Los Angeles Community College District

District Strategic Plan

2006-2011

"Changing Lives in a Changing Los Angeles"

Adopted: January 24, 2007
Amended: June 18, 2008

Los Angeles Community College District

District Strategic Planning Committee

2006-2011

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Strategic Planning Committee Charge

To develop a comprehensive strategic plan for the Los Angeles Community College District that will articulate a shared mission and vision for the nine LACCD colleges and establish a clear series of District goals, implementation strategies, and benchmarks that can be used to guide local college planning efforts.

Chancellor's Preface

The nine colleges of the Los Angeles Community College District have been changing lives across the greater Los Angeles area for nearly a century. Over the past eighty-one years, we've opened the door to educational opportunity for over three million students. Enrolling more than a 100,000 students each semester, our colleges educate nearly three times as many Latino students and four times as many African Americans as all of the University of California campuses combined. We're proud of the fact that more than 200,000 of our students have transferred to UC and CSU campuses and that another 80,000 have entered private colleges and universities. And we've also proud to have educated more than our share of major community leaders, including Mayor Antonio Villaraigosa, U.S. Representative Diane Watson, State Senator Richard Alarcon, LA. County Sheriff Leroy Baca, L.A. City Councilman Bernard Parks, County Supervisors Gloria Molina and Mike Antonovich, and former U.S. Congressman Edward Roybal.

Serving a region that covers 882 square miles from Sylmar to San Pedro and that includes more than 23 cities, the nine LACCD colleges collaborate actively with local businesses, governments, and community organizations to offer state-of-the-art vocational degree and continuing workforce education programs. In fact, we estimate that the combined increase in lifetime earnings for our graduates in any given year is nearly $5.4 billion—money that will be earned and spent within the immediate Los Angeles area. Our operations and student expenditures contribute an estimated $1.3 billion annually to the regional economy, and our grads fill the ranks of employers and firms across the entire region.

We're proud of our past achievements. But now it's time to focus on the future. John F. Kennedy once said that "Change is the law of life," but change is welcome only if we direct it and it serves the greater good. Over the past ten years, world-wide economic forces have transformed the regional economy; the arrival of hundreds of thousands of new immigrants has transformed neighborhoods across the city; and changes in our educational system have reshaped our schools. I launched the LACCD Strategic Planning Initiative in fall of 2005 to address these changes and to chart a new course for district colleges over the next five years. In creating this plan, we've come together to assess our recent achievements—our strengths and our weaknesses—and to anticipate some of the challenges we'll confront in the years ahead. The result, I hope, will be a new sense of mission and a new vision of what we, as a District, can become. We already are the biggest community college district in the nation—now it's time for us to become the best. If we all work together—every instructor, administrator, and support staff member—we will improve on our past record of achievement and offer future generations of Angelenos new opportunities for success.

Darroch "Rocky" Young

LACCD District Strategic Plan

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I. Introduction: *Meeting the Challenge of Change*

What happens when an immovable object meets an irresistible force? Usually, as they say, "something's got to give." This is especially true if the object is exceptionally big and not very nimble or adaptable to change. Since its creation, the Los Angeles Community College District has been distinguished by its scale and scope. We are the largest two-year college district in the nation. Enrolling more than 100,000 students each semester, we compete with the entire UC system. Over our history, we've sent millions of area residents on to further educational opportunities, new careers, and high-paying jobs. And with some 10,000 employees and an annual operating budget over half a billion dollars, we are a force to be reckoned with in the regional economy.

But like most very big, very complex organizations, we are not well known for our ability to adapt quickly to changing conditions. Over the past eighty-one years, our colleges have grown slowly and steadily in response to community needs. Since the founding of Trade Tech and LA City Colleges in the 1920s, we've added new campuses across the county and replaced programs like "Electricity" and "Social Skills" with computer science and communications. As the region expanded during the last half of the 20th Century, we added classes, built new buildings, and welcomed new communities.

But never in our past have we had to cope with the kind of demographic, economic, and cultural changes that are currently transforming the Los Angeles region. During the past two decades, Los Angeles has been swept by global forces that no one would have predicted or understood a half century ago. We've seen the loss of foundational industries, demographic shifts that have remade traditional neighborhoods, and technological developments that have reframed the tastes and habits of an entire generation. The challenge ahead is clear. If the LACCD is to thrive over the next decade, we will have to learn how to guide and sustain institutional change. To meet the "irresistible forces" that are shaping our future, we will have to become more agile and more adaptive. We will have to respond more efficiently to the needs of the communities we serve. And, most importantly, we will have to become *smarter* as an organization by honing our capacity for learning how to learn.

The District Strategic Planning Initiative was established to address this central aim: to help re-invent the District as an effective learning institution—one that can assess past lessons, anticipate trends, and—through thoughtful and honest self-reflection—transform future challenges into opportunities. It was undertaken not simply to guarantee the continued existence of district colleges, but to enhance the well-being of everyone who lives and works in Los Angeles County. The District's commitment to this larger vision of community good is reflected in the five primary goals emerging from the planning effort:

> **Goal 1: Access:** *Expand Educational Opportunity and Access*
> **Goal 2: Success:** *Enhance all Measures of Student Success*
> **Goal 3: Excellence:** *Support Student Learning and Educational Excellence*
> **Goal 4: Accountability:** *Foster A District-wide Culture of Service and Accountability*
> **Goal 5: Collaboration:** *Explore New Resources and External Partnerships*

Linking directly to the goals of the California Community College System Strategic Plan, these five goals, and the 33 accompanying objectives, are meant to guide the efforts of District colleges over the next five years and help them coordinate their activities on behalf of the communities they serve.

II. The Strategic Planning Process

Overview

To oversee the LACCD Strategic Planning Initiative, the Chancellor worked with union and faculty representatives to assemble a 21-member District Strategic Planning Committee that included members of District senior staff as well as college administrative, staff, and faculty leaders. The activities of this group were informed by an extensive external environmental scan conducted by H. Madrid and Associates and by an internal scan provided by the District's Office of Research. External data collected and analyzed by the District Strategic Planning Committee include the following:

- LA County population trends and demographics
- LA County socio-economic & employment characteristics
- Service area employment trends
- Area industry & business clusters
- Historic business trends
- Economic & employment forecasting trends

Internal data collected and analyzed by the committee included the following:

- Enrollment trends
- Student demographics & educational goals
- Educational attainment information
- In-course success, retention, and persistence rates
- Degree, certificate, and transfer data
- Faculty and staff profiles
- College budgets and finances

In addition, the committee gathered information and data from a number of other sources, including the following:

- The Research and Planning Group
- LA Economic Roundtable
- The County Workforce Investment Board
- The Los Angeles Chamber of Commerce
- UCLA and USC Graduate Schools of Education Research Centers
- The National Center for Public Policy and Higher Education
- The *Educause Review*
- *The Chronicle of Higher Education*

Meeting from late December 2005 though December 2006, the LACCD Strategic Planning Committee assessed progress made toward the goals established in past District-wide planning efforts and accreditation self studies, reviewed data on external and internal trends, and conducted a District-wide "SWOT analysis." This informal analysis of current LACCD "strengths and weaknesses" and future "opportunities and threats" involved input from the college councils at all nine LACCD campuses, the Board of Trustees, the Chancellor's Cabinet

(college presidents), the Vice President Councils for Academic Affairs and Student Services, the District Academic Senate in general session, and the Student Affairs Council.

Once drafted, major components of the Strategic Plan were circulated widely among all District employees for review and comment. These preliminary documents included the following:

- An overview of Planning Committee composition and charge
- A list of Committee goals, values, and planning principles
- A summary of the District-wide SWOT analysis
- A synopsis of major District challenges
- Copies of the draft District mission and values statements
- Preliminary versions of the strategic goals and objectives
- Drafts of the final District Strategic Plan & Implementation Matrix

Formal presentations of the draft goals and objectives were made at each LACCD college in fall of 2006 and at the annual District/DAS Summit on September 29, 2006. The Board of Trustees reviewed the draft goals and objectives during a special two-day retreat on September 20 and October 18, 2006. The final draft of the plan, the Implementation Matrix, and the draft "Core Indicators & Strategic Measures" of institutional effectiveness were reviewed by the Board's Committee on Planning and Student Success on January 10, 2007, and the goals and objectives were formally adopted by the Board on January 24, 2007.

Anticipated Planning Initiative Outcomes

Before commencing work, the members of the LACCD Strategic Planning Committee outlined a list of outcomes that they hoped to achieve as the result of their efforts. The anticipated outcomes identified by the group included the following:

1. A New Institutional Vision of what the District hopes to achieve over the next five years, to guide District-wide decision-making processes and inform the planning efforts of all nine LACCD campuses

2. A Clear Set of Goals & Objectives that leads to institutional improvement and helps district colleges anticipate and respond positively to crisis situations before they arise

3. A Renewed Focus on Student Learning that unifies the entire District around the primary goal of student success

4. A Process for On-Going Institutional Improvement that leads to measurable institutional enhancement and ensures District and college accountability.

5. New Partnership Opportunities, including stronger linkages with local K-12 and university systems, community groups, and local businesses

6. A Clearer Definition of Decentralization, leading to a better understanding of the division of college and District Office functions and relationships

7. A Plan for Continuous Program Improvement, including a series of recommendations for the enhancement of educational, student support service, and administrative units across the District

Planning Initiative Guiding Values

To guide their efforts, the District Planning Committee also articulated a list of shared values. Committee members agreed that the following list of shared planning values should inform all of their deliberations and guide all of their analyses and decision-making processes:

1. Open Access: "We are committed to extending educational opportunity all students, including those who come from communities that are traditionally underserved by higher education and those who require special accommodation and support."

2. Educational and Institutional Excellence: "We enter into the planning process with the goal of achieving nothing less than excellence—academically and institutionally—through all of the recommendations we make."

3. Commitment to Empowering Students: "We are committed to a vision of education that empowers students to achieve their individual dreams, fulfill their personal potential, improve their economic condition, and transform the world they live in."

4. Diversity: "We embrace cultural diversity as a defining aspect of our civic and institutional identity and as an essential ingredient of the intellectual development of all students."

5. Global Vision: "We understand that Los Angeles exists on the leading edge of a globalizing world, and we recognize the personal and social benefits and challenges associated with this new global identity."

6. Civic Engagement: "We pledge to be responsive to the civic, educational, and workforce needs of the many communities we serve."

7. Innovation: "We are committed to fostering an institutional culture that promotes creative thinking and problem solving, in and out of the classroom."

8. Democratic Values: "We are committed to promoting the basic values that underlie all democratic societies—including those of civic engagement, tolerance, and mutual respect."

9. Realism: "We recognize the need to acknowledge and address the economic, social, and educational realities that will affect all residents of Los Angeles County over the coming decade."

10. Collaboration: "We will work to foster an institutional culture of collaboration that will result in new partnerships with other external institutions and will help break down the barriers between District and college units."

Planning Vision

Based on these expected outcomes and values, the Strategic Planning Committee articulated the following vision of what the goals and objectives outlined in the current plan are meant to accomplish:

"Over the next 5 years, the LACCD will become a leader among urban community colleges by expanding educational access and opportunity across the greater Los Angeles area and by offering a wide array of challenging, innovative, and student-centered academic and occupational programs that change student lives, enrich the area's many diverse cultures, and make a lasting contribution to the regional economy."

