

LOS ANGELES CITY COLLEGE



*Los Angeles
City College ...
an urban oasis
of learning that
educates minds,
opens hearts
and
celebrates
community*

2002 - 2008

EDUCATIONAL MASTER PLAN

A Vision for Student Success

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The LACC Educational Master Plan 2002-2008 was approved by the Department Chairs Council on 10/1/02, by the Academic Senate on 10/16/02, by the Academic Senate Executive Committee on 10/30/02, and by the Shared Governance Council on 12/9/02.

Six Years in Review -Vision 1995-2001¹

To establish the baseline for the Educational Master Plan that this document addresses, we begin by reviewing the progress made during the last six years and by identifying key accomplishments in the areas of program development; academic excellence; instructional support; diversity; partnerships, collaboration, and extramural funding; and educational outreach.

Six years ago, the college articulated a vision of the future for itself and proceeded to develop seven planning goals to help achieve that future. Although the vision was ambitious, it is generally acknowledged today that LACC has undergone a transformation as a direct result of our focused efforts. In addition to our own commitment and work, two significant and far-reaching external events contributed to the college's ability to change and evolve. First, in 1998, the Board of Trustees decision on LACCD Reform and Reorganization led the way to allow the college to set its own path. The action to decentralize enabled LACC to seize the initiative, place innovative projects on the agenda, and control its own development while taking responsibility for the outcomes. Second, in April 2001, Los Angeles voters passed the landmark \$1.245 billion Proposition A bond measure, giving LACC \$147 million with which to recreate the physical campus for the next 25 to 50 years.

During the last six years, LACC has changed internally. We have intentionally grown from 9,500 full-time equivalent students (FTES) to 16,200 FTES, a 68% increase. Our headcount for 2001-02 is expected to be more than 18,000 students, a 20% increase from approximately 15,000 in 1996. Focused recruitment, marketing, and retention efforts have helped expand these enrollments significantly while increasing the college's operating budget. For example, the college's EOPS program, the largest in the state, increased the number of students served by 40% during this period. Financial aid applications increased 68% over the last four years with a 41% increase for the 2002-03 year. Through the adoption of several innovations, including the creation of the Enrollment Management Team, the implementation of the 15-week condensed calendar, the creation of positive attendance generating labs, and expansion of contract education, overall enrollments increased at least 8% each year since 2000.

Our academic progress is charted over the last six years by highlights in these areas.

Program Development

- New programs
 - Cooperative Education
 - "City of Angels," a multi-disciplinary course
 - Program for Accelerated College Education (PACE) with tracks in Business and Future Teachers
 - City Prep Academy, a special program for high school students
 - Reopening of an industry-relevant Associate Degree Nursing program

¹ Vision 1995-2001: LACC will become again an important center of culture and learning in downtown Los Angeles, transform the campus into a clean, safe, attractive, and supportive environment; emerge with a reputation for empowering students through innovative academic programs and individualized support services; shape an energetic, harmonious community; and inspire a deep appreciation for the new and different, an abiding spirit of tolerance and mutual respect, and a passion for lifelong learning.

- Expansion of the sports program to include women's basketball, soccer, softball, and badminton and men's and women's golf
- Contract with LAPD to provide all academy training and continuing education
- ADAPT, a program that enables disabled students to fully participate in classes in the visual arts
- Certified Nurses Assistant, a career-ladder program
- A 15-week calendar including block scheduling, a winter intersession, and multi-start summer offerings
- Implementation of program review and program viability processes

Academic Excellence

- A 36-hour New Faculty Academy to help probationary faculty learn about their new environment and best practices in teaching and learning.
- An annual pre-academic year Department Chairs Council Workshop sponsored by the Office of Academic Affairs
- Expansion of the Scholars Program to meet the needs of high-achieving and transfer-bound students
- Intellectual enrichment activities
 - President's Art Purchase Program to provide talented students in all visual media the opportunity to have their artwork selected competitively, purchased, and displayed on campus
 - Reinstating the Snyder Distinguished Lecture Series
 - Weekly music concerts
 - Viewing astronomical phenomena from the outdoor astronomy lab
 - Lecture series in Chemistry sponsored by the Chemistry Department
- Student Achievement Awards
 - National award-winning Forensics team
 - State, regional, and local championship sports teams
 - General Motors Marketing Internship national awards
 - National award-winning American Math Association of Two-Year Colleges LACC Math Club

Instructional Support

- Installation of a fiber-optic backbone to network the campus and set the stage for future academic and classroom technological development
- Access to computers for all full- and part-time faculty
- Allocation of State Instructional Equipment funds-\$5.2 million-for instructional support
- Supplemental Instruction, a tutorial support program to enhance learning
- Addition of computer laboratories, classrooms, and a fitness center
- Established the Office of Institutional Planning and Effectiveness to provide necessary data to make informed decisions
- "Save a Seat Campaign" to refurbish the Camino Theatre
- Created the Teaching/Learning Center to support instructional course development
- Created a computerized assessment center

Celebrating Diversity

- Hiring of 75 tenure-track faculty to replace retiring faculty or expand instructional programs
 - 47% or 35 were ethnic minorities: 12% African-American, 12% Asian, and 23% Hispanic
 - 45% or 34 were female
 - 20% of the White hires are from Eastern and Middle Eastern countries
- Established a series of celebrations
 - International Women's Day
 - "City of Angels" Cultural Fair
 - Foreign Language Day
 - African-American Manchild Conference
 - Latino Heritage Celebration
 - African-American History Month
 - AIDS Awareness Day
 - Wheelchair Basketball Competition between DSPS and the LA Clippers

Educational Outreach

- Koreatown Education Center
- Workforce Education
 - Cisco Academy at the LA River Center
 - Corporate Community Education Center
 - Goodwill
 - Breakaway Technologies
- Korea Senior Citizens Center
- Chinatown-Family and Consumer Studies
- Hope Street in collaboration with UCLA: Cinema/TV, Child Development
- Bresee Foundation
- Local feeder high schools
- Van de Kamp Satellite (in development and scheduled to open Spring 2004)

Partnerships, Collaborations, and Extramural Funding

- Allied Health activities
 - Dental Technology and UCLA
 - Dental Technology and Toho Dental College
 - Nursing Department and Queen of Angels, Kaiser Permanente Medical Center, and Childrens Hospital
 - Radiologic Technology and local hospitals
 - Dietetics and local hospitals and Santa Monica College
- Vocational and Academic activities
 - Cinema/TV /Media Arts and Dream Works
 - LAPD
 - Human Services program
 - Vocational education advisory committees
 - California Early Childhood Mentor Program
 - Music
 - Theater

