purpose. These Initiatives are in varying stages of development, be it broader input, further refinement, or initial implementation. For each Initiative, a specific strategy for accessing effectiveness in outcome achievement will be developed and implemented to guide us in determining continuation, modification, expansion, and/or discontinuation.

1. Redesign/Reorganize the Instructional Program of the college to reflect and respond to the educational needs and experiences of our students, and the communities of which they are a part.
 - a. Divisional alignment around educational progression instead of program/content similarity
 - b. Education “Clusters” that enhance students’ opportunities to develop a broader knowledge and skill foundation for future employment or further education. (ex: Career/Technical cluster that allows/encourages a student to acquire a broader technical skills base on which to build welding expertise)
 - c. Course/section offerings in the numbers, at the times, and through the array of modalities that best responds to the projected course progression that students are most likely to follow if they are to complete their chosen program
 - d. Program/course offerings that are demonstrably connected to current and/or anticipated employment in our communities and to further educational opportunities
2. Redesign/Reorganize Student Services into two distinct but not mutually exclusive, dynamically structured areas – one focused on Teacher Services and the other focused on Learner Services – together focused on Education Support Services.
 - a. Teacher Services
 - i. The purpose of this area is to equip and support teachers/advisors/learning guides to be effective with the broadest range of students
 - ii. This area would include departments/programs currently identified as:
 1. Disability Services
 2. Center for Teaching and Learning
 3. Counseling Services (Advising Services?)
 4. Diversity and Civic Engagement
 - b. Learner Services
 - i. The purpose of this area is to equip and support students/learners to be successful in their education pursuits
 - ii. This area would include departments/programs currently identified as:
 1. Learning Resource Center
 2. Tutoring
 3. Veteran’s Services
 4. Registration
 5. Financial Aid
3. Regroup and re-focus Co-Curricular Clubs, Activities, and Teams into a cohesive and demonstrable strategy for increasing student success and developing a vibrant, inclusive community environment not just for the program participants but for all members of the LBCC community.
 - a. Funding would be dependent on and scaled to each activity’s ability to achieve these outcomes
 - b. Would serve as a rubric for both activity continuation and addition

4. Develop eLearning as a functional comprehensive delivery model, primarily for degree completion but also for extended time completion, schedule conflict mitigation, and other learning needs that are not adequately addressed through our traditional delivery model.
 - a. All on-line, including content, instructional design, student services, administration, etc.
 - b. Self-supporting (and perhaps even income generating) Business Model
5. Redesign our Partner Programs around the partner relationship in order maximize our capacity to make dynamic application of those programs toward the development and maintenance of effective pathways for student to progress from one educational level to the next.
 - a. Provide a coordinated point of contact for K-12 that includes all K-12/LBCC delivery programs, including
 - i. Expanded Options
 - ii. Expanded Diplomas
 - iii. Dual Credit
 - iv. Perkins (Tech-Prep)
 - v. Trades Education Partnerships
 - b. Provide a coordinated point of contact for 4-year institutions that includes all 4-yr/LBCC delivery programs, including
 - i. DPP (OSU, OIT, etc)
 - ii. Program/Degree Articulation
 - iii. Transfer Agreements
 - c. Provide a coordinated point of contact for Business partners, including
 - i. SBDC
 - ii. SBM
 - iii. Workforce Training
 - iv. CTE (and other) Advisory Boards
 - v. Direct Business Support for Academic Programs
6. Develop a “comprehensive advising” program, built on the foundational resource of faculty but including many more, providing each student with a personal relationship with a person who will assist and support each student in the successful application of the college’s educational resources to the effective pursuit and completion of their program.
 - a. All Registration, Program Requirement, Elective Options, Articulation, and other content resources will be available to both student and advisors via real-time electronic media.
 - b. We will incorporate electronic student service and support systems.
7. Measure success in terms of how our students – and our communities – benefit from our completions.
 - a. Publish our performance measures and use them to inform future directions.
 - b. Provide school districts with periodic (annual?) reports that quantitatively summarize the performance of their graduates at LBCC, including:
 - i. Remediation needs
 - ii. GPA
 - iii. Completion
 - iv. All the above disaggregated by participation in dual-credit and expanded options programs
8. Develop and implement a plan that helps establish LBCC as the “community college of choice” for minority – especially Hispanic – students.
9. Develop and implement a Business Model for Enterprise Programs that ensures profitability for current programs and incentivizes the development of future programs in support of the educational purposes of the college.