III. Assessing Past Goals and Achievements

The Strategic Planning Committee initiated the formal planning process by identifying and assessing progress made toward the achievement of recent district-wide goals. Since 1998, the District has engaged in three different activities that resulted in the establishment of formal goals. These efforts included the following:

The 1998 "LACCD External Strategic Planning Conference"

During this one-day event, 35 members of the district community—including Trustees, District and college administrators, faculty, and staff—assembled to draft an informal District strategic plan. This effort resulted in the creation of 16 individual proposed action plans, which included proposals for decentralizing district administrative functions, exploring the possibility of future bonds to support capital construction projects across the district, achieving district financial stability, and improving district-wide operations and marketing efforts.

The 2001 & 2003 District Accreditation Self Studies

As part of the 2001 "Multi-campus District Project," initiated by the Accreditation Commission for Community and Junior Colleges (ACCJC), the District conducted a voluntary institutional self study of the District Office and submitted a formal self study report. An ACCJC evaluation team responded to this initial self assessment in July of 2001, and a follow-up report was filed with the ACCJC in 2003. The visiting team's evaluation report contained seven recommendations to the District, most of which addressed the need for District-wide planning, fiscal stability, and coordination among the colleges.

The 2004 LACCD Board of Trustees "Vision and Goals" Retreat

In the spring of 2004, the Board of Trustees held a special one-day "visioning" retreat to assess the state of the District and establish a list of goals to guide future District-wide efforts. This event resulted in the creation of five overarching goals and 23 sub-goals or objectives. The major goals resulting from this retreat focused on the improvement of district efforts in relation to educational excellence, student success, district administrative systems, district fund raising, and facilities development.

Guided by the goals established through these three planning efforts, the District has made substantial progress over the past eight years. Some of the highlights among the District's efforts in relation to the 46 goals identified in these early planning efforts include the following:

- Establishment of District legislative advocacy, marketing, and facilities committees
- Clarification and expansion of the role of the Chancellor's Cabinet (college presidents)
- Expansion of the District Budget Committee and refinement of the budget allocation model
- Integration of savings, expenditure, and enrollment targets in college budget processes
- Passage of two bond measures, providing $2.2 billion for capital improvements
- Improvement in the District's ability to secure state bond funding for special projects
- Development of a well-defined and effective governmental relations agenda
- Improvement in the District's image through effective marketing and public information campaigns

Past goals that had been acted upon and at least partially achieved—but which still require additional follow-up efforts—included the following :

- Administrative decentralization of District Office functions
- Improvement of personnel hiring and position creation policies and procedures
- Implementation of new District finance and payroll systems
- Timely implementation of Prop A/AA bond projects
- Improvements in the State funding formula and Prop 98 split
- Development of college-level planning efforts
- Expansion of the District's role in planning and goal setting efforts
- Improvement in long-term fiscal planning
- Improvement of educational programs and support services for student success
- Implementation of student learning outcomes
- Strengthening relationships with external partners to improve programs
- General improvement in the District's work environment
- Identification of new grant and external funding sources

In addition, the committee felt that there were several goals that continued to need serious attention. These unmet goals included the following:

- Alignment of District-wide governance and budget processes with student success priorities
- Augmentation of staff development at the colleges in response to decentralization of District functions
- Completion of the transition to SAP and revision of the District's Business Procedures Manual
- Identification of funds to offset increased maintenance costs of Prop A/AA projects
- Enhancement of internal communications and external reporting to the community
- Improved collaboration with other educational partners

IV. Ten Enduring District Strengths

The District has an impressive pool of resources at its disposal that it can draw upon to meet the challenges that lie ahead. In the early phase of the planning process, several hundred faculty, staff, administrators, and students met at colleges across the District to reflect on current District strengths. Among the most important and most commonly cited resources were the following:

1. Size: The scope of district operations continues to give the LACCD a number of significant advantages, including the ability to leverage resources through economies of scale, considerable statewide political influence, and the opportunity to have statewide and national impact on educational trends.

2. Multiple Locations: Nine college locations offer residents across the region a rich network of educational, social and cultural resources. Nine semi-independent campus locations also offer the District increased opportunity to experiment with and explore new educational and institutional initiatives, as well as a built-in pool of best practices and institutional experience.

3. Dedicated Employees: The thousands of talented, dedicated, and caring faculty, administrators, and support staff who work in the nine LACCD colleges and in the District Office offer a remarkable region-wide resource that informs all past District accomplishments and underwrites future District goals and aspirations.

4. <u>Experienced Leadership</u>: Although the LACCD has struggled with the turnover of administrative leaders over the past decade, the colleges and District Office have maintained a relatively stable pool of executive and administrative leaders who have been able to direct operations and shepherd district resources through a challenging period of institutional expansion and development.

5. <u>An Engaged and Experienced Board</u>: Faculty and administrative staff across the District cited the Board of Trustees as an important source of leadership over the past ten years, particularly because of the active role Board members have played in supporting student interests and in shaping a pro-active vision of the District's future.

6. <u>A Tradition of Participatory Governance</u>: Although always a "work-in-progress," participatory governance has typically been a strong feature of college culture throughout the LACCD, and a major source of the colleges' ability to address student needs in an innovative and collaborative manner.

7. <u>Positive Labor/Management Relations</u>: Over the past ten years, the LACCD has enjoyed a positive relationship with faculty and staff labor unions. Guided by a shared vision of the District's mission and the role that district colleges play in students' lives, administrative and union leaders have been able to work collaboratively in support of student, community, and employee interests.

8. <u>Quality Academic Programs & Services</u>: Overall, the District continues to offer a broad variety of high-quality educational, student services, and extra-curricular programs, many of which have established regional, state, or nationwide reputations for excellence and student achievement.

9. <u>Diversity</u>: The diversity of the entire LACCD community—from the Board of Trustees to the faculty, staff, and students—is one of the District's greatest assets and an abiding source of strength in all of its dealings with the communities it serves.

10. <u>Mission & Public Support</u>: The District gains strength and has earned strong public support because of the important role it plays in the community as a source of hope, as a pathway to educational and economic opportunity, and as a civic and cultural resource.

V. Fifteen Critical Internal Challenges

As might be expected, many of the qualities that contribute to the District's strengths also frequently harbor serious challenges. As indicated by the list of planning goals yet to be accomplished, the District continues to struggle with a number of pressing internal issues and problems. While it is never easy to reflect on the things we need to correct, identifying the central issues we face as an organization is the first step toward real self improvement. With that in mind, the following are some of the chief internal challenges that were identified by college focus groups:

1. <u>Size</u>: The scope of District operations is an asset, but it also remains one of our most serious challenges. While size frequently offers economies of scale, it also often entails what might be termed "dis-economies of scale" due to unnecessary duplication or poor coordination of functions. In fact, almost all of the major challenges that the District will face over the next five years relate in some respect to the scope of District operations.

2. <u>Complexity of District Systems</u>: A direct result of its size, the complexity of District business, accounting, payroll, personnel, information and other administrative systems creates bottlenecks and layers of bureaucratic "red-tape" that can seriously undercut college functions and impair faculty, staff, and student morale.

3. <u>"Command & Control" Culture</u>: The task of coordinating and accounting for the actions of thousands of employees across an extensive geographic area has led the District at times to favor a "*command and control*" approach to operations. The tendency to micro-manage local decisions can impair college independence, stifle innovation, and undermine the autonomy and accountability of local decision makers.

4. <u>Anonymity & Impersonality</u>: District size and the complexity of District systems can make it hard to establish a sense of real community connection or personal relationship among the tens of thousands of faculty, staff, and students who contribute to the LACCD. This sense of anonymity is also fostered by what has been termed the "District disconnect"—a perceived lack of responsiveness to local college issues and the concerns of individual employees.

5. <u>Unclear Focus on Students</u>: Because District administrative systems and decision makers function at a distance from the colleges, it is sometimes easy to lose sight of our primary mission—to serve students and to support student learning. Without direct daily contact with students, it's relatively easy to forget how decisions and policies impact student lives and chances for success.

6. <u>Weak Emphasis on Excellence</u>: Related to this unclear focus on students and student learning is a tendency to accept the merely "acceptable" in District classrooms, departments, and offices. In the past, the District often suffered from a declining public image—in part because it has not consistently demanded excellence in relation to all district activities—in and out of the classroom.

7. <u>Institutional Inertia</u>: Like many large organizations, the District has often been slow to change in response to changes in its environment. District size contributes to this "culture of complacency," which can undermine the ability of the colleges to adapt to new challenges and changes in the communities they serve. Ultimately, this kind of passive institutional culture can lead to institutional "drift," which, in turn, can lead to reactive, "crisis-driven" decision making.

8. <u>Lack of Accountability</u>: Large organizations become complacent when they lack direct personal and institutional accountability. The District and district colleges have often engaged in self-assessment, planning, and goal setting, but all too often these good intentions go unfulfilled because of inaction and lack of systematic follow-through and internal quality control.

9. <u>Lack of Organizational Learning & Memory</u>: The District and the colleges have often displayed a remarkable inability to learn from past experiences and maintain a collective memory of past lessons and innovations. In general, the District as a whole has placed too much emphasis on "teaching" or "telling" and not enough on what we can <u>learn</u>—about ourselves as professionals, about our colleges and how they function, and about our students and their needs.

10. <u>Weak Employee Development</u>: Related to the District's lack of a learning culture is its relative neglect of the on-going development of all employees—including staff, faculty, and administrators. When faculty aren't encouraged to refresh their disciplinary knowledge and staff and administrators aren't provided with regular opportunities to hone cutting-edge skills, the District as a whole can't move forward and learn what it needs to learn to change and grow.

11. <u>Inter-College Competition</u>: Too often, District colleges have engaged in counterproductive competition.   While some inter-collegiate competition can lead to valuable innovation and

increased productivity, competition that undermines coordination of effort and the sharing of best practices reduces overall District effectiveness and can limit resources available to students.

12. Ineffective Communication: Improving the quality, effectiveness, and consistency of District-wide communications continues to pose significant challenges for the District. All too often, poorly explained policies and procedures, unclearly articulated goals or responsibilities—or even just a simple unanswered phone call or a confusing web page—hurt employee morale or make students feel unconnected and unimportant.

13. Weak & Inconsistent External Partnerships: Although some progress has been made on strengthening external relationships in recent years, District efforts to connect with educational, governmental, business, and organizational partners in the community have often been too fragmented and inconsistent. The District and the colleges must develop the capacity to build and sustain external partnerships in order to address community needs in an effective manner.

14. An Aging Workforce: Many District colleges have been forced to defer hiring new faculty and staff over the past five years. As a result, the average age of District employees has risen to the point that, today, the LACCD has the "greyest" employee base of any college district in the state. If colleges are to grow, adapt to change, and maintain institutional memory, they will have to make extraordinary efforts to hire and train new faculty and staff.

15. Administrative Turnover: The difficulty in finding highly-qualified administrative leaders remains a serious internal challenge—particularly at the college level. Coping with administrative turnover is a particularly critical concern as the nationwide pool of administrative talent contracts and the costs of relocating to Southern California go up.

VI. External Challenges and Opportunities

In addition to this list of internal challenges, the District also faces a number of formidable external challenges related to changes in the local economy and in the communities served by district colleges. Documented by external scan data and supplementary research done in support of the strategic planning effort, these external challenges are already being felt at District colleges. But while they are impacting college operations, they have yet to be adequately addressed. The District's continued health and success over the next five years will depend in large part on how effectively it can overcome the institutional inertia that accompanies its size to respond to the accelerating pace of change in its external environment.

