

2019-20 Strategic Planning Committee meetings (Monitoring Report Review Team Planning Meetings)

Basic Skills & Pre-College Education (October 22, 2019)

Attending: Becky Connolly, Theresa Stalick, Jill Yates, Anne Marie Klein, Shiree Bent, Catie Graham, Michal Ann Watts, Chris Bailey, Kendra Sprague, Kristen Finnel, Dawn Draus, Barry Walther, Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Basic Skills is competency based, so students don't have to take courses the way general college students take them. Very effective for students.
- Career Pathway model from K-12 to Basic Skills is very effective.
- I-BEST completion rates are amazing.
- Smaller class sizes in Transitional Studies.
- Adaptable and able to do what needs to be done (Transitional Studies).
- We're getting the word out about college students coming over to Transitional Studies and taking advantage of what they have to offer.
- Transitional Studies is a great opportunity for students who don't have financial aid in order or who come in late in the quarter. Now offer both math and English courses that start later in the quarter.
- Contextualized and competency-based instruction. Helps students maximize their time.
- Meeting students where they are, student-centered.
- Innovative and responsive (I-BEST, Open Doors).
- Staff and faculty and willing to go above and beyond to support our students.
- Transparency in what we offer and how it connects to college-level studies (Transitional Studies). Math agreement between Transitional Studies and math department.
- Collaboration within the college - within Basic Skills, and with math and English.
- Culture of innovation.

Weaknesses

- I-BEST is amazing - wish that more students transferred into college-level studies.
- Small class size is both a strength and a weakness.
- Getting students excited about going to college - many students not excited about being in school, challenging to capture and keep them after they earn their diploma.
- Budget is an issue - we have approval for I-BEST Auto Tech program and haven't implemented it. Canceled 24 classes this year due to budget cuts.
- Could do more to help ESL population transition to college.
- How students get onboarded to the college can vastly impact them - there is room for improvement.
- Still need clarification of roles between Transitional Studies and pre-college.
- Lack of access to faculty outside of the classroom in Transitional Studies due to lack of FT faculty.
- We have adjunct instructors with our most vulnerable students (in Transitional Studies); not all adjuncts are engaged with training for Navigate and other supports for students.

Opportunities

- Open Doors.
- Opportunity for Transitional Studies to support what English is doing with 101 Plus. Could look at something like an Academic I-BEST model for English 101.
- More opportunities for collaboration between Transitional Studies and pre-college.
- Increasing opportunities for access to technology outside of the classroom, such as Chrome books that students can check-out. Need to continue to increase access to technology.
- Another FT faculty in Transitional Studies.
- More support for AAS I-BEST programs.
- High School 21+ is now High School Plus, can now serve students under 21.
- Hope to integrate Open Doors students in with degree and certificate programs (to keep them on the path to get a college credential).
- Students need more help with/support for technology.
- Would be great to have a systematic plan for providing Chromebooks for students (in a central location). Currently the requests are going to the Foundation from different areas without any coordination.
- Potentially require device for every student and allow them to use financial aid to purchase one if they don't have one (by making it a college requirement). Chromebooks are now less than \$200.
- Would be helpful to know who all has chromebooks for check-out to students (how long is the check-out period, who pays for maintenance, etc.)
- IDEA project - provided laptops for ESL students. Helped Transitional Studies students get familiar with technology and prepared for college. Funding sources vary on whether computers can be checked out or must remain in the classroom.

- Got invited to apply for a math grant from College Spark.
- Marketing for transitioning Basic Skills students into college-level studies.
- More partnerships with businesses related to I-BEST (I-BEST at Work). Programs would be more powerful if there were employer connections.