- Basic Skills and transfer-related activities
 - Learning Skills Center and the LA County Office of Education
 - Learning Skills Center and the Asian-American Drug Abuse Program (ADAP)
 - LA Public Library and Child Development/Learning Skills
 - CSULA Title V Transfer Retention grant
 - LA City/Catholic Charities "One-Stop" Satellite Center
- USC Diversity Scorecard
- LA County/CSUN Contract Education
- Service Learning
- Extramural funding to support the instructional program
 - \$135,000 literacy grant from the California Children and Families Commission (Prop 10) to fund
 - start-up and staffing of Children's Library at the Campus Children's Center
 - continuing workshops in literacy awareness and professional development
 - student cash grants to those completing certification
 - \$1 million from the Governor's Job Skill training Initiative to further develop the health industry career ladder
 - \$50,000 from Workplace Hollywood awarded to the multimedia departments to fund a production assistant course that enhances their programs and prepares students to work in the entertainment industry
 - \$400,000 matching and in-kind support from hospitals to develop Nursing program.
 - \$1.5 million from ED>Net to develop curriculum for the new Nursing program
 - \$260,000 from the US Department of Education's Minority Science and Engineering grant to create two "smart classrooms" in the Math Dept.
 - \$85,000 from the TRIO/Upward Bound grant to expand the theatre program's outreach efforts
 - \$80,000 in a FIPSE planning grant for "City of Angels"
 - \$25,000 from the California Endowment for the ADAPT art program
 - \$76,000 a year federal CCAMPIS grant awarded to the Child Development Center awarded to fund evening hours and multi-lingual parent education
 - \$20,000 annually from the Child Development Training Consortium to provide stipends to students, instructors, instructional support, and supplies
 - \$5.2 million in Capital Outlay for an expanded, permanent Child Development facility
 - Pell awards to students increased 65% from \$5.97 million to \$9.9 million, including a \$2 million increase in 2001-02
 - \$68,000 Chemistry grant from Ralph M. Parsons' Foundation for the purchase of an NMR Spectrometer

II. Planning Perspective

Typically, California community colleges consider the educational master plan to be a document that encompasses institution-wide planning assumptions, goals, and strategies. The plan also frequently includes facilities planning issues. Following that traditional planning format, Los Angeles City College developed an all-inclusive educational master plan for the period 1996 through 2001. This plan articulated seven institutional goals in support of the college vision. A facilities master plan and a technology plan were also developed to cover the same time span.

The College's Plans

The LACC approach to planning has changed in the last six years. The college's strategic plan, *Creating an Urban Oasis 2002-2008*, connects eight institution-wide priorities to our college vision and outlines strategies, intended outcomes, and vital signs significant to the realization of the vision of the future we intend to create: "An urban oasis of learning that educates minds, opens hearts, and celebrates community." As such, it is the strategic plan is the overarching planning document for the college. Three companion plans are supporting documents to chart the course for vision attainment in specific areas.

1. The *Educational Master Plan 2002-2008* is an outgrowth of program review and the institutional self-study for accreditation that focuses on educational issues. An internal analysis profiling our students and an external analysis of demographics and labor market trends lead to a series of planning assumptions. The heart of the plan sets forth our educational goals and strategic opportunities for improvement. Finally, education-related vital signs to evaluate the plan's success are enumerated. Program development; academic excellence; instructional support; diversity; and educational outreach are key elements of the educational master plan that are tied to goals in the college's strategic plan, *Creating an Urban Oasis of Learning*.
2. The *Los Angeles City College Ten Year Master Plan 2002-2012* focuses on facilities and provides a rational, yet flexible, framework for the optimum, long-term physical development of the campus.
3. The *Technology Strategic Plan 2002-2008* addresses strategic initiatives related to instructional and administrative technology. The *Tech II Plan* encompassing the same period is a supplementary document that focuses on technology issues as they specifically relate to the state mandated Tech II benchmarks.

The educational master plan is a product of shared governance. Spearheaded by the Educational Planning Committee, a committee of the Academic Senate, the plan has been facilitated by the college president with the support of the vice president of academic affairs and an Educational Master Plan Subcommittee. Faculty leadership and the research and planning staff also played a significant role in shaping the document.

The Implementation

These three plans are the foundation for linking resource allocation to planning and establish parameters for institutional self-evaluation and on-going improvement. They also tie in to and support the college's strategic plan and work in tandem with it to guide Los Angeles City College in realizing its vision over the next six years. Responsibility for implementing the plans lies with the college's primary stakeholders, including the Shared Governance Council, the Academic Senate, the LA College Faculty Guild, the AFT Classified Staff, the Associated Student Body Government, and the college administration.

The Monitoring

The Educational Planning Committee will monitor the progress of goal attainment in accordance with the Implementation and Monitoring Grid² that identifies prescribed timelines. This table identifies which area, administrator, committee, or other individuals are responsible for implementing that aspect of the plan. The Office of Academic Research and Planning will provide the data necessary to evaluate the plan's overall impact on the college's progress towards its vision during the next six years.

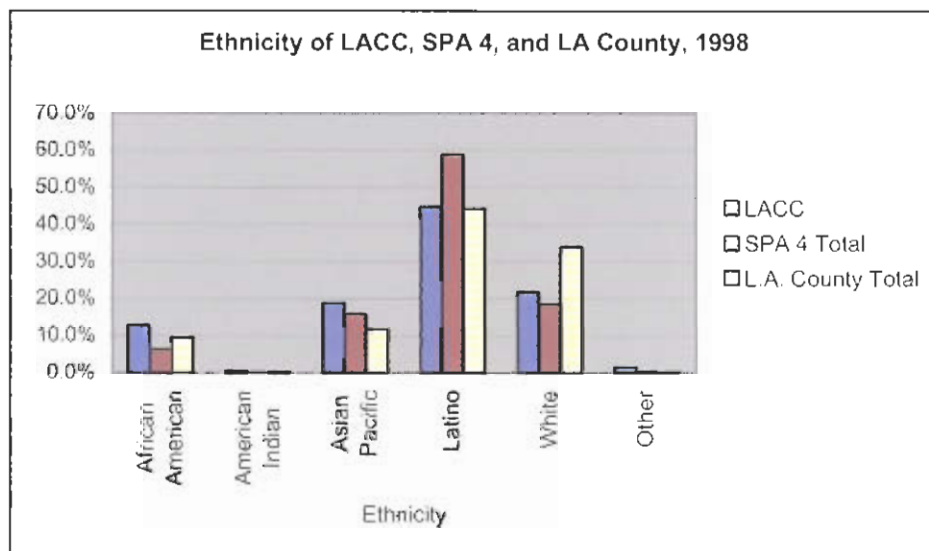
² The Implementation and Monitoring Grid for the Educational Master Plan is a separate document to track the plan's progress.