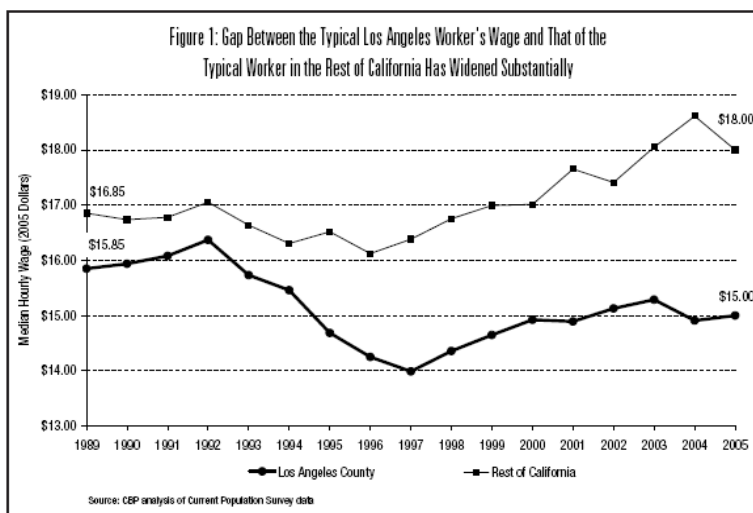**Challenge #1.** *The Economic Impact of Globalization*

Over the past fifteen years, Los Angeles has been among the first American cities to feel the full impact of globalization. While international corporations and economists continue to hail the benefits of free trade, the economic shocks and dislocations associated with an expanding world-wide economy have already become commonplace across Los Angeles County. These impacts present the nine LACCD colleges with a unique set of challenges—and, correspondingly—with an equally unique set of opportunities. They also position the nine LACCD colleges to play a vital role in securing the future well-being of the entire Los Angeles area—and in setting an example for college systems across the United States.

The Regional Economic Divide

The immediate impact of globalization on Los Angeles has been the creation of a significant "economic divide" between elite and low-income Angelenos. Since the early 1990s, the large-scale manufacturing industries that sustained the regional economy for decades have largely disappeared. Aeronautics, furniture manufacturing, and even garment industry jobs have been off-shored to developing countries that promise the right mix of skilled workers and low wages. A number of high-paying service sector occupations, like those associated with financial services and computer software support have also moved overseas. (*Los Angeles Economic Projections*, The Milken Institute Economy Project, 2005)

The loss of these "old economy" jobs has been accompanied by an increase in high-tech, high-wage occupations in emerging fields like digital animation, film and television production, global investing, international banking, bio-technology, computer science, robotics, and environmental sciences   These relatively high-paying high-tech careers offer a new era of opportunity to Angelenos. But they are open only to those who have advanced academic training. The majority of jobs in the emerging LA economy are in relatively low-tech low-wage service sector fields associated with so-called "consumption industries," including real estate, retail sales, food preparation, and educational support services. This economic/educational split—the spit between high-tech, high-wage employment and low-tech, low-wage jobs—divides Los Angeles geographically. Lucrative high-tech job opportunities like those associated with bio-technology, entertainment, and international finance are expanding in the West Valley and on the Westside. Relatively low-tech, low-wage jobs are concentrated in areas to the East and South. The result is a two-tiered economy and a divided region. Residents in roughly one half of the area earn relatively high wages and have considerable financial and educational assets. Residents in the other half suffer comparatively higher unemployment rates and often work in "unsustainable" jobs—jobs that do not provide enough income to cover basic living expenses and taxes.

The rapid expansion of this large low-wage job sector in the Los Angeles area is reflected in decreases in the relative earning power of LA workers. Since 1990, for example, LA area workers have lagged behind their counterparts statewide in terms of average wages earned. ("Left Behind: Workers and their Families in a Changing Los Angeles," The California Budget Project, 2006)

Figure 1: Gap Between the Typical Los Angeles Worker's Wage and That of the Typical Worker in the Rest of California Has Widened Substantially

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As a direct result of this growing economic divide, it is estimated that more than a fourth of all working LA residents have jobs that pay less than a living wage. (*Los Angeles Economic Projections*, The Milken Institute, 2005)

Prospects for Job Growth

The impact of globalization and the divided economy also shows up in the relatively stagnant rate of business growth in the LA area. Between 2001 and 2004, for example, the working-age population in LA grew by 4.9%, while the number of wage and salary jobs declined by 2.3%. As a point of comparison, in 2002, Orange County outpaced LA in the growth of new businesses by a rate of two-to-one. (*LA Workforce Investment*, Los Angeles Economy Project, 2006)

Business Startups per 100,000 Population
2002

Sources: D&B, Milken Institute
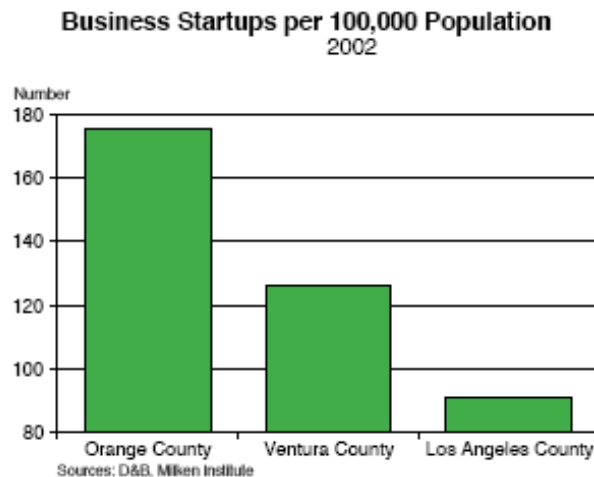
While many emerging high-tech firms have located their operations in Orange County or the Bay area, the majority of business start ups in the LA region have involved small businesses. In fact, one of the bright spots in the emerging LA economy has been the boom in small business development, and businesses dedicated to local services that are woman or minority owned. (*Los Angeles Economic Projections*, The Milken Institute, 2005)

The Expanding "Informal Economy"

The regional impact of globalization also shows up in the rapid growth of LA's "informal" or "off-the-books" economy. While formal job growth has declined over the past five years, off-the-books service sector jobs in areas like food services, construction, maintenance, house cleaning, child care, gardening, and auto repair have expanded significantly. (*LA Workforce Investment*, 2006). In fact, it is estimated that on a typical day in Los Angeles County in 2004, more than 679,000 workers participated in the region's informal job sector, with roughly 303,000 doing off-the-books jobs within Los Angeles city limits. This figure is equal to roughly 16% of the city's total workforce. (*Hopeful Workers-Marginal Jobs: LA's Off-the-Books Labor Force*, 2005)

Implications

A. ***High-Tech Skills Development*** To help students prepare for high-paying, high-tech careers, District colleges will have to create new programs in emerging fields like green technologies, computer networking, robotics, nanotechnology, bio-technologies, animation, entertainment, nursing, architecture, design, logistics, and marketing.

B. ***Emerging Green Technologies*** One area of job development that offers a particularly attractive opportunity in light of District Bond programs is the emerging field of environmental technology, which includes alternative energy production, "green construction," recycling, waste management, and hazardous waste disposal. (*Jobs in LA's Green Technology Sector*, 2006)

C. ***Continuous Faculty Professional Development*** To keep pace with evolving workplace trends, faculty will need to work harder to remain current in their academic fields. This will be particularly true in high-tech vocational fields related to emerging technologies.

D. ***Increasing Certification Requirements for Voc Ed.*** As the skill sets for many fields become more sophisticated, and as universities incorporate new vocational majors, it should be anticipated that students entering what were once "terminal" vocational fields may need further specialized instruction at four-year institutions.

E. ***Career Ladders & Pathways*** To help pull families into sustainable jobs, it will be necessary for colleges to develop comprehensive career ladder programs that prepare very low-skilled workers for entry-level jobs that lead to more lucrative future employment opportunities, particularly in service sector fields like allied health care, educational and hospitality services, culinary arts, retail sales, and real estate.

F. ***Continuous Workforce Development*** Colleges will have to partner with local businesses to offer instruction aimed at increasing worker skill levels throughout their careers. These programs will likely include targeted on-going skills development, in-service contextualized basic skills instruction, and technologically-mediated instruction.

G. ***Small Business Programs and Services*** As the regional economy moves from reliance on large manufacturers to small, proprietor-owned, neighborhood businesses, district colleges should explore programs targeting the needs of this emerging occupational sector, including the needs of sole-proprietor female entrepreneurs.

Challenge #2. *Globalizing Communities*

A "Seismic" Demographic Shift

The second major impact of globalization has been the so-called "seismic shift" that occurred in the demographic mix of the LA region over the past twenty years. The number of immigrants—documented and undocumented—who have come to LA since the 1980s has changed the face of the region and transformed the educational needs of the community. While the foreign-born make up 11% of the national population, in California they account for 36% of all state residents,

and in Los Angeles, they represent 40% of the overall city population. Predominantly Latino, this influx of immigrants promises to make important economic and cultural contributions to the region, but it also poses a number of serious challenges. Most recent arrivals come with only limited prior formal education and correspondingly low basic language and computational skill levels. In fact, it is estimated that one fourth of all adults in the regional workforce—or about 408,000 individuals—have never completed high school and that one out of six is "linguistically isolated" because of extremely limited English proficiency. (*LA Workforce Investment*, 2005) According to the Literacy Network of Greater Los Angeles, 53% of the current adult working age population in LA County is estimated to have a "low level" of basic literacy skills. (*2005 Annual Report*, Literacy Network of Greater Los Angeles)

The LACCD Enrollment Echo

This dramatic demographic shift is reflected in District enrollment trends. Following the advent of the policy of "free flow" in the early 1980s, which allowed students to enroll in colleges outside of the district's boundaries, enrollment of white students in LACCD colleges declined from a high of nearly 70,000 in the mid seventies to a low of some 20,000 in 2005. Conversely, the number of Latino students grew from roughly 18,000 in the early '70s to peak at nearly 60,000 in 2003. Over the same period, enrollments of Asian American students have climbed modestly but steadily, due in part to increasing Asian immigration, while enrollments of African American students have declined by roughly an equal proportion. As a result, today Latinos account for more than 46% of all LACCD college enrollments.

Change in Ethnicity of Students
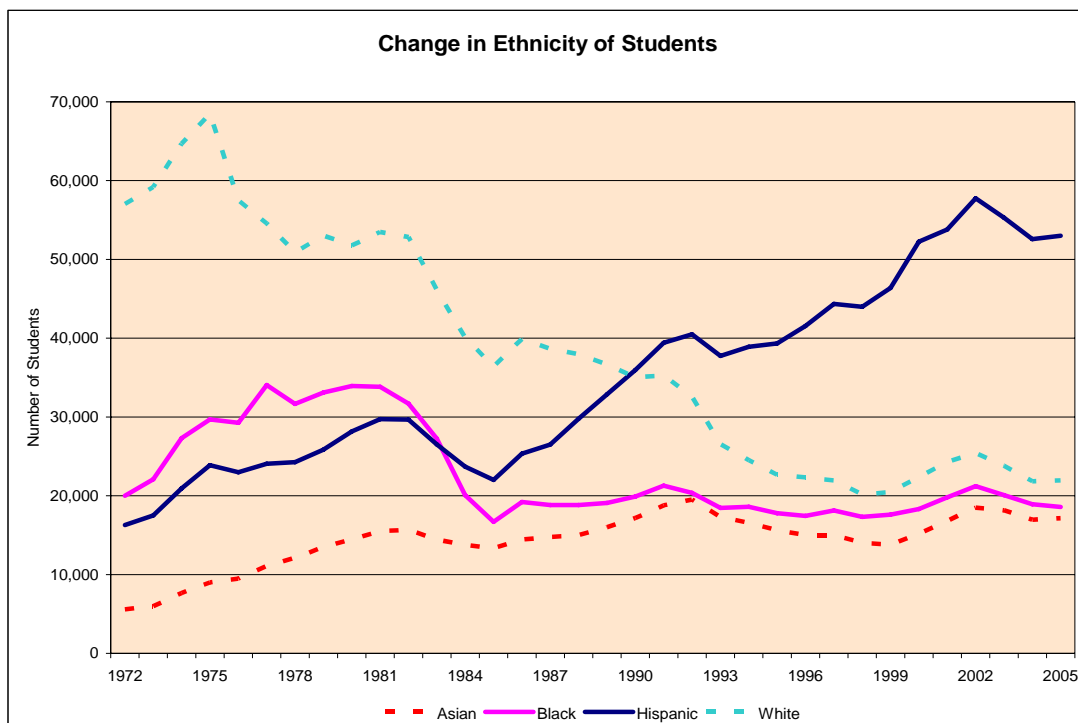
Implications

A. **_Accommodating Cultural Change_** District colleges are at different stages in the process of meeting the challenges of this demographic shift. Some have already admitted large numbers of Latino students; others have yet to adequately address the needs of this growing community. All District colleges, however, need to recognize the impact of this demographic and cultural transformation by reflecting it in their curricular offerings, pedagogies, campus cultures, support services, and the make up of their faculty and administrative and support staffs.