Threats

- Lack of time (not enough time) is a threat for everyone.
- Fear - worry that classes will be cut and people will lose employment (note: at this point, we are not anticipating any mid-year cuts).
- The fact that ABE faculty still receive lower pay than other adjunct faculty is a threat in terms of keeping good people here. Makes it difficult for people to move between pre-college and Transitional Studies.
- Need to keep an eye on Guided Pathways - as we focus on getting students through to college-level studies quickly, we need to make sure they are successful.
- The continuing push for less pre-college math is a continual threat in the math department. The pay disparity with faculty makes it difficult for pre-college and Transitional Studies to partner well.
- The future for adjuncts in Transitional Studies is always uncertain.
- There is a huge disconnect between Transitional Studies and the rest of the college, related to onboarding, class offerings, etc. There needs to be a lot more communication. We are teaching the same outcomes to the same populations (math and English) and there needs to be better integration. With Guided Pathways reform, we need to be putting more students into Transitional Studies.
- External changes can sometimes create uncertainty (Open Doors, HS Plus).
- I-BEST instructors are in the same boat with ABE and ESL in terms of pay for adjuncts.
- There are a lot of question marks for Transitional Studies - people just don't understand the department and what they do.
- ctLink is a concern - especially for functions such as student self-enrollment. Will staff be able to override or input information for students who don't speak English, for example?
- There is not enough room in Transitional Studies - they are out of space. Nowhere to put classes.

New Transitional Studies space

- The sunlight is so bright that is disruptive to the learning environment (VOC 153 & 156).
- Roof leaks in VOC 153 & 156.
- When equipment (TV screens, phones) are put in the middle of the white boards, it can be detrimental to the learning environment. Tall ceilings help with this issue.
- Should be able to turn off lights that shine brightly on white boards and make it impossible to see white boards due to glare.

- Would like to see Transitional Studies on main floor in the new building.
- Need a new name for Transitional Studies.
- Want Transitional Studies faculty offices together in new building.

High school to college transitions

- What makes Transitional Studies classes different than K-12 is a lack of drama. It's not 6-hours a day of being stuck, it's a very different learning environment that's focused on getting the individual through as fast as possible.
- Tours of the professional/technical labs have been really effective.
- Make sure the Navigator at Kelso (or anywhere else) is well trained. There is a big difference between pre-college and Transitional Studies, and takes training to help students determine which will be right for them.
- Do we need an esports team to attract high school students? Maybe start it as a club. Centralia just started a program.

Professional/Technical & Customized Education (October 21, 2019)

Attending: Serena Lampkin, Ann Williamson, Anita Quirk, Connie Ramos, Kristen Finnel, Tamra Bell, Karen Joiner, Randy Byrum, Chris Bailey, Sue Orchard, Dani Trimble, David Rosi, Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Responsive to the needs of the community when we develop new programs, including offering new tests that are needed.
- Curriculum development has been good.
- Coordination between faculty and supplemental advisers has increased.
- We work closely with our advisory boards and use the information we gain to make our programs stronger.
- We do a good job of listening to the needs of the community and reacting to those needs (BAS-TE and Multicraft Trades are examples).
- Have seen increases in professional/technical enrollment and Worker Retraining even with a strong economy.
- We strive to remain relevant.
- We do an excellent job of helping and watching over our students.
- Communication with business and industry, and relationship with employers has improved.

- Faculty responsiveness (to industry needs and advisory committee input) is strong.
- Overall our metrics are trending up.
- Our students get hired; work to help our students be prepared for the workforce (example: helping them practice for specific welding tests).
- We haven't given up on trying to help our students at the beginning.
- We are responsive, flexible and help our students prepare for the workforce.
- Warning system (Navigate) is helpful for faculty.
- Our Criminal Justice degree is more flexible for transfer than more traditional police science programs.
- Have done a lot of work related to pathways already, building the certificates all the way to the applied baccalaureate degree.
- We create a warm, welcoming environment for our faculty and staff which translates to our students.