III. Environmental Scan Highlights

External Scan – The Community

Community Demographics

- Growth rate for Los Angeles County over the five year time frame, 2000-2005, is projected at 4.7%, less than 1% per year, with declining growth rates through 2015. (*Interim County Population Projections; Estimated July 1, 2000 and Projections for 2005, 2010, 2015, and 2020; Demographic Research Unit, Department of Finance, June 2001.*)
- The population increase in the immediate service area of LACC (*Service Planning Area 4 – SPA 4*) has been negligible over the last 10 years. (*United Way*)
- The percentage of Latino residents in SPA 4 is almost 60%; in LA County, approximately 44%; and in LACC student body, 44%. The ethnic distribution of the LACC student body more nearly reflects the diversity of LA County than that of the more immediate service area. (*United Way*)



- SPA 4, the more immediate service area of LACC, is poorer and has a higher unemployment rate than does LA County as a whole. (*United Way*)

	Household Income						Median Household Income
	Less than \$15,000	\$15,000 - \$34,999	\$35,000 - \$49,999	\$50,000 - \$74,000	\$75,000 - \$99,999	\$100,000 and Over	
SPA 4 Total	9.3%	11.4%	4.8%	4.4%	1.9%	2.5%	\$28,947
L.A. County Total	5.9%	8.6%	5.1%	6.2%	3.2%	4.3%	\$43,942

California Demographics

- According to Census 2000, 34 million people live in California. The population has grown by 13.6% since 1990 and it is projected to grow by another 18.3% by 2010. (*Performance Indicators of California Higher Education, 2001; California Postsecondary Education Commission*)
- Almost two-thirds (60.9%) of California's population is under 39 years old; the median age of the current population is 33.3 years. (*Performance Indicators of California Higher Education, 2001; California Postsecondary Education Commission*)
- Less than half (46.7%) of the population are Whites, thus making California the first mainland state to have a majority non-White population. California has a much larger representation of Latino and Asian residents and smaller proportion of Black and White residents than the nation as a whole. (*Performance Indicators of California Higher Education, 2001; California Postsecondary Education Commission*)
- Almost one-third (32.4%) of California's population is of Latino or Hispanic origin while only one-tenth (12.5) are of Latino or Hispanic origin at the national level. (*Performance Indicators of California Higher Education, 2001; California Postsecondary Education Commission*)
- The growth rate in higher education enrollment will be moderate and sustained. (*Cal Facts: California's Economy and Budget in Perspective, Legislative Analyst's Office, December 2000*)
- A quarter of Californians are foreign born. Over three-fourths of foreign-born Californians live in the Metropolitan areas of Los Angeles and San Francisco. (*Cal Facts*)
- The increasing ethnic diversity of the state's population will also mean that many public institutions, especially schools, will serve a population that speaks a multitude of languages and has a wide range of cultural backgrounds. (*Legislative Analyst's Office; The 2002-03 Budget Bill: Perspectives and Issues*)
- Compared with the nation, a larger proportion of California's population, 22.7%, is fluently bilingual (10.9% national) and a larger proportion, 8.8%, has limited English proficiency (2.9 % nationwide). (*Performance Indicators of California Higher Education, 2000; California Postsecondary Education Commission*)
- The proportion of California high school students preparing for postsecondary education continues to increase.
- Faculty diversity has expanded.

California's Economy and Budget

- The U.S. and California economies are nearly one year into a recession that was initially caused by such factors as sharp declines in spending by businesses on capital goods, and then aggravated by the September 11 terrorist attacks. The downturn has been mild so far in terms of employment, although more severe in terms of income losses. The LAO forecast is that the recession will conclude in the next couple of months and that a sustained expansion will begin before mid-year. (*The 2002-03 Budget Bill: Perspectives and Issues; Legislative Analyst's Office*)
- Most major metropolitan regions with Southern California experienced modest job growth in 2001. The major exception was Los Angeles, where employment fell by 0.5 percent last year, due to declines in manufacturing, wholesale trade, and motion picture production. (*The 2002-03 Budget Bill: Perspectives and Issues; Legislative Analyst's Office*)
- For the first time since the early 1990s, the state is experiencing a substantial budget shortfall. Its primary cause is two-fold – a moderate economic downturn and an accompanying sharp drop-off in

taxable income from stock options and capital gains. (*The 2002-03 Budget Bill: Perspectives and Issues; Legislative Analyst's Office*)

- The budget shortfall for 2002-03 that has been identified in the Governor's Budget plan is of particular concern in light of the fact that it is also estimated that expenditures would continue to exceed revenues in the future. The state currently faces a large, ongoing underlying operating deficit. (*The 2002-03 Budget Bill: Perspectives and Issues; Legislative Analyst's Office*)
- California's relatively steady population growth—including its age, ethnic, and migratory characteristics—can be expected to have many implications for the state's economy and public services in the budget year and beyond. Some examples of demographic influences are as follows:
 - Economic growth will benefit from an expanding labor force, due to the stronger consumer sector and increased incomes that typically accompany job growth.
 - However, overall demographic growth will also produce additional strains on the state's physical and environmental infrastructure, including demands on the energy sector, transportation system, educational facilities, parks, and water-delivery systems.
 - The "graying" of the baby-boomers will place strains on the state's health programs and services, including Medi-Cal and long-term nursing care facilities.

Enrollment Projections

- The number of high school graduates is projected to increase by 11%, reflecting the projected rise in the 18-year-old population. (*NCES Projections of Education Statistics to 2011*)
- California Public K-12 Enrollment is projected to increase by 4% between 2000 and 2010. This includes a 25% increase in enrollment of Hispanic students, 16% increase for Asian students, and a 20% decrease for White and 15% decrease for Black students. (*California Department of Finance, Demographic Research Unit, October 2001.*)
- Department of Finance projects moderate sustained enrollment growth in higher education over the next 10 years.

Labor Market Information

- Occupations with the most job openings in LA County from 1999 to 2006 include: salespersons (retail), cashiers, general office clerks, general managers (top executives), waiters and waitresses, guards and watch guards, combined food prep and service, food preparation workers, janitors and cleaners (except maid), teachers (secondary school), teachers (elementary school), receptionists and information clerks, teacher aides (paraprofessional), truck drivers (light), laborers (landscaping, grounds keeping), registered nurses, secretaries (general), producers/directors/actors, and more.
- The occupations with large absolute job growth that require an AA degree include teacher aide paraprofessional and registered nurses.
- The occupations with the fastest rate of growth in LA County, and that require an Associate degree include paralegal personnel, teacher aides paraprofessional, cardiology technologists, and respiratory care practitioners.
- Occupations with the most declines in L.A. County include several that require an associate degree or vocational training. These include: typists (including word processing), secretaries (medical), law clerks, data keyers (composing), mechanical engineering techs, dental lab technicians (precision), electrocardiograph technicians, petroleum technicians, and camera operators. (*Labor Market Information, California Employment Development Department*)

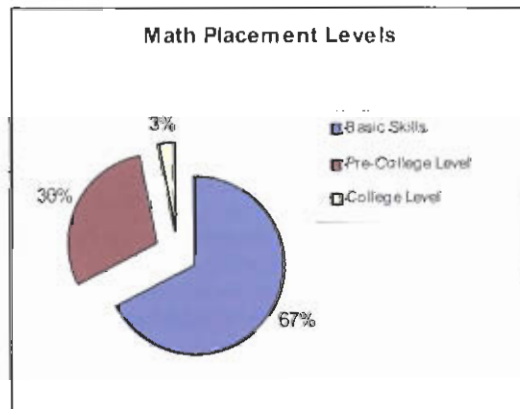
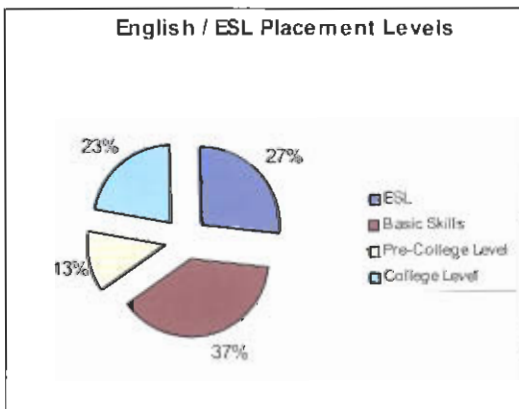
Internal Scan – The College

Student Access

- The major feeder high school for LACC is Belmont. Belmont has a substantially lower rate of graduates who are UC/CSU prepared than the rest of the District; its API score places it in the lowest 10% of high schools in the State. It has a high percentage of students in the free or reduced price lunch program, as well as a high percentage of students whose parent's level of education is high school graduate or less.
- Of students who participated in placement testing at LACC in Fall 2001, over 27% take the ESL test rather than the English test. Of those who take the English test, over 50% place into basic skills level English, and 70% place below college level.