B. **_Coping with Residency Requirements_** The continued growth of immigrant populations will require District colleges to cope with increasingly complicated issues surrounding residency and citizenship status. This will be particularly challenging when dealing with non-documented students under provisions of AB 540, which waives out-of-state fees for some non-documented students.

C. **_Addressing Inter-group Tensions_** As neighborhoods change, inter-group tensions can rise, both on and off District campuses. District colleges need to play a pro-active role in reaching out to members of *all* the communities they serve, and in creating a safe space on their campuses and in their classrooms for on-going dialogue among all community residents.

D. **_Changing Language Needs_** As the language needs of LA neighborhoods evolve, the colleges will have to respond with appropriate academic programs. For example, the sheltered English and ESL courses that work for recently arrived immigrants may not meet the needs of "Generation 1.5" students—the children of recent immigrants or those students who have studied for many years in U.S. schools. This will require rethinking course content and teaching approaches in classrooms across the curriculum.

Challenge #3: *Concerns about College Readiness*

Student Preparation

The recent influx of immigrants also shows up in lower levels of academic readiness. While area elementary and early middle school students have recently posted gains in academic achievement rates, preparation levels of area high school students remain among the lowest in the nation.   In 2005-6, for example, Academic Performance Index (API) scores for students in LAUSD high schools rose to a recent high of 649 out of a total possible 1,000 points. But even at this level, LA public schools trailed the state average API score of 720 points, and state schools overall continue to be ranked among the lowest performing in the nation. (API Test Results 2005-6 & *RP Group Environmental Scan*) In fact, between 1999 and 2003, the percentage of students who completed the "A-G" requirements for college admission in California's public schools declined across the board for all ethnic groups, with Latino students having the lowest rate of college

eligibility at only 21% of all graduating seniors. ("University Preparedness of Public High School Graduates," CPEC) Rates of college eligibility were even lower for minority males, with only 6.8% of all African American males and 5.5% of all Latino males achieving eligibility for admission to CSU in 2003.

This lack of academic preparation is born out by District academic assessment results. Over the past fifteen years, District-wide English and mathematics assessment scores have been relatively stable, with only about 14% of all assessed first-time students placing into college-level English and less than 2% of all assessed students placing into college-level math.   These numbers take on increased significance when compared with admittedly low State-wide assessment rates, which place roughly 27% of entering students into transfer level English and 9% into transfer math (RP Group *Environmental Scan*).

Assessment Levels in English, 1991-2005								
CFall Entering Cohort	*Transfer Level*	*1 Course below Transfer*	*2 Courses below Transfer*	*3 Courses below Transfer*	*4 Courses below Transfer*	*ESL Placement*	*Placement Undetermined*	*Total Assessed*
1991	13.3	22.3	29.4	10.1	4.9	18.4	1.7	100.0%
1995	10.8	19.9	33.2	12.7	5.8	14.5	3.1	100.0%
1997	9.3	18.9	31.4	13.1	6.5	16.4	4.4	100.0%
1999	9.8	20.5	32.3	14.9	5.5	14.7	2.3	100.0%
2000	10.7	22.9	35.7	13.8	4.0	12.3	0.6	100.0%
2001	10.8	23.4	34.3	13.3	3.4	14.2	0.5	100.0%
2002	15.2	23.8	31.8	11.8	3.0	13.8	0.6	100.0%
2003	16.3	26.2	32.2	10.1	1.9	12.8	0.5	100.0%
2004	15.3	25.5	31.0	10.8	2.3	13.0	2.1	100.0%
2005	15.3	25.1	30.5	11.5	4.3	12.3	0.9	100.0%
All	14.1	24.6	32.4	11.8	3.1	13.1	0.9	100.0%

Assessment Levels in Math, 1991-2005						
Fall Entering Cohort	Transfer Level	1 Course below Transfer	2 Courses below Transfer	3 Courses below Transfer	4 Courses below Transfer	*Total Assessed*
1991	2.3	7.7	34.3	13.6	42.2	100.0%
1995	3.5	9.3	48.6	13.1	25.5	100.0%
1997	3.9	9.0	39.1	19.2	28.8	100.0%
1999	3.7	8.4	34.9	22.6	30.3	100.0%
2000	4.3	10.1	34.6	18.7	32.3	100.0%
2001	4.6	9.5	34.3	20.8	30.9	100.0%
2002	4.2	10.9	31.4	20.0	33.5	100.0%
2003	4.5	12.6	32.2	17.0	33.7	100.0%
2004	5.5	12.0	32.1	21.5	28.8	100.0%
2005	4.3	11.9	32.4	22.1	29.3	100.0%
All	4.1	9.8	36.3	17.7	32.0	100.0%

Retention and Persistence

While District colleges have consistently compared well with state-wide peers in terms of successful course completion (of those enrolled at census) and graduation rates, relatively low levels of retention from enrollment to the end of term and semester-to-semester persistence may

also be evidence of continued student under preparation. Typically, only about 60% of the first-time students enrolled in for-credit courses who are present at "census" (about the end of the third week of the semester) successfully complete the courses they enroll in.

Retention of 1st-Time Students within Credit Classes, Fall Terms, 2000-2004
18.7% of All Enrollments

Ever Enrolled	Remained on 1st Day	Ever "Attended"	Present at Census	Present after Other Exclusions	Present Past Drop Date	Present at End of Class	Successful Completion
100.0%	83.7%	80.5%	72.1%	69.0%	69.0%	58.5%	40.9%
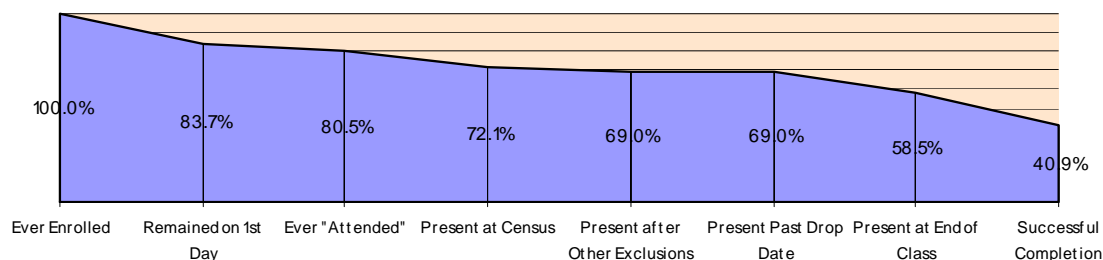
In addition, only a fraction of those students who do pass their initial classes go on to enroll in courses the following semester. (USC TRUCCS Study) This suggests that in-coming students may not be adequately prepared to cope with the academic expectations they encounter in their college classes and that they may not be getting the kind of support they need to compensate for under preparation. It also suggests that the many non-native, first-generation college students who enroll at district colleges may lack the family guidance, the basic knowledge of college culture, and essential information about academic options and pathways that are necessary to long-term academic survival.

Implications

A. ***Re-evaluate Traditional Basic Skills Instruction*** Current approaches to basic skills instruction were developed in the context of the expansion of college enrollments during the late 1950s and the 1960s. Thus, they may not be appropriate for the students who are currently entering District colleges. To address this issue, faculty will need to work closely across college, departmental, and disciplinary boundaries to re-assess the effectiveness of basic skills programs, share best practices, and leverage resources. This effort should involve research on the obstacles to student progress through basic skills course sequences as well as alternative modes of delivery, including contextualized and cross-curricular instruction. It will also require coordinated professional development activities designed to support innovations in basic skills instruction.

B. ***Spread Student Support Throughout the College*** In the 1960s and 70s student support services were often isolated in special programs aimed at a relatively limited number of students in what were deemed "special populations." But given the fact that the most students now come to District campuses under-prepared for college work, the segregation of support services in special programs may no longer be effective. The colleges must explore ways of integrating these best practices throughout the entire college experience, and student success must become part of the daily mission of all faculty and staff. In addition, the District should work with other districts across the state to increase funding for basic skills instruction.

C. ***Reinforce Student Goals*** Students are unlikely to succeed if their academic and personal goals are not clearly identified and constantly reinforced. The colleges must improve on current goal setting efforts involved in student educational plans, and develop coherent approaches for addressing this essential element in student success.

D. ***Provide more Orientation to College Culture*** Because so many first-generation students come to LACCD campuses without adequate knowledge of college culture, the colleges will have to work harder to strengthen orientation programs and make them more attractive and "user-friendly."

E. ***Start Early***   By the time students come to college, it's often too late to help them make up for early under-preparation. To address this problem, colleges will have to reach out to feeder schools to align standards and curricula and to improve student readiness before they matriculate.

**Challenge #4: *Declining Participation***

No Tidal Wave II?

Over the next five to ten years, colleges across the state expect a boom in the demand for college admissions due to the "Tidal Wave II" phenomenon. Since 1995, researchers have predicted that children of the '60s and '70s baby boom generation would swell college enrollments during the years between 2003 and 2013, creating a shortage of college access across the state. Demand for college admissions during this period has been projected to increase by more than 600,000 students statewide, with some 478,000 additional students seeking admission to California's community colleges. (*RP Group Environmental Scan* and The Campaign for College Opportunity)

However, while the demand for college attendance may grow dramatically in regions such as Riverside and San Bernardino Counties that are experiencing rapid development, little new population growth can be expected in context of LA's relatively "built-out" environment. Since 1990, the population of LA County has increased by only 7.4%, or less than one percent a year, and it is predicted that it will continue to grow by only an additional 3.8% between 2010 and 2020 (SCAG and US Census data). This means that the overall population base for District colleges can be expected to remain relatively stable over the next 10 to 15 years. The following graph indicates the expected growth of the college enrollments in LA County, assuming current participation rates.