Weaknesses

- Recruitment is always an issue, especially when the economy is strong.
- We need to continue to work on helping students figure out their path and make it flexible (as flexible as possible – more difficult in prof/tech areas given financial aid constraints).
- Recruitment and retention. We lose a lot of students – would be helpful to know why.
- Some of our programs are only offered during the day; with so many people employed, need to look at modality.
- Clinical availability is an issue for nursing and medical assisting.
- Diversity in some of our programs is not optimal; need more equity.
- Could market/recruit more Transitional Studies students into prof/tech programs through I-BEST, etc.
- Should increase the number of high school students from the local area going into our professional/technical programs.
- We need more resources for students in Transitional Studies (they're not just future students, they're our current students). Need to break down silos between Transitional Studies and the rest of the resources at the college.
- We have local law enforcement officers who bypass LCC and go to Centralia, partly because Centralia gives them 45 credits for the police academy. Also because they can finish everything else they need online. Need to make our program more flexible so local law enforcement doesn't go elsewhere.
- Math 087/097 is a critical gatekeeper course that has never been offered in the evening.
- It's hard for students to get the stats for employment in the area. Would be good to put this information in students' hands.
- We've cut many I-BEST sections due to budget.

Opportunities

- Integration of more certifications/continuing education into our Information Technology programs.
- Need to find out how to help students find work in the Information Technology field, if they don't want to transfer.
- Aluminum welding – might require purchasing another machine.
- Workforce development – working with companies re: training for incumbent workers (continuing education and workforce).
- Creative opportunities for clinical sites and use of clinical agencies.
- Potential for BAS in Nursing.
- BAS degrees – to meet industry demand.
- Vocational building.
- K-12 alignment – for students who aren't going on to postsecondary (prof/tech might be a good fit).
- BAS – Organizational Leadership.
- Welding bootcamps – might work for students who are “jobbing out” and leaving for work rather than staying to finish an associate degree.
- Should be using our Fitness Center more for fitness and related classes.
- Journeyman trades – we offer the classes, but we really don't advertise that we have a set of classes that will prepare them to enter that pathway (note: Multicraft Trades was developed in part to meet this need). Conversations about apprenticeships are coming around again, and they're cropping up in new areas.
- Haven't seen any advertisement for the math bootcamp in a while. Need to make sure the information is getting to students.
- Development of new programs – what can we offer to prepare people to work somewhere else (conversation is happening in rural areas).
- Could integrate cooperative work experience more in the Criminal Justice program, perhaps make it a requirement for the AAS. Example: Castle Rock cadet program (could be used as cooperative education requirement).
- Could provide additional endorsements for people who are already teaching – they need clock hours and they are currently going elsewhere.
- Test preparation could be extended to some other programs besides nursing.
- Application for I-BEST (Auto Tech) has been approved but not implemented.

Threats

- Institutions are shutting down due to growth in online education, but we know students also need some “touch” (in-person help). Need to find a balance.
- Prof/tech advisers need to nail down when math and English requirements will be met (example: in the afternoon) so they can build a program. Want them to come to their programs first, not start with academics.
- Google and others are offering their own education programs because they have not been happy with response time from higher education.

- ctclink might affect our responsiveness – could cause some differences in effective dates for courses, for example.
- Trends in health care, such as employers who only want BSN-prepared students. Clinical sites can be lost in the blink of an eye and can totally affect a program.
- The economy.
- Tight budgets/finances.
- We have great ideas, but only so much time and energy.
- The cultural philosophy of some, wanting to move in new directions, is seen by some as a huge threat. Have to listen to what our students are telling us they want.
- Condensed programs are becoming more popular with universities, might require us to be more competitive (need to figure out the financial aid aspect of this).
- Clark's Ridgefield campus. LCC is not really on the radar for some people who live in the Woodland area.
- Potential Perry project with Port of Kalama (they say they won't offer anything that competes with us).
- Budget – can't advertise as much, can't hire faculty as easily.
- Students have a lot of options, how do we make sure they choose us?
- Limited options in the community for things like IT jobs.