Assessment and Placement Summary - Fall 2001

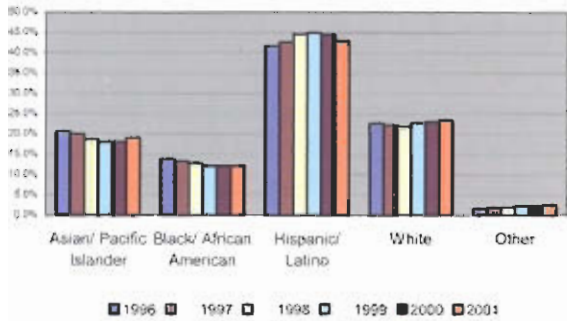
	<i>ESL</i>	<i>Basic Skills</i>	<i>Pre-College Level</i>	<i>College Level</i>
Math		1,381	612	60
English / ESL	695	949	334	578



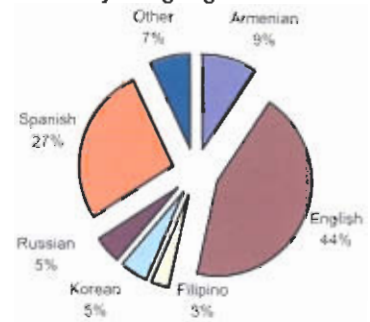
Student Characteristics

The number of credit students enrolled at LACC increased by 11% from 15,271 in Fall 2000 to 17,095 in Fall 2001. This represents the largest enrollment of credit students at City in 18 years.

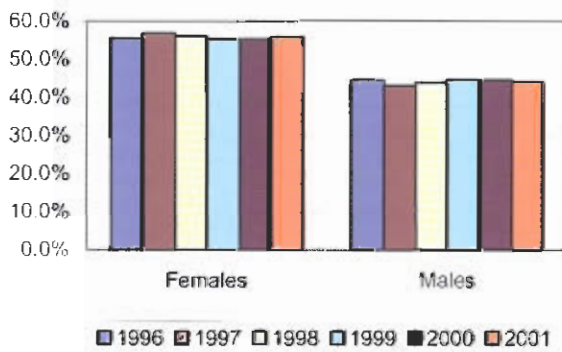
The college has one of the most diverse student populations in the nation. The largest proportion of City's student body continues to be Hispanic (44%), followed by White students (23%), Asian/Pacific Islander students (14%) and African American students (12%). Fifty-six percent of the students speak a primary language other than English (Spanish, 27%; Armenian, 9%; Korean, 5%; Russian, 7%; Filipino, 3%).



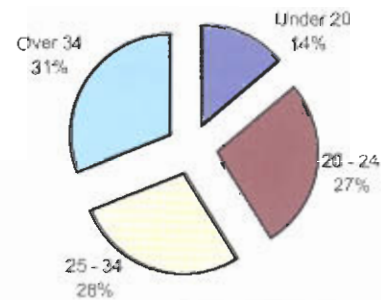
Primary Language - Fall 2001



The average age of the student body is 30.7 years. Only 14% of LACC students are under 20 years of age. Twenty-seven percent of students are 20-24 years of age, while 59% are over 34 years of age. Women continue to outnumber men 56% to 44%.



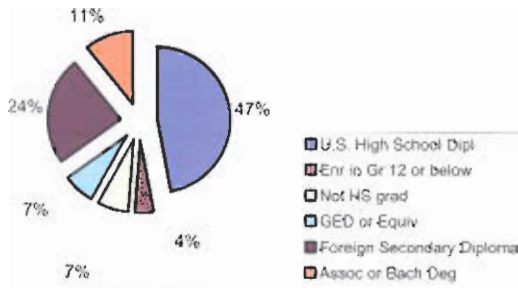
Age - Fall 2001
(Average Age: 30.7 years)



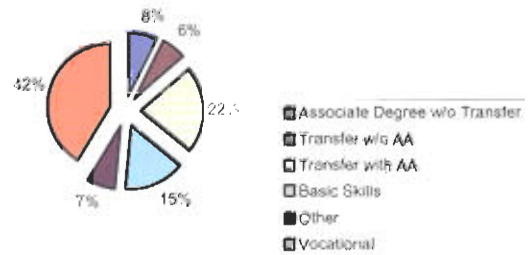
Prior to enrolling at LACC, students have a wide range of prior educational experiences. Forty-seven percent possess a U.S. high school diploma; 24% a foreign secondary diploma; 11% an associate or bachelor's degree; 7 percent a GED or equivalent; 7% have not graduated from high school; and 4 percent were enrolled in grade 12 or below.

During Fall 2001, 42% of students who indicated an educational goal identified a vocational education goal; 30% indicated that they plan to earn an Associate degree; 28% indicated they planned to transfer to a four-year college or university; 15% indicated basic skills as their educational goal. In addition to the goals displayed in the chart labeled "Educational Goal", another 2,390 students were undecided about their educational goal.

Educational Attainment

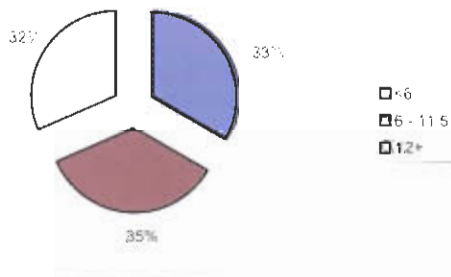


Educational Goal

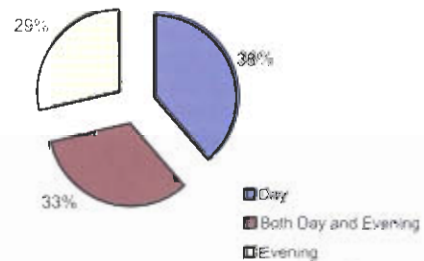


The typical student attends part-time and takes both day and evening classes. Sixty-eight percent enroll for fewer than 12 units (35%, 6-11.5 units; 33%, fewer than 6; 32%, 12 or more). Thirty-three percent also attend both day and evening classes. Thirty-eight percent attend only day classes while 29% attend only evening classes.