**Community College Weighted Base Population in Los Angeles County**
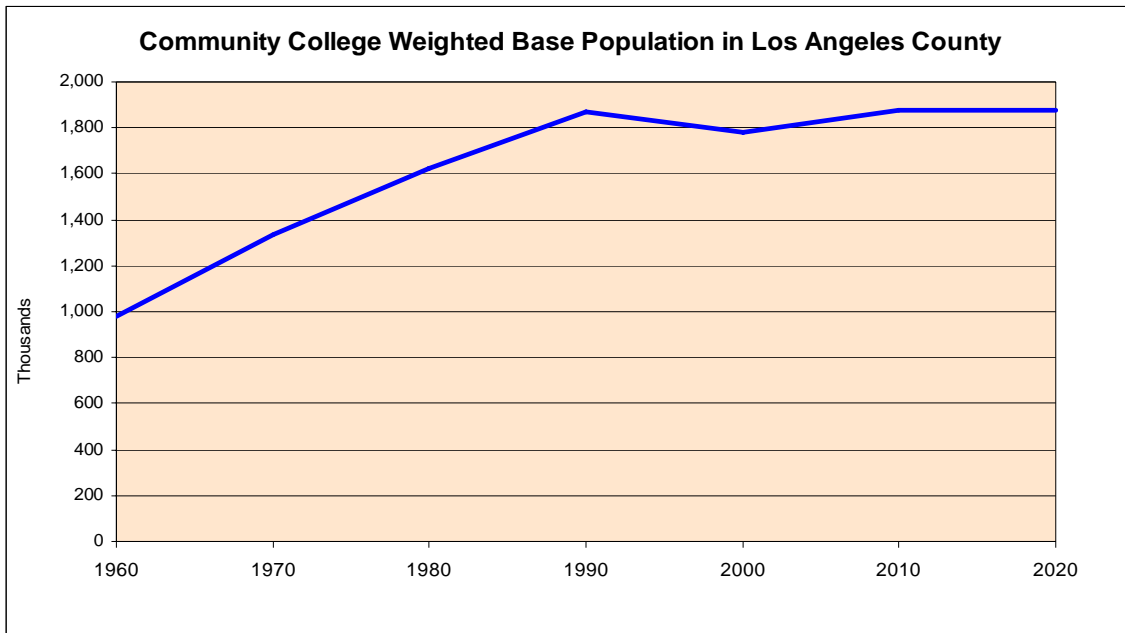
During the 1960s and 70s, the expansion of the greater LA area and the increase in nation-wide college participation rates did fuel a dramatic expansion of District college enrollments, which reached an all-time high of nearly 140,000 in the early 1980s. Since then, however, enrollments have been erratic, and have closely correlated only with state funding cycles. The only exception has been the relatively dramatic drop in overall enrollments that occurred following the opening of District service area boundaries in the early 1980s.

Enrollment in the Los Angeles Community Colleges
Fall Terms, 1970-2005
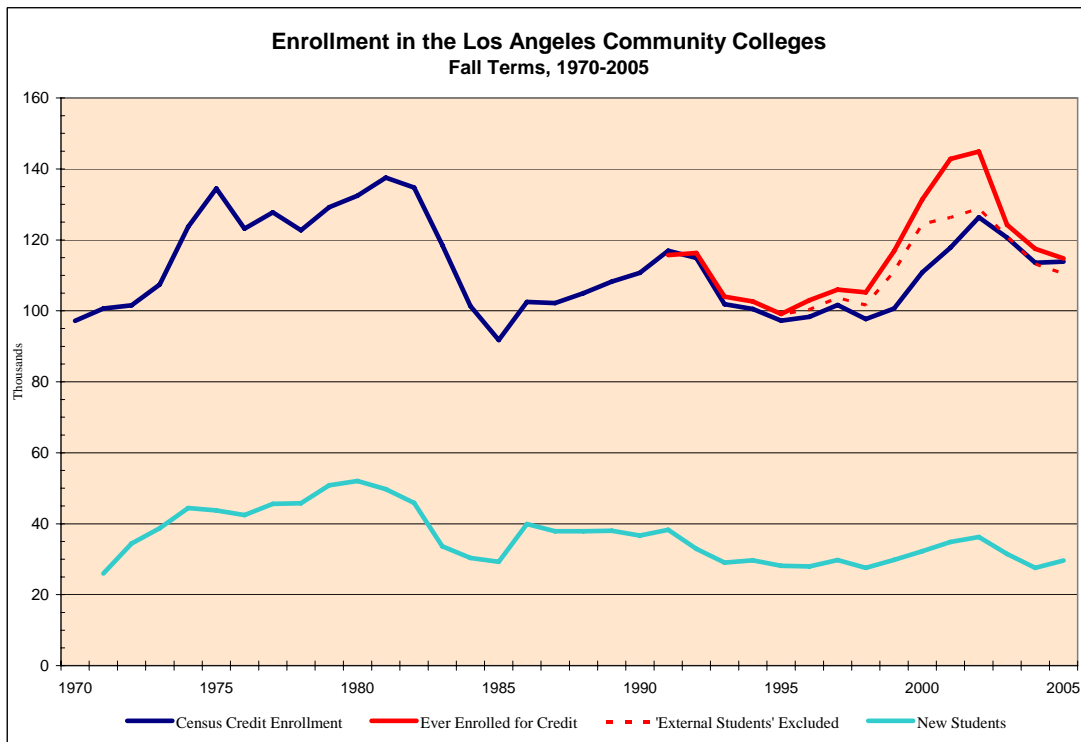
Today, District enrollments have returned to near early-1980 levels, due, again, in large part to the growth of LA's large Latino and Asian American immigrant populations. But several factors may limit future expansion. While Latinos represent the fastest growing segment of the District population base, as a group they tend to have the lowest level of college participation. In 2010, for example, Latinos are expected to represent about 42% of all high school graduates across the state, but to account for only 30% of all community college enrollments. *(RP Group Environmental Scan)* Currently, this relatively low rate of college participation is reflected in the fact that while Latinos make up more than 71.9% of all public school enrollments in the LAUSD, they account for only about 46% of District enrollments.

The declining enrollment of male students is perhaps even more concerning. While District colleges have rebounded from the enrollment declines of the late 1980s, most recent gains have been driven by growing enrollments of female students.
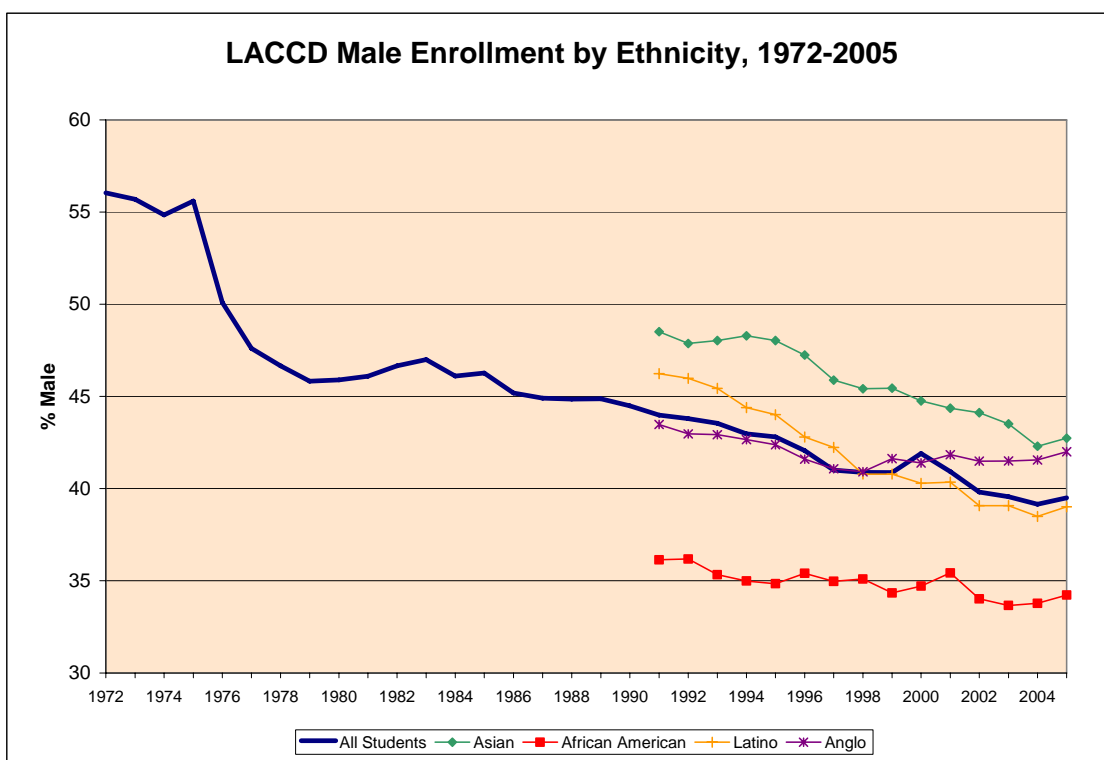
Reflecting nationwide trends, enrollments of male students of every ethnic group have declined in comparison to enrollments of female students over the past ten years. This means that today, some District colleges are serving two or even three times as many women as men—a fact that is especially disconcerting given the need to boost rates of educational attainment among families and wage earners so that the area can remain economically competitive.

Academic Disengagement

The issue of academic disengagement also impacts declining college participation rates. High school graduation rates in the LAUSD are currently estimated to range between 44% and 60%. (*Dropouts in California: Confronting the Graduation Rate Crisis*, Harvard University Civil Rights Project, 2005) It is estimated that 41.2% of all male residents in LA County between the

ages of 18 and 24 lack a high school diploma and that more than 65% of all Latino males in this age range have never graduated from high school. Moreover, it is estimated that one out of five young Angelenos between the ages of 16 and 24—some 93,000 in all—are both out of school and out of work. (*One out of Five…*, Neeta Fogg and Paul Harrington, The Center for Labor Market Studies, Northeastern University, 2004) Finally, some researchers suspect that the recently implemented California High School Exit Exam (CAHSEE) may also be contributing to the accelerating rate of disengagement, particularly among young, low-income immigrant students. (*More Questions than Answers: CAHSEE Results, Opportunity to Learn, and the Class of 2006,* UCLA Institute for Democracy, Education, and Access, 2005)

Implications

A. ***Expanding Opportunity in LA Means Increasing Participation*** If the District is to do its part in helping the region cope with the demands of globalization, it must develop effective methods of extending access to Latinos, African Americans, and other groups that have historically low rates of college participation. This can be done by increasing systematic marketing and outreach efforts, by strengthening partnerships and collaborations with local businesses and community-based organizations, and by working to assure that District colleges offer students a welcoming and supportive campus climate that actively embraces and values their cultural backgrounds and experiences.

B. ***The Need for Early College Awareness*** To address drop-out rates and increase participation among African American and Latino students, District colleges will have to work closely with K-12 partners to increase awareness of college pathways and opportunities long before students reach secondary school.

C. ***Reaching Out to the Disconnected*** Given the large number of LA-area youth who are already out of work and out of school, District outreach efforts must be designed to "re-connect" the disconnected. This means collaborating with community-based organizations, churches, government organizations, organized labor and any other groups that can facilitate contact with these potential students.

Challenge #5. *Increasing External Competition*

Over the next five years the District can expect to face increasing competition from neighboring community college districts, proprietary schools, independent colleges, and on-line universities. During the past twenty years, neighboring college districts have taken advantage of the opening of district boundaries in the early '80s to capture significant numbers of students who live in District college service areas. It is estimated that roughly 40,000 students bypass District colleges to attend institutions like Pasadena, Glendale, and Santa Monica Colleges, the College of the Canyons, Moorpark College and El Camino College. (*External Environmental Scan*)

For-profit proprietary schools, like the American Business Academy, located within blocks of LACC, and independent for-profit colleges, like the University of Phoenix, also offer strong competition for District students. In fact, the University of Phoenix has recently moved into direct competition with two-year colleges by instituting an Associate's Degree program in general studies. For-profit vocational colleges, like DeVry University, threaten to out-flank public community colleges by developing programs in highly-specialized, high-tech fields that are experiencing rapid growth due to globalization—fields like animation, electronic game design, bio-medical technology, and healthcare information technology. ("For Profit Schools at the Tipping Point," *The Baltimore Sun*, February 28, 2006)

Finally, on-line educational programs offered by major public and private colleges and universities also threaten to erode District enrollments over time. On-line enrollments at the University of Phoenix, for example, are estimated to be growing at an annual rate ranging from 30 to 60%. With more than 115,000 students enrolled in online courses as of fall 2004, the University of Phoenix On-line is now the largest institution of higher education in the United States.