10. Develop and implement a Business Model for Community Education that results in both a clearer focus on meeting community needs and in approximating self-support (or even generating revenue support for credit programs)
11. Develop and implement a comprehensive Tuition and Fees Philosophy and Model that more accurately and transparently connects total/real student cost with program cost and the anticipated capacity for graduates of their respective program to recoup that cost.
12. Develop and implement a Capital Campaign that provides an increasing amount of operating resources for the college; eventually up to 10% of the college's general operating budget.

Implementation Components

At a level "below" Initiatives, these are suggested components for their implementation.

1. "Reverse" the course-section scheduling process, starting with anticipated/projected student needs and then scheduling course/sections and assigning (hiring?) instructors to staff that schedule.
 - a. Utilize existing technology to aggregate incoming students' degree planners into a schedule for subsequent terms
 - b. Utilize existing (or yet to be acquired) software capabilities to build a comprehensive schedule that minimizes course/section conflicts for students who are on normative program pathways
 - c. Utilize eLearning to mitigate otherwise unavoidable course/section schedule conflicts
2. Make program pathways concrete, clear, and lean (fewer options, more prescribed structure)
3. Clearly identify FOR OUR STUDENTS the proficiencies required for success in every one of our classes AND we will identify and provide MULTIPLE means by which students can gain and demonstrate these proficiencies. This is more than and different than simply identifying and requiring prerequisite classes, including
 - a. Experiential bases for proficiency
 - b. Module-based proficiency acquisition
 - c. Testing
4. Move to a delivery system that is significantly asynchronous in content delivery while making use of scheduled/synchronous time more exclusively for application/interactive/experience WITH content.
 - a. Most courses will incorporate an asynchronous on-line capacity to complete the course after the 11-weeks of the term have expired
 - b. More programs will be built around (or provide an option of) a foundation of asynchronous delivery combined with intense, short-term face-to-face group application/interactive/experience WITH content.
 - c. Over-all, teaching and learning will shift more (but not completely) to asynchronous models, where faculty (and students) spend less time in a classroom and more time as one-on-one learners and learning guides.
5. Make all course information and syllabi available to all students via course management software
6. Develop and/or take advantage of centralized processes and curricular resources that hold promise for increasing our effectiveness, and efficiency?
 - a. Utilize open-source content/curriculum wherever possible
 - b. Use technology to streamline administrative processes
 - c. Standardize software utilization and support
 - d. Focused support for fewer software options
 - e. Create regional and state level partnerships that enable us to combine resources in pursuit of shared objectives

- f. Consolidate financial aid processes
- 7. Advising/Counseling Questions and Ideas
 - a. What is the LBCC Definition of Advising?
 - i. Suggestion: A trustworthy personal relationship (or relationships) that guides and supports a student in the effective use of LBCC's resources in preparing them to participate in, contribute to, and benefit from the cultural richness and economic vitality of their community.
 - b. Who is the point person (with appropriate responsibility and authority) for Advising?
 - c. How are we going to track and document success?
 - d. What specific component roles can these categories of people play
 - i. Faculty
 - ii. Staff/Management
 - iii. Students
 - iv. External Resources
 - e. A Specific Role for Counseling Services?
 - i. Training Resources for Faculty
 - ii. Training, Supervision, and Coordination of Peer Counseling
 - iii. Broker of external resources available to students for mitigating the impediments to their success
- 8. Intentionally integrate the work and data needs of AtD, Accreditation, Achievement Compacts, and Continuous Improvement into a single evidence-based strategy for student success
 - a. Cohort-based
 - b. Longitudinal
 - c. Individually-identifiable students as the unit of measure
 - d. Capacity to aggregate and dis-aggregate on the basis of multiple variables
- 9. Wondering about a place for
 - a. Unavoidable Engagement, plus
 - b. Inexorable Progress, plus
 - c. Community Purpose, equals
 - d. Student Completion