Full Time - Part Time Student Enrollment

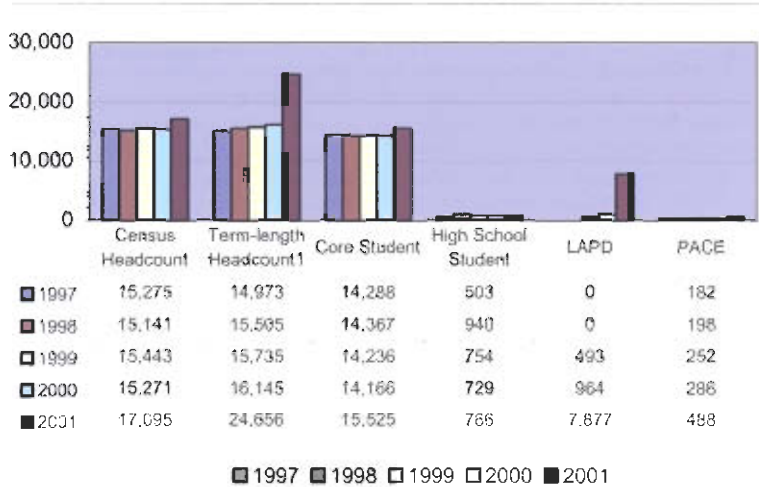


Day - Evening Student Enrollment



Typically, student headcount is reported as of 'census' day. Census headcount for Fall 2001 reached 17,095, an increase of 11.9% over Fall 2000. Another way of viewing student headcount is known as 'term length headcount,' and reflects all students who were enrolled at any time during the semester, even if they were not active on census day. 'Term length headcount' is determined by identifying all students who received a transcriptable grade notation or 'W'. The 'term length headcount' for Fall 2001 was 24,656, an increase of 52.7% over the Fall 2000 count of 16,145. The primary cause for this huge increase in 'term length headcount' was the LAPD Consent Decree classes that were started in Fall 2001.

LACC offers several special programs for students, including the LAPD Academy program, courses for high school students, and the PACE program. When these 'non-core' programs are removed from the student headcount, the core student headcount experienced an increase from Fall 2000 to Fall 2001 of 9.6%.



Student Success

Over the past two years, average unit loads, course retention and course success have improved slightly, while average GPA has declined slightly.

	Fall 1999	Fall 2001
Outcome	All Students	All Students
Access: Average unit load	6.30	6.74
Retention: Course Completion	78.91%	86.52%
Success: Course completion w/ A, B, C, CR	63.89%	66.43%
Average GPA	2.62	2.52

During 2000-2001, students earned 1,643 associate degrees and certificates, including 776 AA and AS degrees, 756 Certificates and 111 Skill Certificates. Women earned over 61% of awards, although they make up about 56% of the student body. Latino students earned nearly 42% of awards, followed by White students who earned 30.6% of awards. This disproportionate representation is due to the Certificates awarded in the Police Academy program. Of all students who earned awards, about 67% had a primary language other than English.

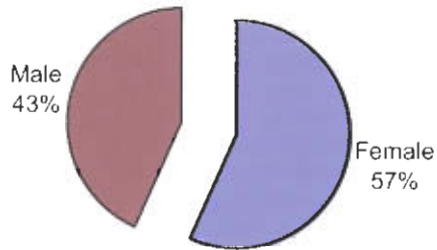
Degrees and Certificates

During 2001-2002, students earned 1,464 associate degrees and certificates, including 783 AA and AS degrees, 518 Certificates and 163 Skill Certificates. Women earned over 56% of awards. Latino students earned 43% of awards, followed by White students who earned almost 27% of awards. Of all students who earned awards, about 63% had a primary language other than English.

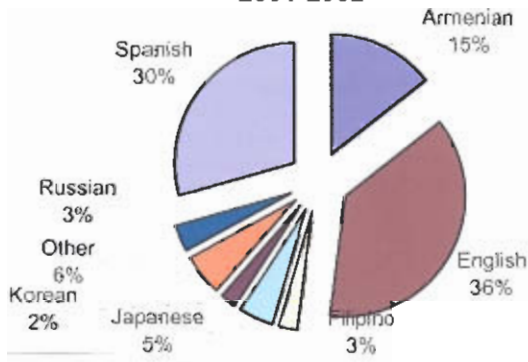
Degrees and Certificates: 2001 - 2002				
Program	AA/ AS	Skill		Total
		Certificate	Certificate	
Architecture	2			2
Business Administration	104	25		129
Accounting	32			32
Bookkeeping	1			1
Finance and Banking	1	2		3
Management	3	19		22
Management - Small Business		13		13
Management- Business Office	1			1
Marketing and Sales		12		12
Marketing and Sales	5			5
Transportation/Travel/Tourism	6			6
Real Estate	8			8
Administrative Secretary	3	4		7
Clerical Office Assistant		33		33
Computer Applications Specialist	2			2
Legal Secretary	3	3		6
Medical Secretary	4	10		14
Clerical Office Procedures	30			30
Journalism	2			2
Cinema Production	10	27		37
Cinematography Skills Award (Level 1)			7	7
Cinema/Video Production		8		8
Television Production	7	5		12
Television Studios Production (Level 1)			8	8
Computer Science	30			30
Applications Software		1		1
Computer Operator		2		2
Programming Languages		4		4
Webmaster Certificates (Level 1)			2	2
Webmaster Cert., Graphic Arts Emphasis (Level 1)			3	3
Webmaster Cert., Web Page Devices (Level 1)			4	4
Webmaster Cert., Server Admin Emphasis (Apache)			2	2
Electronic Commerce Cert., (Unix) Apache, Level I			2	2
Electronics - Basic		1		1
Electronic Systems	4	2		6
Computer Technology	1			1
Art- General	13			13
Music	3			3
Instrumental Performer, Guitar: Level I			3	3
Instrumental Performer, Guitar: Level II			1	1
Instrumental Performer, Percussion: Level I			1	1
Instrumental Performer, Piano: Level I			3	3
Instrumental Performer, Piano: Level II			2	2
Instrumental Performer, Piano: Level III			1	1

Instrumental Performer, Piano Level IV			1	1
Music Copyist: Level I			1	1
Music Copyist: Level II			1	1
Music Technology: Level I			4	4
Music Technology: Level II			3	3
Music Technology: Level III			1	1
Vocal Performer: Level I			3	3
Vocal Performer: Level II			1	1
Theater - General	6			6
Cinema	5			5
Applied Photography	2			2
Photography - Color		5		5
Photography - Freelance		3		3
Photography - Commercial		3		3
Art - Graphic Design	13			13
French	2			2
German	1			1
Spanish	4			4
Chinese	1			1
Japanese	1			1
Dental Technology	2	25		27
Radiologic Technology	11			11
Pre-Nursing and Health Related Majors - AND	2			2
Child Development - A	29			29
Infant and Toddler Studies			9	9
Child Development - B	29			29
School Age Programs			5	5
Child Development- Teacher I			95	95
Child Development- Teacher II		37		37
Early Childhood Education - Teacher II		1		1
Child Development- Teacher III		9		9
Child Development- Site Supervisor		8		8
Dietetic Technician	6	10		16
Dietetic Service Supervisor		14		14
School Food Services Supervisor	1	1		2
Business Law	3			3
Legal Assistant/Paralegal	15	12		27
English	3			3
Mathematics	7			7
Physics- General	2			2
Chemistry- General	3			3
Human Services - Generalist	22	24		46
Human Services - Drug/Alcohol	7	20		27
Administration of Justice	41	175		216
Modern Political Studies	1			1
Liberal Arts	289			289
Total	783	518	163	1,464