Access, Support and Completion (October 15, 2019)

Attending: Shannon Wachob, Chris Bailey, Byron Ford, Adam Wolfer, Brad Benjamin, Melinda Harbaugh, Nichole Seroshek, Donovan Tate, Ale Sanchez, Tim Allwine, Kendra Sprague, Kristen Finnel, Sue Orchard, Jennifer Houge, Sheila Burgin, Rick Swee, Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Our new BAS program - meeting the needs of students and the community
- Work closely with WSUV to get results quickly for students when issues arise
- Newly remodeled facilities in Main Building - everyone does a good job of making sure students get where they need to go
- Dual high-school enrollment/associate degree graduation rates are amazing (especially the increase year after year)
- Data dashboards, which are new this year, to look at how our students are doing in classes (and resulting curriculum revisions)
- Food pantry and other resources, especially referring them to services before they actually need them
- We do a good job of working together to remove barriers for students (financial and other)

- Learning Commons is a strength for academic support services - piloted wifi hotspots with 10 Chromebooks this quarter; gives students without technology or Internet access a way to maintain enrollment
- Have been strategically increasing online resources for students who take classes online
- Tutoring for TEAS testing (pre-Nursing) in Learning Commons
- Learning Commons
- Resources to help students in need (don't need to make college harder than it already is)
- University Center - having physical presence is a major strength
- Student centered, innovative, always improving
- There is a lot of money available through the Foundation for students who are challenged financially
- Robust scholarship offerings
- Student Success Fund - helps students completed at an increased rate
- Student advising has increased dramatically across the campus
- Learning Commons provides excellent support to faculty
- High service district participation rates, including students of color
- Creativity that comes out of the Learning Commons to assist students
- One-Stop Center will be a great resource for students
- Multiple measures placement work that's been done for students
- Open Educational Resources
- Graduation rate for students with disabilities
- Implementation of the One-Stop; having resources in one place will be a game changer
- Technical resources through Navigate - bringing us into 21st Century
- VitaNavis -- career interest and assessment tool -- will be doing a lot more to narrow down choices for students (will help people maintain the motivation to reach their goals)
- Learning Commons - improvement in connection between math faculty and Learning Commons this year
- The new Veterans Center is really nice and is attracting a lot of students (well used facility)
- Having maps available on campus is really helpful

Weaknesses

- Need to put more resources into helping young men succeed (males 20-25, especially those who attend part-time)
- The amount of students we're capturing coming right out of high school - need to close some of those gaps
- Would like to see more responsiveness to the financial needs of our students (even though we are doing a lot already)
- Tracking student progress is an area in which we can improve - degree audit and academic advisement report in ctcLink and Navigate will help with this
- Young males seem to have higher flame-out rates than other groups

- Mark Morris has double the Running Start participation rates of RA Long
- Scholarship application process - are going to start tracking demographic data to improve promotions to populations that aren't participating as much
- Large numbers of pre-nursing students who don't have a "Plan B" - need to make sure they have alternate plans from the very beginning so they don't drop out
- Retention and completion of part-time students - non-academic barriers are challenges for these students
- Should have a different process for students who are about to get dropped due to non-payment (an intervention/reminder that happens before we drop them)
- We need to further develop opportunities for students in the selective-application programs (for those who don't get in)
- Guided Pathways and College Success class should help students make more informed choices
- Need to ensure that adjunct faculty have appropriate access to training for tools like Navigate (for Academic Early Warning) - need to make sure we keep them in the fold
- Need to empower ALL employees to help get students to the resources they need
- Need more proactive follow-up with students who are in danger of being dropped due to lack of payment
- Misinformation about transferability of courses is persistent, due at least in part to students misidentifying their program of study
- Need to think about leakage points within pathways to redirect students when they need additional options
- University of Washington is biggest issue re: transferability of courses - they basically unravel the DTA with provisos
- Many students use all electives before they get to Math 152 (both 151 and 152 are needed to count as a semester of calculus)
- Communication with students in a way they can understand from our front lines, such as letters that go out from Registration and Financial Aid (could be written in a more student-friendly way)
- Jargon and naming conventions - when LCC calls things different names than other campuses (universities), can be confusing for students
- During scholarship workshops in the high schools, many students (even if they have been admitted) don't have key pieces of information such as an email address or student identification number (since they didn't used to get that until they attended New Student Orientation)
- Need to rephrase some essay questions in scholarship application process to keep them more forward-facing (vs. addressing barriers) - maybe even replace the word "essay"