Implications

A. ***Develop New Programs*** To remain competitive District colleges will need to respond more aggressively to educational and workforce trends and develop the kind of state-of-the-art programs that students and employers are clearly coming to expect. This will include the development of special accelerated programs and those that offer alternatives to traditional classroom instruction.

B. ***Promote "Customer Service"*** In an increasingly competitive educational market, students need to be treated as valued "customers." This will require a cultural change across the District that involves all faculty, staff, and administrative personnel. It also will require re-thinking every aspect of the campus environment—from the classroom to the business office to food services and study areas.

C. ***Aim at Excellence*** To win back the enrollment lost during the 1980s, District colleges must work to re-establish and communicate a statewide reputation for educational excellence. Demonstrating major gains in student learning and success outcomes is the only way that the colleges will attract students who have opted to travel beyond the District's service area. Such outcomes should, for example, include "guaranteed" job placement for vocational students.

D. ***Collaborate to Compete*** Having nine locations is a major competitive advantage for the District. But having multiple colleges is an asset only if the colleges collaborate by sharing innovations and best practices, and not if they compete against each other. The colleges need to pool their strengths to thrive in an increasingly competitive market.

Challenge #6: *Shifting Public Attitudes toward Higher Education*

While support for public K-12 schooling has waned in recent years, support for higher education remains relatively high across the nation. Approximately 87% of Americans believe that a college degree is as important today as a high school diploma once was for personal success. The general public also increasingly views access to higher education as a "right." This sense of entitlement is currently being reinforced by the perceived need to prepare for employment in a globalizing economy. ("Ready or Not? Where the Public Stands on Higher Education," *Declining by Degrees,* 2005)

However, it is predicted that attitudes towards higher education may decline as access to college becomes more limited as the result of increasing enrollments and escalating tuition costs. Such a decline in public support would mirror recent changes in public attitudes towards the health-care system—again due to rising costs and limited system capacity. One recent nationwide poll, for example, showed a 4% decline in overall approval ratings for public colleges and universities between 2000 and 2003. Perhaps more disturbing is the fact that approval ratings of higher education declined most among African Americans, dropping by nearly 50%, during the same period. *(Growing Importance of Higher Education, Concerns about Access, 1993-2003*, The National Center for Public Policy and Higher Education, 2004)

Rising concerns about higher education may lead to increasing calls for uniform academic standards and for greater emphasis on primary institutional missions. For two-year colleges, this could mean more pressure to focus on vocational and transfer functions. (Campaign for College Opportunity)

Implications

A. *Tie Access to Mission*   The District is well positioned to respond to concerns about shrinking college capacity. This can be done by demonstrating that District colleges are expanding access through outreach efforts targeted to vocational and transfer program pathways. By clarifying the role of district colleges in expanding access to higher education and career preparation, the District will address growing public concerns and build support for its central missions.

B. *Enhance Current Public and Community Relations Efforts*   In the future, the District may have to expand on current efforts to connect with the community and to explain more clearly and persuasively the economic, cultural, civic, and social value of its educational programs to the entire region. This will require increasingly sophisticated public relations campaigns and the establishment of more durable linkages to community groups.

Challenge #7: *Increasing Calls for Accountability*

Since the adoption of the new accreditation standards in 2002, accreditors have made outcomes assessment and accountability a central focus of college operations. As public demand for access to higher education increases in response to increasing global competition, it is predicted that demands for public, data-driven forms of accountability will also increase. The "Performance Framework for California Community Colleges Act" (AB 1417) is the most recent example of this growing trend toward mandated accountability.

In addition, there are already calls at the national level for uniform academic standards and standardized assessments of graduating students at all U.S. colleges and universities. In fact, the National Center for Public Policy and Higher Education has recently completed a seven-state pilot project aimed at developing this kind of nation-wide system of assessment for all 2- and 4-year colleges. (*Measuring Up on College Level Learning*, 2005) The final report of the 2006 Federal Commission on the Future of Higher Education recently echoed this trend by criticizing U.S. colleges for "a remarkable lack of accountability" and recommending the implementation of additional accountability reporting measures:

> *"We believe that improved accountability is vital to ensuring the success of all the other reforms we propose. Colleges and universities must become more transparent about cost, price, and student success outcomes, and must willingly share this information to improve communications with students and families. Student achievement, which is inextricably connected to institutional success, must be measured by institutions on a 'value-added' basis that takes into account students' academic baseline when assessing their results. This information should be made available to students, and reported publicly in aggregate form to provide consumers and policymakers an accessible, understandable way to measure the relative effectiveness of different colleges and universities."*

(U.S. Commission on the Future of Higher Education, Sept. 2006)

Implications

A. **Accountability as a Fact of Life** Public accountability is here to stay. The only question at this point is whether accountability will be internally implemented under faculty control and supervision or imposed by means of external testing mandates.

B. **Making Accountability Work** The District needs to design an approach to reporting measures of institutional effectiveness that highlights its contributions to the community, focuses institutional efforts on improving student learning, and involves qualitative as well as quantitative measures of success. Being strictly accountable for reaching institutional goals and improving student outcomes is essential to the District's mission and its efforts to shape its own destiny.

C. **Accountability & Resources** As the District-wide Student Learning Outcomes effort indicates, establishing an effective system of institutional accountability will require significant investment of time and human resources. Colleges will need to think carefully about designing accountability mechanisms that achieve results without overtaxing faculty, staff, and college operating budgets.

Challenge #8: *Incorporating Emerging Technologies*

District colleges will face two different challenges related to changing technologies over the next five years. As already noted, emerging technologies will continue to transform occupational opportunities in Los Angeles. As this happens, prospective students will seek out programs in high-tech fields that require increasingly high levels of academic preparation and technological training. Even fields that once seemed immune to high-tech trends are changing in response to emerging technologies. In English classes, for example, students across the country are keeping interactive "reading blogs" and composing "Wiki-compositions"–collaborative online essays assembled through a group effort involving an entire class.

As access to technology expands and students become increasingly familiar with web resources, the Internet and other interactive technologies may be expected to play an important role in efforts to expand access and student success. Led by the universities, two-year colleges are now beginning to implement sophisticated on-line student "portals"—individualized web pages that integrate interactive student daily planners and electronic handbooks, semester calendars, course syllabi, degree audits, student learning outcome "dashboards," club bulletin boards, and chat rooms. These highly interactive portals provide students with a continuous flow of important college information and access to resources, engage them more deeply in student life, and reinforce important deadlines and goals. In addition, more than 50 colleges across the country currently require all students to keep "e-portfolios"—web-based anthologies of class writings, term projects, and self-reflections—that are used to assess their learning and to support their future transfer and job search efforts. Even now, colleges within the District are beginning to experiment with hybrid classes that blend on-line and face-to-face instruction and Pod-casting— the downloading of lectures and supplemental materials through cell phones and MP3 players. Nationally, faculty groups are also beginning to create sites that offer free open-source "shareware" curricular materials, a trend that one day may provide an alternative to expensive textbooks. In future years, this effort to create a free web-based online university promises to challenge some of our most fundamental ideas about teaching, learning, and higher education.

Implications

A. **Upgrade Instructional Equipment** As emerging technologies transform the workplace, District vocational programs will have to constantly update essential equipment. This will require significant investment of resources over the next five to ten years if the District is to remain competitive with neighboring public and "for-profit" institutions.

B. **Create "Electronic" Communities** While the "digital divide" is still a reality for many District students, in the future years students will increasingly expect colleges to offer them access to interactive online learning communities through the use of portal systems, hybrid classes, Pod-casting, and other technological resources. These "e-communities" will offer new ways to expand access and to promote student success.

C. **Update Faculty, Staff & Administrative Skills** Currently, many faculty, staff, and administrators lack the skills needed to exploit emerging instructional and administrative technologies. Special efforts must be made over the next five years to improve the technological literacy of all District employees.

VII. Ten Planning Themes

The following ten planning themes emerge from the assessment of past District-wide goals, the reflections of college SWOT analyses, and assessments of major external and internal trends and challenges. While not specifically "goals" themselves, these themes give direction to the District's efforts over the next five years and establish a framework for understanding the more specific goals and objectives that follow.

1. **Focus First on Students** The District exists for one reason and one reason only: to support students as they learn, improve their life chances and work toward their academic, career, and personal goals. Efforts devoted to maximizing enrollments, maintaining jobs, and burnishing careers and reputations are meaningless if they do not support student learning and student success.

2. **Focus Next on Excellence** Unless we demand the very best from ourselves and our students, we are condemning ourselves to mediocrity. If we are going to achieve the goals outlined in our new vision and become the "best" and not merely the "biggest," we have to start by expecting excellence in everything we do.

3. **Foster a Culture of Planned, Purposeful Change** Given the District's size and institutional culture—and in light of the "seismic" economic, demographic, and cultural developments that have transformed Los Angeles over the past fifteen years—the biggest challenge we now face is the challenge of change. We need to create permanent mechanisms and processes throughout the District for setting strategic goals, measuring the progress we make toward their achievement, and revising our agendas and methods so that we can grow and change in purposeful ways, without "drifting" into unforeseen crises from year to year.

4. **Create a District-wide "Community of Learners**" Learning how to learn must become the primary occupation of everyone who works or studies in District classrooms and offices. Our colleges must shift their focus from "teaching the material" to helping students become active, self-directed learners. Our faculty, staff, and administrators must also "learn how to learn" more effectively from our own past experiences and from neighboring institutions.

5. **Get Useful Information to Those Who Need It** To become an effective community of learners, we'll need access to plentiful and useable information. The District must grapple with the challenge of putting high quality, timely, and immediately useful research in the hands of everyone who plays a role in improving classroom and institutional function.

6. **Embrace Accountability** Instead of fleeing from accountability, we need to embrace it, so we can discuss our challenges, share our goals and celebrate our triumphs openly and transparently. There's no point in any one group of us being "accountable" to another, if we all aren't accountable to each other and to the students and communities we serve.

7. **Work Hard on Trust and Collaboration** It's not enough simply to learn. If the District is to become a real "community" of learners, faculty, administrators, staff, and students must learn to trust each other and to share ideas, experiences, and information in a way that's genuinely collaborative and inspiring. Having information isn't the same as sharing it for a shared purpose.

8. **Get Personal** As an institution, the District can achieve nothing. Only the flesh-and-blood people who teach, who provide student services, and who staff administrative offices can change the way we do business. If we are going to create a "change culture" and refocus the District on student success, every District employee will have to play a part. And that means reaching

beyond the anonymity of an administrative function, a lectern, or a desk to touch someone else's life in a meaningful way each day.

9. **Be Service Oriented** To improve District functions, cut red tape, reduce anonymity, improve employee morale, and make a difference in student lives, every District employee needs to re-think their role from a "service" perspective. Faculty, administrators, support staff—we all need to become more "customer friendly if we're going to have a positive impact on District-wide culture.

10. **Have Some Fun!** It doesn't all have to be hard work. In fact, if we're to achieve any of the goals set out in this plan, we'll need to keep reminding ourselves of why we got involved in teaching and learning in the first place. Not to be miserable, but to celebrate and communicate our love of learning and the things that make life worth living!

VIII. A New District Mission

To meet the challenges ahead, we'll need to change the way we think about our colleges, our students, and our colleagues. We'll need to focus more directly on helping students define and achieve their academic goals and work harder to keep our academic programs on the cutting edge of technological change. We'll need to reach out more effectively to the multiple communities we serve and learn how to build stronger and more durable bridges to our institutional partners. We'll have to re-think the way we set institutional goals and report on our progress. And, perhaps most importantly, we'll need to re-focus all of our energies on a new vision of our mission in the community.