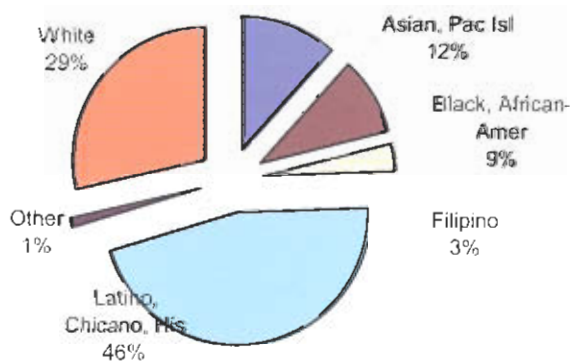
**Degrees and Certificates Awarded
by Gender
2001-2002**



**Degrees and Certificates Awarded
by Primary Language
2001-2002**

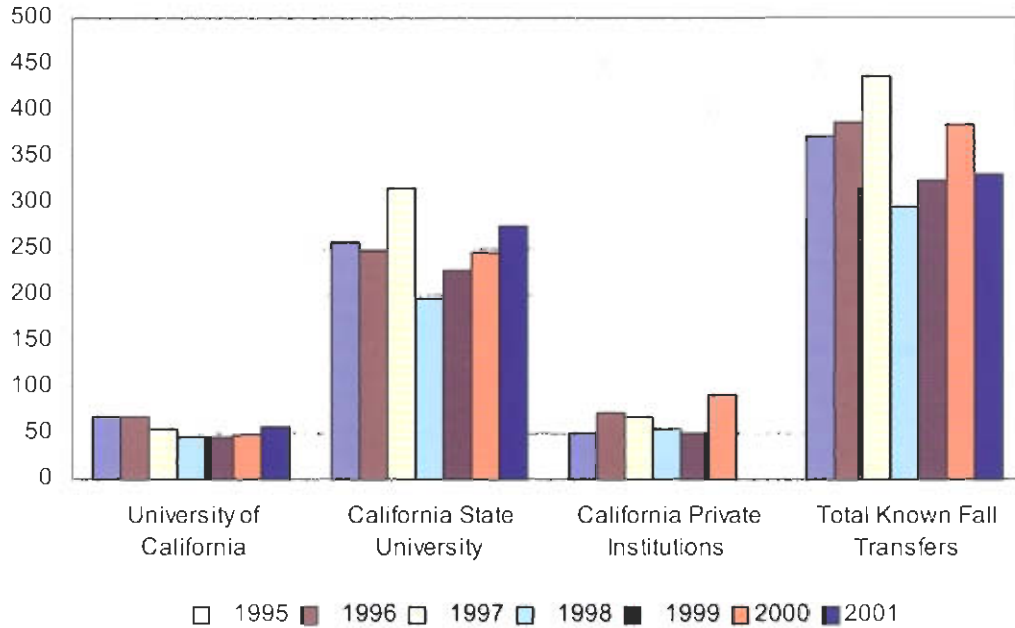


**Degrees and Certificates Awarded
by Ethnicity
2001-2002**



Transfer

The numbers of LACC transfer students reached a peak of 396 in Fall 1997. Following a steep decline for Fall 1998, there has been a steady increase in the numbers of transfer students to UC and CSU. Transfers to California private institutions for Fall 2001 have not been reported yet.



IV. Planning Assumptions

The educational master plan is the document to guide departments, inter-departmental workgroups, and academic administrators in instructional planning, the application of program review goals, and budget development and prioritization. The plan charts the instructional course for achieving the institutional priorities articulated in the strategic plan. The assumptions identified here with their sources provide the foundation for the goals that form the heart of the plan and lead to our educational vision of choice.

Educational Assumptions

- Academic programs must be increasingly responsive to the rapid changes within disciplines, business and industry, and technology.
- Our graduates will be expected to have a higher level of technical literacy and specific skills and at the same time a sufficiently broad-based education to accommodate rapid career progress and change.
- In terms of the need for Basic Skills instruction—
 - "under-preparedness" will continue to be a major problem as Los Angeles County students score in the lowest one-third of scores in the nation at most grade levels. (*The 2001-2002 Budget Bill: Major Issues Facing the Legislature, Legislative Analyst's Office*).
 - the highest grade completed by 11% of adults (20 years and older) in Los Angeles is sixth grade or less and 24% have never finished high school. (*Economic Policy Institute, 2001*).
 - the elimination of remediation from four-year institutions (CSU, in particular) is a trend that will continue to be either a problem looking for a solution or an opportunity looking for a plan. In the last decade there has been a 70% increase in adults with less than a fifth grade education. (*The State-by-State Report Card for Higher Education, The National Center for Public Policy and Higher Education, 2000*).
- The greatest technology challenge on college campuses will be to assist faculty efforts to integrate information technology into instruction. (*Campus Computing 2000: The Campus Computing Project, Kenneth C. Green, March 2001*).

Socio-economic Assumptions

- A change in basic industries will affect employment and income opportunities in Los Angeles with manufacturing continuing to decline and entertainment, health, education, retail trade, and business services on the rise. (*2000-2004 California State Plan for Vocational and Technical Education*)
- The community colleges will play a major role as primary providers in fulfilling the vocational education and training needs of California business and industry. (*Toward a State of Learning, California Higher Education for the 21st Century, California Citizens Commission on Higher Education, 1999*).
- Traditional jobs, a pre-designed slot with a specific set of duties performed repeatedly, will be replaced by jobs in which employees will handle diverse responsibilities; they will operate within rapidly changing organizations and partnerships; they will have to be creative and innovative; and they will constantly use technology to increase productivity.

(Toward a State of Learning, California Higher Education for the 21st Century, California Citizens Commission on Higher Education, 1999).

- Employers will focus on skills vs. degrees with the new set of skills blending what traditionally have been separate academic and vocational competencies. *(2000-2004 California State Plan for Vocational and Technical Education).*
- California community colleges will play a unique role in addressing many of California's vital social needs such as respect for diversity, responsible citizenship, and lifelong learners. *(Facing the Millennium: California Community Colleges into the 21st Century).*
- Between 1998 and 2010, there will be a 35% increase (530,000) in the number of students attending community colleges in California-Tidal Wave II. *(Providing for Progress, California Higher Education Enrollment Demand and Resources into the 21st Century, California Postsecondary Education Commission, 2000).*
- Immigration changes will continue to impact our service area makeup.

College-specific Assumptions

- Several strategies are possible to accommodate the projected enrollment growth:
 - building additional space on the main campus
 - building additional teaching space at locations off campus -
 - increasing the amount of assignable space in existing campus buildings
 - increasing the number of hours a teaching space is used for instruction.*(Los Angeles City College Ten-Year [Facilities] Master Plan, 2002-2012).*
- The entire campus will be impacted for the next 8 to 10 years by the new construction and renovation projects funded through Proposition A bond funds, state scheduled maintenance funds, and state capital outlay funds.
- In the next ten years, the college could lose more than 50% of the regular faculty to retirement as they reach 65 years of age.
- Based on student demographics, the majority of LACC students are learning English as they learn their course subject matter.
- The college will grow in enrollments from a larger community rather than from the immediate surrounding neighborhoods.
- In the short term, projected state deficits will mean reduced resources with which to operate the institution.
- Reduced resources will require the college to make difficult decisions regarding the growth and placement of instructional offerings and support services.