Opportunities

- BAS and prof/tech programs - opportunities for growth, especially with high school population
- Still opportunity for growth in online offerings

- Right now we're one of the few colleges that offers online science courses that include online labs
- We need to move the needle on our equity work - the more we can understand what's happening with the data, the more deep work we can do
- Guided Pathways - more seamless transitions for students, but need more solutions for our rural K-12 partners (such as online offerings)
- Increase high school yields from some districts (such as Woodland)
- ALL student-employee interactions should be part of our overall marketing strategy
- Targeted marketing of industry-specific credentials such as the retail-management certificate and forthcoming BAS in business
- New technology (ctcLink and Navigate) is both an opportunity and a threat
- One-Stop Center is a huge opportunity
- Expansion of testing is an opportunity; have increased vendor use of our facilities
- New Vocational Building, especially if we are able to provide state-of-the-art equipment through grants

Threats

- Funding is always a threat
- Growth in online offerings everywhere is a threat - students can go anywhere if we don't have what they're looking for
- As other colleges changing their nursing admissions processes (for example), reduces some of our ability to be unique
- Funding and resource allocation
- Online is a threat due to the benefits of face-to-face instruction, but students will shop for what they want
- Clark "north" campus and Perry Tech project with Port of Kalama and Port of Columbia in Oregon
- Amount of marketing investment made by Perry Tech
- Erosion of public confidence in the importance of investing in college - makes it important for us to maintain our cost-effectiveness
- Decrease in support from K-12 for programs such as College in the High School is a threat
- Quality control in online courses taught by other institutions

Transfer Education (October 14, 2019)

Attending: Annette Ward, Katelyn Berezo, Lindsay Keevy, Kyle Hammon, Chris Bailey, Melinda Harbaugh, Kristy Gutierrez, Kendra Sprague, Sue Orchard, Nolan Wheeler, Jenny Smith, Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Learning Commons
- Flexibility and agility - we can frequently open new sections when needed
- Instructor engagement - willingness to ask existential question of “am I doing the right thing” and “how can I do it better.”
- Transfer student GPA
- Students do well when they transfer
- Faculty engagement - willingness to engage in assessment, teach students effectively
- Guided Pathways work we’re doing right now
- Professional advisors and their role in transfer programs (such as the transfer fair, University Center, college trips), which can help students connect with needed resources on the transfer support side
- University Center
- BAS degrees in Washington
- Funding available for students in Washington strong compared to other states
- AA-DTA is a unique opportunity
- Advising; Navigate allows us to have more eyes on students, help keep them on the right track
- Navigate - allows us to see who else the student has talked to
- Advising - really helping students plan out what they need to do to stay on track
- Running Start
- Navigate - and in general, the new tools that we have (including ctcLink)
- Changes with Guided Pathways
- More strategic and intentional advising
- Suite of academic services provided by the Learning Commons is a strength for students
- Proactive approach taken by this college - respond proactively to potentially devastating changes on the horizon (always three or four years ahead)

Weaknesses

- It’s becoming more clear that two-year transfer degrees should not be thought of as a terminal degree (students are not better off with a two-year transfer degree if they don’t go on)

- Non-academic barriers are very real; need to do everything in our ability to help students with barriers such as food and housing insecurity (could be that we are just more aware of it now than we used to be because of food pantry, etc.)
- Some students in vocational programs should be steered into transfer programs; when they decide they want to transfer, they essentially have to start over
- Need to figure out options for students who don't make it into the nursing program
- Inconsistency in advising - some get a lot of support, others don't - Guided Pathways advising redesign should help reduce inconsistency
- Need better ability to track where students are in their process - new tools (Navigate, for example) may help
- Sometimes students don't realize what the potential is, or what resources are available - communication (advising and marketing) can help
- Students planning on going into nursing program need a "plan B" - should be part of first conversation we have with students
- We do a great job with transfer requirements of the schools that a lot of our students attend, but less well in some other areas (such as STEM transfers to the University of Washington)
- Some reports that University of Washington doesn't accept English 101 from LCC
- There are an infinite number of schools students can transfer to - difficult to keep up with advising students when you are not familiar with the intended transfer destination (it helps to focus on end goal rather than specific institutions)