> ### *"Changing Lives in a Changing Los Angeles"*
>
> *In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we—the faculty, staff, and administrators of the nine Los Angeles community colleges—dedicate ourselves to the goal of expanding access to educational opportunity across the many, diverse communities that contribute to the greater Los Angeles area.*
>
> *We serve all Angelenos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and life-long learning.*
>
> *To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures.*

IX. District Guiding Principles

Our new District mission is informed by the following eight guiding principles.

Access & Opportunity *We are committed to expanding educational opportunity and access to everyone who has the desire to learn, and we actively welcome all students, including those from communities that have traditionally been underserved by higher education or who require special accommodation or support.*

Excellence & Innovation *In all of our services and institutional activities, we strive to create a culture of excellence and innovation, and we challenge our students to meet the highest educational standards.*

Student Learning & Success *All of our institutional efforts and resources are dedicated to one central purpose—the support of our students as they work toward the achievement of their academic and professional goals.*

Free Inquiry *We value the vigorous, critical and free exchange of ideas and opinions, and we work actively to create communities of mutual respect and shared concern that support and sustain open debate and constructive, democratic discourse.*

The Power of Diversity *We embrace diversity as a central part of our civic and institutional identity and as a powerful element in the education and development of every individual.*

Community Connection *Our colleges must be rooted in the communities they serve, and we are determined to build and maintain strong, durable, and responsive collaborations with our educational partners across Los Angeles, and with business, labor, and other organizations that contribute to the fabric of our larger community.*

The Promise of Technology *Technology plays a critical role in all of our institutional operations and educational programs, and we are committed to keeping both our District systems and classrooms on the forefront of technological innovation and efficiency.*

Public Accountability *We are accountable to the public for all aspects of our mission, and we owe the students we serve, the people of Los Angeles, and the State of California regular and timely assessments of all of our efforts in support of student learning and student success.*

X. Strategic Goals and Objectives

To fulfill our new mission, the District has established a set of five overarching goals, each accompanied by a number of strategic objectives. These goals and objectives are meant to help the District meet the internal and external challenges outlined above and to address the issues and concerns that emerged during District-wide discussions with faculty, administrators, students and staff during the strategic planning process. The five overarching goals are:

Goal 1: Access—Expand Educational Opportunity and Access

Goal 2: Success—Enhance all Measures of Student Success

Goal 3: Excellence—Support Student Learning and Educational Excellence

Goal 4: Accountability—Foster A District-wide Culture of Service and Accountability

Goal 5: Collaboration—Explore New Resources and External Partnerships

The 33 objectives that accompany these five broad goals are meant to guide District and college efforts over the next five years. During this time, District staff will work closely with the colleges to help bring local strategic planning efforts in line with these goals and objectives. It should, however, be understood that while the strategic priorities of the nine LACCD colleges are expected to further the general goals in this plan, each college will continue to fashion strategic goals and objectives that reflect local environmental conditions and the needs of local constituencies. Thus, the following goals and objectives are perhaps better viewed as general targets than as specific tasks or action plans that District colleges are expected to implement.

Goal 1: *Access*

Expand Educational Opportunity and Access

Increase awareness of the educational opportunities available at LACCD colleges and expand access to vocational, transfer, basic skills, and life-long learning programs among all populations in the greater Los Angeles area, including those that have been traditionally underserved by institutions of higher education.

Objective 1.1   Institute a District-wide College Access Initiative

To expand college outreach to communities across the entire the Los Angeles region, the District will launch a *College Access Initiative*. This District-wide initiative will bring colleges together

to share best practices and integrate and systematize all college outreach efforts. As a result of this initiative, District colleges will identify potential target populations, align them with appropriate academic programs and course offerings, create a calendar of activities designed to provide these groups with basic college information, systematically analyze process and procedural barriers to easy access, and implement action plans for mitigating or eliminating these obstacles.

Objective 1.2 Enhance Outreach to Under-served Populations

In order to guarantee that our colleges better reflect the communities they serve, the District will work closely with city agencies and community partners to develop strategies for extending college access to under-represented groups, including male students in general, African Americans, and Native Americans. These efforts will include targeted outreach initiatives, special support programs, and the creation of group-specific support organizations.

Objective 1.3 Expand Early College Awareness

The goal of increasing access to higher education can only be accomplished if colleges expand early awareness of community college degree and career opportunities. To achieve this end, District colleges must reach out to students long before their senior year. This means that the colleges will have to implement middle school outreach efforts and collaborate with K-12 partners on concurrent enrollment programs in basic skills, short-term vocational courses, CAHSEE and PSAT/SAT tutorials, and other special college/school offerings.

Objective 1.4 Increase Outreach Efforts to Disconnected Youth

To address the crisis of "disconnected youth"—those young Angelenos aged 16-24 who are both out of work and out of school—District colleges will collaborate with K-12 providers, city agencies, the LA Chamber of Commerce, local businesses, organized labor, faith-based organizations and other community partners to create a system of college portals designed to provide the disconnected with the information and support they need to reconnect with productive activity and educational pathways.

Objective 1.5 Coordinate District and College Marketing to Enhance the District's Image

In conjunction with the College Access Initiative, the District will implement a city-wide marketing campaign that coordinates and enhances college marketing efforts and that directly supports the goals established in each college's Strategic and Educational Master Plans.

Objective 1.6 Explore the Creation of New Centers and Satellites

Since college access is limited by student mobility and geographic location, over the next five years District colleges will assess community needs for expanded educational opportunity, and, when appropriate, plan and implement the creation of new LACCD instructional centers and satellite campuses.

Objective 2.1 Plan for Student Success

If student success is to become the District's top priority, the colleges will have to use student success outcomes to measure the effectiveness of all institutional, educational, departmental, and student services, and administrative planning processes. As part of this effort, the colleges should establish and use clear baselines and benchmarks of student achievement to gauge institutional improvement, and report on success outcomes on a regular basis.

Objective 2.2 Use Enrollment Management to Meet Student Needs

Students can't achieve their goals if colleges don't offer the courses they need in a timely manner. To guarantee that course offerings meet student demand, the colleges should develop and implement systematic enrollment management processes and strategies. These enrollment management processes should be designed to 1) advance college educational master plan and program review goals, 2) provide up-to-date, reliable data for schedule management decision making, 3) incorporate the use of state-of-the-art technologies, 4) assure that students can complete degree and certificate programs in a reasonable period of time, and 5) assure that evening and weekend students have easy access to the courses they need.

Objective 2.3 Institute a District-wide Student Success Initiative

Since the majority of District students need special support to succeed academically, the District and the colleges must spread effective student support best practices beyond the limits of specialized support programs. This can be done by establishing a "Student Success Committee" or taskforce at each college, charged with 1) identifying and eliminating barriers to student success, 2) enhancing student engagement, persistence, and goal attainment, 3) improving the way students identify and monitor their progress toward educational and career objectives, 4) enhancing students' ability to assess their personal academic strengths and learning styles, and 5) developing strategies for helping students become autonomous, self-regulated life-long learners.

Objective 2.4 Re-Think Basic Mathematics & Language Arts Instruction

To address the regional crisis in basic skills, the LACCD must establish a district-wide effort to assess, re-examine, and strengthen basic skills instruction, particularly in the areas of mathematics and English language arts. This basic skills initiative should assess problems in the current basic skills pipeline, explore alternative curricular and pedagogical approaches to basic

skills instruction, and research and implement emerging best practices intended to help students move more rapidly and effectively through all preparatory course sequences.

Objective 2.5 Improve Equity Outcomes for All Students

District student success efforts should be designed to help *all* students—regardless of background, prior educational experiences, or physical condition. To achieve this end, colleges should make "excellence for all" the guiding principle of their student success efforts. Equity outcomes should also play a critical role in the measurement of all institutional success outcomes, including those relating to transfer rate, degree and certificate completion, persistence, and basic skills improvement.

Objective 2.6 Expand Job Placement

Because District colleges should be committed to helping students achieve practical goals that lead to real life improvements, they should enhance college career centers to expand job placement and internship opportunities for students in vocational programs. This should be done through increased collaboration with local businesses, corporations, unions, public agencies, and private organizations.

Objective 2.7 Use High Technology for Student Success

As students embrace new interactive digital technologies, the District should explore their use in order to enhance student engagement and student success and to expand college access. Within the next five to ten years, students will expect all colleges to offer technological innovations like hybrid courses, Pod-casting, e-portfolios, and student "portals" that integrate email, interactive calendars, course and faculty web pages, access to support services, automatic degree and learning outcome audit functions, personalized e-handbooks, bulletin boards, club websites, and chat rooms.

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<u>Goal 3:</u> *Excellence*

Support Student Learning and Educational Excellence

Place student learning at the center of all District endeavors by transforming LACCD colleges into vibrant learning communities that offer challenging, student-centered courses and programs taught in a variety of "state-of-the-art" modes of delivery by engaged, professional faculty who expect the best from themselves and from their students.

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Objective 3.1 Implement and Use Student Learning Outcomes

Over the next five years, District colleges will make student learning the top priority in every class, program, department, and support unit by actively involving all faculty and staff in the definition and assessment of student learning outcomes for all LACCD courses, programs, and degrees. These student learning outcomes will be widely disseminated to all students so that they can take an active role in shaping their own educational futures. The colleges will assess student achievement of these outcomes and use the results of these efforts to make measurable improvements in all instructional and support programs.

Objective 3.2 Foster a District-wide Culture of Evidence

Because institutional improvement must be based on reliable information, the District will create a culture of evidence and assessment among all faculty and staff that puts high quality, reliable, relevant and easily usable data at their disposal. This culture of evidence will allow all personnel directly involved in student learning to frame their own research agendas and make informed decisions about how to modify instructional, support, and administrative services to foster student success and educational excellence.

Objective 3.3 Strengthen Educational Planning & Program Development

Strengthen educational master planning, program review, and viability processes across the District so that they 1) meet the documented workforce, technological, and educational needs of local communities; 2) involve objective, research-based assessments of program effectiveness; 3) include specific goals and action plans for program improvement; 4) and assure the vigorous development of new course and program offerings in high priority growth areas and emerging technologies and disciplines, such as green technologies and environmental science.

Objective 3.4 Diversify Modes of Instructional Delivery

To meet the needs of working students and those who can't participate during conventional hours of instruction, the colleges should work to diversify modes of instructional delivery. Comprehensive alternative instructional programs leading to clear academic goals should be developed and delivered through interactive Distance Learning technologies, such as hybrid courses, and by means of alternative scheduling and intensive educational programs.

Objective 3.5 Focus Professional Development on Institutional Goals and Student Success

Because faculty are central to any attempt to enhance educational excellence, District colleges must work to reshape faculty professional development programs so that they directly support the advancement of student learning and the goals established in college strategic and educational master plans. To do this, the colleges may consider creating permanent "Teaching/Learning Centers" that serve to 1) focus professional development activities on the improvement of student learning, 2) encourage faculty to experiment with new "student-centered" pedagogies, 3) help faculty adapt to the use of cutting-edge instructional technologies, and 4) encourage faculty to explore emerging trends in their disciplines.

Objective 3.6 Establish New & Part-Time Faculty Academies

While it's important to support the continued development of current faculty, it may be even more crucial to provide probationary and new hourly faculty with a comprehensive introduction to the challenges of teaching in District colleges and proven techniques for enhancing student success. To achieve this end, District colleges should create new faculty academies that will support probationary and new hourly faculty during their initial year of employment. These academies should also be designed to orient faculty to their professional responsibilities and other workplace matters, including accreditation, program review, the curriculum process, educational planning, learning outcomes, college budget allocation formulas, shared governance procedures, collective bargaining and the AFT Contract.