V. Our Educational Vision

As the instructional program endeavors to create "an urban oasis of learning," Los Angeles City College has identified seven major educational goals and will focus on them during the next six years. These goals are tied to the itemized priorities³ of the college's strategic plan, *Creating an Urban Oasis of Learning*, in order to align and integrate all planning activities. Strategic plan Priority 1, "Foster a culture of academic excellence by systematically strengthening the educational program and the quality of teaching that lead directly to greater student success," is the prime focus of this educational master plan, the Office of Academic Affairs, the Academic Senate, and the Educational Planning Committee. However, because the instructional program and the way it educates students is the college's *raison d'être*, the educational master plan links with all college priorities and planning documents: *Creating an Urban Oasis of Learning, 2002-2006*; *Los Angeles City College Ten Year Master Plan 2002-2012*; and *Technology Strategic Plan 2002-2008*.

PROGRAM DEVELOPMENT

Goal 1: Develop and deliver instructional programs tailored to meet the needs of our prime constituencies

In order to stay in step with rapidly changing workforce demands and trends in transfer education, we devote ourselves to a program of curricular renewal over the next six years. We must invigorate existing educational programs by incorporating new theories, ideas, and approaches in our course outlines. When necessary, we must delete courses and programs that have become outmoded due to technological and societal change. Most importantly, academic departments must work together to develop new educational programs to meet student and workforce needs.

Highly specialized technical and science transfer and vocational programs need particular attention in order to guarantee that they remain relevant and attractive to students in our service area. Programs related to the fine and performing arts, for many years the hallmark of LACC's institutional identity, also require special institutional commitment if they are to flourish in the coming decade. In general, we must also guarantee that all newly instituted programs and courses receive the administrative and budgetary support they require to thrive.

Finally, we must work to ensure that instructional delivery supports student success and course content. This means that we must reevaluate the effectiveness of our departmental structure when necessary and reconsider all aspects of the method, time, and place of instruction in order to accommodate student needs.

Goal attainment will entail the following activities:

- 1.1 Strengthen the program review process so that it becomes the recognized tool of academic planning **(1)**
- 1.2 Strengthen the already institutionalized program viability process so that it becomes a recognized tool for making decisions and taking action **(1)**

³ The relevant priority from the strategic plan is numbered in parentheses after each goal in order to tie the *Educational Master Plan* directly to and align it with the strategic plan.

- 1.3 Consider the establishment of new programs (degrees and/or certificates) such as Nursing, Administration of Justice, Law, Allied Health, Music and Early Childhood Education, Food Production Management, Teacher Training, and Physical Education **(1)**
- 1.4 Explore the development of new interdisciplinary courses and programs and strengthening existing programs, such as Electronics, Computer Technology, Computer Applications and Office Technologies, Business Administration, Engineering, Architecture, Music and Child Development, Dance, Cinema, and Photography **(1)**
- 1.5 Create more productive curricular bridges between liberal arts, basic skills, and vocational instruction **(1)**
- 1.6 Establish professional/community advisory boards in every department **(3)**
- 1.7 Expand ways to provide students with the shortest distance and time to achieve their educational goals, including creating a "transfer-ready degree" **(4)**
- 1.8 Coordinate academic planning processes (position prioritization, instructional equipment, hours of instruction) with the college-wide budget/planning process **(7)**

ACADEMIC EXCELLENCE

Goal 2: Enhance the quality of teaching (pedagogy) in all academic programs to help students achieve their personal educational goals.

Research indicates that nearly half of the students who initially enroll in courses at LACC leave the college before the end of a single semester without achieving any clearly defined educational goal. This may be because students come to LACC without the basic skills they need to succeed in their classes or because they often enroll without a clear understanding of the culture of higher education and the options that it offers them. Additionally, it is perceived that a significant number of students move through the curriculum without acquiring the essential academic communication, computation, and critical thinking skills they need to perform successfully in later academic and vocational contexts. To improve student success rates (measured in terms of retention, course completion, degree attainment, and transfer), the faculty must be ready to challenge students to meet higher academic standards, to explore new pedagogical approaches to their subjects, and to coordinate their expectations more closely with those of their colleagues in other departments and sister institutions.

Goal attainment will entail the following activities:

- 2.1 Coordinate course content and student performance expectations with both feeder and receiving institutions **(1)**
- 2.2 Explore best practices in teaching at LACC and at other colleges (including collaborative learning, accommodation to a diversity of learning styles, critical thinking, and electronic instruction pedagogies) and using them as the basis for professional development activities **(1)**
- 2.3 Initiate a serious, sustained faculty-led discussion on the issue of academic outcomes assessment **(1)**
- 2.4 Research the causes of unsuccessful student outcomes and designing and implementing early intervention strategies to improve student success **(4)**
- 2.5 Validate the cut-off scores for all proficiency and placement examinations and bringing them into line with those of comparable institutions **(4)**

- 2.6 Expand faculty/faculty and faculty/student opportunities for collaboration and training that support academic activities (mentoring, internships, clubs) **(4)**
- 2.7 Develop a Department Chair Academy that will help Chairs develop techniques for assuring that individual sections are taught in compliance with the course outline of record, for promoting effective syllabus design, and for monitoring instructor grading practices **(5)**
- 2.8 Expand the pilot program of pre- and co-requisite enforcement college-wide to guarantee that students are prepared to succeed in their courses **(8)**

INSTRUCTIONAL SUPPORT

Goal 3: Integrate educational technologies with classroom instruction across the curriculum

Since publication of the college's first educational master plan, we have made significant progress toward attaining the goal of transforming LACC into an "electronic campus." We have opened new computer labs in disciplines ranging from graphics to mathematics. We have "wired" all instructional and administrative buildings, created "high tech" classrooms, and offered computer access to all students, faculty, and staff. Now we must turn our attention to the formidable challenge of integrating technology with the curriculum we teach. Our faculty need the tools, expertise, and leadership required to help them bring their classes up to 21st century standards.

Goal attainment will entail the following activities:

- 3.1 Offer faculty enhanced opportunities for learning about how to use computer-assisted instructional technologies **(1)**
- 3.2 Strengthen the role of the Teaching Learning Center in assisting faculty to explore varied delivery strategies and incorporate technology in the classroom **(1)**
- 3.3 Define the role of distance education for the college **(1)**
- 3.4 Ensure that campus computer facilities conform to the legal standards for assistive technologies for students with special needs **(4)**
- 3.5 Create an administrative structure that gives priority to technological support of the college's educational programs **(7)**
- 3.6 Implement an effective system of instructional laboratory support and management **(7)**
- 3.7 Maintain state-of-the-art equipment and programming for career education **(7)**

Goal 4: Coordinate instructional support for the classroom with construction and renovation

The unique opportunity to change the physical face of the campus also provides an opportunity to enhance support for the instructional program. The need to coordinate closely the delivery of instruction with the construction schedule without negatively impacting the learning process and experience is a challenge that will require the active involvement, support, and understanding of faculty, staff, and students.