Opportunities

- Help students think about transfer degrees as intermediate steps and encourage them to push on to the next destination
- BAS program creates an opportunity for students who don't have the means to go elsewhere
- Transfer advisors could specialize in specific transfer institutions (e.g., University of Washington)
- Could do more collaboration across the campus than we currently are (example: posting financial aid workshops in the Learning Commons)
- Seeking grant funds is one way to help support the array of initiatives we are engaged in
- We are collaborating with WSU and Clark College to strengthen STEM transfer pathways
- More BAS programs at LCC (to create opportunities for students who can't move away)
- Scaling up Guided Pathways essential practices is really going to help move the needle, especially as we disaggregate the data
- Navigate and ctclink create opportunity to help us gather better data about our students (also a threat)
- Advisors are being designated for specific departments/Career Pathways
- University Center is expanding partnerships with other schools - creates better opportunities for our students

- Need to be strategic and start offering some of our certificates out in the high schools
- Need to be more strategic in opening up high school pipeline (professional/technical)
- GraduationPlus is an opportunity to strengthen partnerships with K-12
- Continue to put the tools in students' hands (degree audit, etc.)
- Try to partner with local AVID program - schools won't let students do AVID and Running Start (one student called national AVID program and was told that it's not a national practice to deny participation in dual enrollment program)
- More BAS degrees
- Articulation agreements
- More modalities and more convenience for students - the more you put online, self-paced courses, etc., the more convenient it is for students (however, doesn't mean everyone is an online learner)
- New One-Step Center will help on the transfer side from the beginning (correct onboarding and well-rounded services)
- May be a way to help students who are waiting on financial aid to access their books (so they can be successful) - OER can help alleviate this

Threats

- Unpredictable and unreliable funding (we never know from year to year what's coming - note, 85-90% is predictable but the rest is not)
- There is no dedicated source of funding for higher ed (for things like COLAs)
- BAS development takes an enormous amount of staff/faculty time - also a financial burden until we get into the second year
- Especially with higher level STEM courses, Clark College continues to provide more late afternoon/evening options (peak 9-12 class hours don't necessarily work for non-traditional students (note: our evening classes don't get enough enrollment to run in many cases)
- Increasing pressure on students, especially with Guided Pathways (pressure to complete within a specific amount of time)
- Trying to change the culture of "we've always done it this way" - especially when and how certain classes are taught - culture and philosophy shift
- Financial aid - have seen a lot of students getting dropped in the past few weeks; fourth week - some of our students are just now getting their financial aid checks
- Amount of training involved with ctcLink - fewer staff will be available to help with financial aid and other services while they are in training
- Funding available for additional positions
- Resource allocation to do truly intrusive advising; technology helps but it comes down to people to do the work
- ctcLink is going to change all our third party software - will have to completely rebuild all of those links
- Legislative action can really impact us - right now it's Running Start costs, including transportation

- Piecemeal transfer of courses (such as English 101 at UW or English 102 at Western)
- Baccalaureates that “poach” College in the High School in our service district
- Food benefits - if you sign up for a transfer program, you lose your food benefits (can keep them with non-transfer options)

Ideas for potential BAS programs

- Nursing
- Business or Accounting
- Leadership

Institutional Excellence (October 8, 2019)