Objective 3.7 Connect with Educational Partners

To improve our educational programs, District colleges must explore new ways of strengthening ties with regional educational partners, including those in the UC, CSU, and K-12 systems. As part of this effort, the colleges should work with partner institutions to improve the alignment of academic standards and expectations, to leverage resources, and to create new learning opportunities for LACCD students.

Objective 3.8 Launch a Career Technical Education (CTE) Workforce Initiative

Support vigorous workforce development across the Los Angeles area by implementing new high-demand, high-wage, high-tech workforce and career-technical educational programs in emerging career/technical occupational areas, including, for example, green technologies, green construction, alternative fuels and advanced transportation technologies, logistics, allied health services, culinary arts, hospitality services, interactive media technologies, entertainment, etc.

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<u>Goal 4: Accountability</u>

Foster A District-wide Culture of Service and Accountability

Develop a culture of service and accountability across the District that maximizes the ability of our colleges to act as highly-effective and efficient independent entities while simultaneously capturing the benefits of being a large, multi-college district.

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Objective 4.1 Develop a District-wide Culture of Planning and Accountability

To ensure that District and college planning efforts result in institutional improvements that benefit students and the communities they serve, we must develop a District-wide culture of accountability. This means that the District and colleges must establish clear, mutually-reinforcing strategic goals that directly support the goals established in the State System Strategic Plan. It also means that the District and colleges must follow up by assessing the effectiveness of their planning efforts and by reporting the results of these assessments to the Board of Trustees and the community at large on a regular basis.

Objective 4.2 Create a Culture of "Customer Service" Across the District

If the District is to succeed in transforming its size into a source of strength and take advantage of the economies of scale that size offers, it must institute a District-*wide "Customer Service Initiative"* that involves all District employees. This initiative will require the re-assessment of all office and departmental policies and procedures to make them more streamlined, less time-consuming, and more welcoming and "user-friendly." It will also seek to guarantee quick response to all requests and inquiries, to enhance the "personal" connection in all transactions, and to assure individual accountability.

Objective 4.3 Professionalize Staff Development

Any attempt to enhance District-wide services must involve improving development programs for District and college administrative support staff. To achieve this end, the District must re-examine and professionalize current District-wide staff development efforts and institute a "New Staff Academy." Together, these efforts will enhance the skills and productivity level of all administrative support staff and facilitate effective cross-training and personal and career advancement.

Objective 4.4 Support the Development of Administrative Leadership

Because so many experienced administrators will be retiring over the next five to ten years, the District must establish an *Administrative Leadership Initiative* in order to prepare future generations of administrative professionals for future executive leadership roles. This effort should provide college personnel who have leadership potential with the skills and competencies they will need to become effective decision makers and "agents of change." It should also encourage the development of the vision required to guide District colleges as they navigate the challenges posed by future economic, educational, and demographic changes.

Objective 4.5 Improve all District-wide Administrative Systems

The effectiveness of District/college relationships depends to a great extent on the effectiveness of District systems, and District systems can work effectively only if college personnel understand and support them. To ensure that District and college operations are mutually supporting , administrative staff from the District Office and colleges must work collaboratively to re-assess and re-engineer all District-wide administrative systems and associated business processes to maximize system strengths and capabilities, increase overall system efficiency, and minimize error.

Objective 4.6 Improve District-wide Communications

Transforming District culture also means improving District-wide communications. To further this end, the District and colleges should redesign and promote the active use of District and college web sites. The District Office and college administrations should also issue regular "state of the institution" reports and publish timely updates on issues of broad concern. In addition, over the next five years, the District Office and colleges should strive to implement paperless operations.

Objective 4.7 Revisit Decentralization and the District Budget Allocation Model

Because administrative decentralization is a "work in progress," the District should engage the colleges in an on-going dialogue over the next five years to assess past efforts to decentralize District functions and to explore new ways of improving District/college functional relationships. As the dialogue on decentralization progresses, the District should revisit and, if necessary, revise the budget allocation model to guarantee that it supports the educational goals of all colleges equitably, ensures continued District financial stability, and encourages colleges to become fiscally independent.

Goal 5: Collaboration & Resources

Explore New Resources and External Partnerships

Strengthen external partnerships at all levels in order to enhance political support for District initiatives, expand District financial resources, and improve District relationships with all communities in the greater Los Angeles area so that LACCD colleges can offer more responsive, relevant, and affordable educational programs and support services.

Objective 5.1 Collaborate with Community Partners to Leverage Resources

To achieve many of the goals established in this plan, the District Office and the colleges must learn how to connect more effectively with community partners. To build awareness of college opportunities, develop new occupational and academic programs, provide more job placement and internships, and re-engage the disconnected youth, the District must do a better job of reaching out to local businesses and corporations, the Chamber of Commerce, city agencies, organized labor, and other community partners.

Objective 5.2 Support Student-Centered Legislation

Because many of the issues that most directly impact communities and students are political in nature, the District must continue its active support of local, state, and national legislative initiatives that affect educational access and excellence. Such efforts should include support for reducing student fees, increasing financial assistance, increasing compensation for non-credit instruction to facilitate outreach to underserved populations, easing restrictions on concurrent enrollment to stimulate inter-institutional collaboration, and facilitating future bond construction programs.

Objective 5.3 Enhance District and College Foundations

While some District colleges have active and healthy foundations, the District should do more to strengthen foundations at all LACCD institutions. This can be accomplished by creating a District/College foundation coordination group that will identify common goals, share best practices, leverage resources, and synchronize activities in order to increase foundation effectiveness and provide additional financial support for students.

Objective 5.4 Strengthen Support for Grants and External Funding

Many of the initiatives outlined in this plan will require additional resources for their development. To provide the support needed to institute new student success programs, enhance faculty and staff development, and initiate new dialogues with community and educational partners, the District should strengthen its support for all external funding efforts. The District should create an Office of External Funding that helps the colleges identify public and private funding sources, aligns college needs and foundation priorities, provides college faculty and

administrators with regular updates, coordinates inter-institutional efforts for collaborative grants, augments college research capabilities, and offers district-wide in-service grants-related training.

Objective 5.5 Identify Resources to Supplement College Master Plans

Because District colleges still have considerable work to do to complete their comprehensive Master Plans, District leaders should explore additional sources of funding—including the possible implementation of future bond measures—to supplement current facilities master planning projects across the District and to provide additional resources in support of increased maintenance costs as the result of Prop A/AA construction.

XI. Implementation Plan

Within the context of a decentralized college district, strategic planning must be a highly collaborative effort. Because the challenges involved in expanding student access, coping with under-preparation, and adapting to changing workplace needs are deeply contextual, each college must implement the goals and objectives in this plan in light of local conditions and institutional priorities. New educational programs that make sense at Los Angeles Trade Technical College may not serve the needs of the Pierce College community; effective approaches to recruitment at East may be ineffective at West. As a result, successful implementation of this plan will depend heavily on action at the college level. Some of the specific initiatives required to achieve the plan's five goals and thirty-three objectives are already described in these pages. For the most part, however, the colleges will have to articulate and implement their own concrete action plans for attaining goals such as expanding access or enhancing student success in light of local conditions and institutional priorities.

The Role of the District Office

The District Office will assume the lead role in implementing a number of the plan's objectives, including, for example, those within goals four and five that directly involve the District's Budget, Human Resources, Information Technology, and Facilities Planning offices. In addition, District staff will play two other critical roles in the plan's implementation.

1. <u>District-wide Coordination:</u> District Office staff will work with the colleges to coordinate District-wide initiatives meant to leverage resources and facilitate the sharing of best practices among all nine LACCD colleges. For example, District-sponsored initiatives aimed at promoting access, student success, innovation, and the use of emerging instructional technologies, will help the colleges create local support for these efforts and will maximize the use of District-wide intellectual and financial resources.

2. <u>District-wide Accountability:</u> In conjunction with the Board of Trustees, the District Office will provide a durable institutional framework and on-going process for monitoring and reporting on progress made toward achievement of the plan's goals and objectives. To fulfill this accounting function, the Chancellor will create a District Planning Committee (DPC), which will bring together administrative, faculty, staff, and student stakeholders from across the District to establish, refine, benchmark, monitor, and report on the outcomes associated with each of the plan's thirty-three objectives.

The District Planning Committee (DPC)

Following adoption of the District Strategic Plan by the Board of Trustees, the Chancellor will call for creation of a District-wide committee to oversee the plan's implementation. While the specifics of DPC membership will be determined by the Chancellor in consultation with the District Academic Senate and collective bargaining agents, it should ideally include one faculty member and one administrator directly involved in the planning processes at each college, as well as representatives of the Chancellor's Cabinet, the Vice President Councils, the District Academic Senate, the unions, and District Senior Staff.

Meeting on a monthly basis, the DPC will be charged with the following:

1) Refining and documenting the expected short- and long-term outcome measures associated with the plan's goals and objectives

2) Establishing clear baselines and benchmarks for these outcome measures via comparison with other appropriate districts and colleges

3) Creating a continuous process for reporting on these measures by means of a District-wide Institutional Effectiveness "Dashboard" (See "Core Indicators and Strategic Measures of Institutional Effectiveness" below.)

4) Monitoring the strategic and educational master plans of District colleges on a regular basis and providing college leaders with feedback on institutional performance in relation to District goals and objectives

5) Coordinating formal presentations of college strategic and educational master plans to the Board of Trustees Committee on Planning and Student Success every five years

6) Coordinating periodic progress reports documenting college and District strategic planning efforts to the Board of Trustees Committee on Planning and Student Success

7) Reviewing and commenting on college accreditation comprehensive self-study and mid-term draft reports before final versions are forwarded to the Board of Trustees Committee on Planning and Student Success

8) Updating and refining District strategic planning goals and objectives in light of emerging institutional priorities and environmental conditions

9) Laying the groundwork for the District Strategic planning effort in 2012

By reviewing and providing feedback on all major college planning and accreditation reports prior to presentation to the Board of Trustees, the DPC will have the opportunity to perform detailed analysis on college-level outcomes and raise questions that will help colleges focus and improve their planning efforts and overall performance. In addition, regular presentations of college strategic and educational master planning outcomes to the Board of Trustees Committee on Planning and Student Success will guarantee public accountability for District and college planning efforts.

Implementation Matrix and Outcomes Measures

To guide the efforts of the DPC and the colleges as they work toward achievement of the goals in this plan, an "Implementation Matrix" has been provided that outlines the measurable outcomes associated with each of the thirty-three objectives, and designates for each those agents who are primarily responsible for overseeing their implementation as well as those who are responsible for monitoring their achievement. Within this matrix, the following two levels of expected outcomes will be provided for each of the thirty-three objectives in plan:

1. *Short-Term Qualitative Outcomes*   Each objective will be aligned with a qualitative outcome—typically involving documentation of an action, initiative, report, or process that directly supports the overarching planning goal.   These qualitative outcomes are provided to assure that responsible agents are actively engaged in the initial stages of the plan's implementation.

2. *Long-Term Quantitative Outcomes*   In addition, each objective will be associated with quantitative outcomes such as numerical increases in enrollments, degree production, students served in special programs, or increases in user satisfaction. Evidence of these outcomes will develop in the long-term as initial activities take effect. When possible, these quantifiable measures will be benchmarked via comparison with other appropriate institutions at the regional, state, and national level.

Tentative short- and long-term outcome measures are outlined in the preliminary "Strategic Plan Implementation Matrix" below. In addition, "core indicators and strategic measures" of District and college effectiveness that coordinate with all goals an objectives in this plan will be developed to provide decision makers with continuous feedback on the effectiveness of their efforts.

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