Goal attainment will entail the following activities:

- 4.1 Realign Interdepartmental Work Groups to increase administrative and staff support for departments (1)
- 4.2 Review departmental adjacencies to enhance effectiveness and create synergistic relationships (1)
- 4.3 Select new technologies and introducing them into new and renovated facilities to enhance instructional support (1)
- 4.4 Maintain the physical environment (classrooms, sanitation, grounds) to support the educational program (2)
- 4.5 Ensure that classroom and instructional support services remain accessible to students with special needs during construction and renovation (4)
- 4.6 Provide more direct support to departments (7)
- 4.7 Coordinate instructional laboratories to maximize space utilization, conserve costs, and enhance student success (7)

Goal 5: Enhance the college's curriculum development, class scheduling, and publication processes

Students, employees, and transfer institutions all benefit from processes that are both timely and accurate. The material the college publishes regarding its instructional offerings and the academic policies must reflect this timeliness and accuracy. Even more so in an era of budget constraint and increased accountability, streamlined processes and procedures must underpin our operations. By utilizing technology to save time and resources, we enhance efficiency and effectiveness and acknowledge that instructional support is foundational to academic excellence.

Goal attainment will entail the following activities:

- 5.1 Provide effective administrative leadership, staff support, and technological support to the curricular process (1)
- 5.2 Implement a technological system that facilitates class schedule production, eliminates room conflicts during the scheduling process, and is capable of producing user-friendly reports that provide data essential to effective scheduling (1)
- 5.3 Create a central database generated by the curricular process and implementing processes and procedures that ensure production of an accurate, on-time annual catalog (1)
- 5.4 Increase the availability of courses in the afternoon hours and on Fridays and weekends to meet student demand (4)
- 5.5 Ensure that college publications are provided in alternate formats for students with special needs (4)
- 5.6 Establish FTES and enrollment targets for all departments (6)
- 5.7 Develop systems that provide essential FTES data to be utilized in the scheduling process (8)

CELEBRATING DIVERSITY

Goal 6: Highlight and expand a campus-wide awareness of diversity across the curriculum.

The need for community colleges to help students understand and appreciate the value of diversity in the workplace is seen as an increasingly important component of relevant education today. The importance of diversity is also noted in the college's expressed philosophy of recognizing we live in

a global society. Additionally, the Accrediting Commission of Community and Junior Colleges (ACCJC) underscores the importance of diversity as it applies to all of the accreditation standards. In like manner, Los Angeles City College recognizes the importance of celebrating and respecting diversity.

Goal attainment will entail the following activities:

- 6.1 Encourage faculty to infuse awareness of diversity in their courses through curriculum and pedagogy **(1)**
- 6.2 Encourage faculty to integrate group activities into the educational experience so students can learn how to work effectively with others and contribute fully as team members who share a common goal **(1)**
- 6.3 Provide intellectual enrichment opportunities for students that celebrate diversity and recognize global challenges **(1)**
- 6.4 Infuse the awareness of culture and the arts across the curriculum **(1)**
- 6.5 Encourage faculty and students to be sensitive to other cultures **(1)**

EDUCATIONAL OUTREACH

Goal 7: Coordinate educational outreach locations with the core campus instructional program

Educational outreach is recognized as important for three reasons. First and foremost, it provides a means for the college to meet the educational needs of the broader community it serves. Our constituency is no longer our immediate neighborhood. Second, outreach locations will be important during the current era of building and renovation in order to maintain enrollment as on-campus space will be reduced during construction. Third, educational outreach provides a unique opportunity for internal and external collaboration. The opportunity for internal collaboration will be increasingly provided as we work together to provide classes and services at outreach locations. External collaboration opportunity is provided as we assess the outreach area and determine the most appropriate educational experiences that must be provided to meet community needs. Thus, the outreach locations must become an integral part of the college's efforts.

Goal attainment will entail the following activities:

- 7.1 Implement planning activities that involve relevant campus players **(1)**
- 7.2 Understand and be responsive to the culture and diversity that characterize an outreach location and making the education provided there relevant to that constituency **(1)**
- 7.3 Provide opportunities for full-time faculty to participate in the educational delivery of classes at outreach locations **(3)**
- 7.4 Incorporate educational planning and budgeting for outreach locations in the regular college planning and budgeting process **(7)**
- 7.5 Establish specific oversight groups involving relevant campus stakeholders for all off-site programs **(7)**

VI. Self-Assessment Measures

The educational master plan is structured to drive improvement and goal attainment. The last component of the educational master plan is the strategic evaluation, the “check-point,” that enables us to assess whether there is improvement and whether our goals are achieved. Of critical importance is how well we tie these measures into the daily workings and decision-making of the college.

Academic progress will be charted over the next six years by on-going self-assessment in six areas. Some of the self-assessment measures that indicate the degree to which we are successful come directly from the strategic plan vital signs. Other measures to determine our effectiveness are drawn from activities that lead to each goal within the *Educational Master Plan*. The information will be disseminated to the college community.

Program Development

- Number of new academic courses and programs offered (Curriculum Committee)

Academic Excellence

- Degree to which faculty, staff, and administrators believe the college is making progress in:
 - enhancing its visibility and reputation for quality
 - achieving a culture of academic excellence
 - creating a student-centered learning environment (*Campus Climate Survey*)
- Degree to which program review becomes the tool of academic planning (Educational Planning Committee)
- Degree to which program viability recommendations are implemented (Educational Planning Committee)
- Percentage of students who
 - choose to attend this college because of specific academic programs (*Student Survey*)
 - find “class teaching styles” to be an obstacle in reaching their educational goals (*Student Survey*)
- Rate of overall successful course completion
- Number of successful completions in vocational programs (Partnership for Excellence)
- Number of students completing coursework at least one level above their prior basic skills enrollment (Partnership for Excellence)
- Number of Degrees and Certificates awarded (Partnership for Excellence)
- Numbers of transfers to UC and CSU institutions (Partnership for Excellence)
- Degree to which best teaching practices are identified, showcased, and implemented institution-wide (Academic Senate)
- Degree to which program-based hiring is implemented (Office of Academic Affairs)

Instructional Support

- Percentage of faculty members who are satisfied with the following:

- "Access to adequate training about computers and technology necessary to do a job"
- Technological support for the academic program (*Campus Climate Survey*)
- System of instructional laboratory support and management (Educational Planning Committee)
- Administrative and staff support for the curriculum process (Curriculum Committee)
- Degree to which support for departments is increased through:
 - Departmental and/or IDWG realignment
 - Close proximity of departments to staff and administrative support (Office of Academic Affairs)
- Degree to which instructional technology is utilized in the classroom (Teaching Learning Center)
- Degree to which room conflicts are eliminated and class schedule production is facilitated as a result of implementing a new scheduling software (Office of Academic Affairs and Department Chairs' Council)

Celebrating Diversity

- Number of intellectual enrichment opportunities provided for students that celebrate diversity and recognize global challenges in their broadest sense
- Degree of progress made in including a diversity requirement as a part of the required general education package (Academic Senate)
- Number of departments that encourage collaborative coursework (Academic Senate)

Educational Outreach

- Percentage of total instructional hours delivered from off-campus sites (Office of Institutional Effectiveness)
- Degree to which faculty believe that outreach programs are an integral part of the college offerings (*Campus Climate Survey*)
- Number of full-time faculty who elect to teach all or a portion of their load at an outreach location (Office of Academic Affairs)
- Degree to which the recommended role for distance education is implemented and supported institutionally (Educational Planning Committee)