Attending: Angela White (student), Tiffany Stewart, Sue Orchard, Marie Boisvert, Janel Skreen, Nolan Wheeler, Jason Arrowsmith, Chris Bailey, Richard Hamilton, Brandon Ray, Kendra Sprague, Kristen Finnel, Natalie Richie, Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Continued student centric model. Students are the epi-center of what we do, and we continue to position ourselves around them.
- Our facilities are very beautiful.
- The work of our Foundation has been incredible, both in terms of the amount they bring in and reputation in the community.
- Focus on students is a high priority.
- Partnerships between the Foundation and the community are incredible.
- The campus is very secure and feels safe at all times.
- We do a really good job providing professional development for our staff.
- Our facilities are awesome - many students select a school based on what it looks like.
- Some of the events we have on campus are just amazing - music and athletic teams.
- Echo the student-centric focus - in all of our programs. Focus is on academics and overall well-being of students.
- Nursing is highly competitive and exceptional.
- We listen well. The facilities wouldn't look as good as they do without input from students and faculty/staff. Example: adding white boards in Main remodel.
- We do a good job with professional development (even though we don't always measure it well).
- LCC has a good reputation around the state. LCC does a good job of participating in state groups and meetings.

- Our IT team is recognized around the state.
- Assessment and communication. We get key stakeholders in numerous meetings to make sure we are getting input (even though there is room for improvement).
- Professional development for faculty is a huge strength.
- Foundation is a strength.
- Innovation and connection across campus - has been a lot of growth across the campus.

Weaknesses

- Need a better way to track professional development (note: we are shifting to employee satisfaction with professional development in the next monitoring cycle).
- Would like to see LCC significantly expand online curriculum for adult and online learners. Could offer far more.
- With the recent budget shortage, some of our preventative maintenance has fallen behind (due to lack of resources).
- Our enrollment, and therefore tuition revenue, has declined. We've eaten into our reserve budgets, and are now watching it closely. We need to keep an eye on this.
- We could do more in terms of onboarding and engaging our adjunct faculty.
- With planning, sometimes we put the cart before the horse. In our enthusiasm to get things off the ground, we don't necessarily anticipate all the consequences of the action.
- IT capacity is something we should invest in.
- Balancing capacity, planning and momentum - there are a lot of great things happening, but also have to consider capacity (ctcLink, Navigate, Guided Pathways).
- Need for athletic facilities for soccer and softball (currently do not play on our campus).
- We need more of an equipment maintenance plan. We have a lot of equipment, for example, in our labs, but not a maintenance plan.
- We could do a better job of tracking who is participating in professional development.
- Finding systems to track things across the campus is challenging (lacking).
- Do not have adequate equipment replacement budgets.
- We have an opportunity to be more of a community hub, especially for young people (not just for educational reasons).

Opportunities

- Would be beneficial if we had a nurses station or clinic on campus.
- Offer classes on high school campuses (for high school students).
- We should reach out to Washington Online High School (no colleges currently target those students). Particularly re: our fully online programs.
- We are a very sports-centric community with good proximity to professional teams. Need to expand physical education program to serve coaches and athletic training needs.
- Have an event for alumni who were athletes at LCC.
- Should offer drop-in childcare.

- Intentionally cultivate our relationships with K-12 partners.
- More outreach with business and industry - need to be THE training partner.
- With new Vocational Building, need to be thoughtful, intentional and flexible with the space (not just do what we've always done).
- Continue to put non-academic supports in place to address things like homelessness and food insecurity.
- We've improved our professional development offerings, but a lot of people don't access much of what's available. Need to look for different ways to give more people more access to the information/training.

Threats

- Budgets/funding
- Perry Tech negotiations with Port of Kalama and Port of Columbia
- Clark - potential campus in Ridgefield (appears to be stalled)
- Succession planning - we have a lot of institutional knowledge in our employees. Need to find better ways to document processes and procedures so that information can be shared fluidly. Need to systematize our processes, especially around enrollment and retention.

What word or phrase would you use to describe LCC?

- Family
- Friends and family
- Commitment
- Unity
- Willing to change
- Transform lives, changing lives
- Community
- Blue collar (nobody is afraid to roll up their sleeves)
- Engaged
- Resourceful
- Bridge (for students)
- Big fish in a small pond (comes with responsibility)