Los Angeles Southwest College
Educational Master Plan
2017-2021

50 YEARS 1967-2017

LASC

LOS ANGELES SOUTHWEST COLLEGE

1600 W. Imperial Hwy. | Los Angeles, CA 90047
Los Angeles Community College District | www.LASC.edu

LOS ANGELES SOUTHWEST COLLEGE

EDUCATIONAL MASTER PLAN

2017-2021

LACCD Board of Trustees adopted 7-12-17
LACCD BOT IE&SS Committee adopted for approval 6-21-17
Strategic Planning Committee adopted 5-30-17
College Council adopted 5-30-17

Los Angeles Community College District | 1600 West Imperial Highway | Los Angeles, CA 90047 | WWW.LASC.EDU

Board of Trustees

Scott J. Svonkin, President
Sydney K. Kamlager, First Vice President
Mike Fong, Second Vice President
Mike Eng
Andra Hoffman
Ernest H. Moreno
Nancy Pearlman
Alexa Victoriano, Student Trustee

Los Angeles Community College District Administration

Dr. Francisco C. Rodriguez, Chancellor
Deputy Chancellor (Vacant)
Dr. Robert B. Miller, Vice Chancellor of Finance and Resource Development
Dr. Ryan M. Cornner, Vice Chancellor of Educational Programs and Institutional Effectiveness
Dr. Albert j. Roman, Vice Chancellor for Human Resources
Dr. Kevin D. Jeter, Interim General Counsel
Thomas Hall, Interim Chief Facilities Executive

Los Angeles Southwest College Administration

Dr. Denise Noldon, Interim President
Dr. Lawrence Bradford, Vice President of Academic Affairs
Dan Hall, Vice President of Administrative Services
Dr. Howard Irvin, Vice President of Student Services
Pamela Sanford, Associate Vice President of Administrative Services
Dr. Tangelia Alfred, Dean of Academic Affairs
José “Alfred” Gallegos, Dean of Institutional Advancement
Rick Hodge, Dean of Academic Affairs
Reggie Morris, Dean of Student Services
Dean of Specially Funded Programs, TRiO (Vacant)
Dean of Academic Affairs (Vacant)

EDUCATIONAL MASTER PLAN
OVERVIEW

Since its first class on September 11, 1967, Los Angeles Southwest College (LASC) has aimed to be a leader in the educational, recreational and cultural development of South Los Angeles and beyond. Now, as it celebrates its 50th year, LASC has award-winning programs, state-of-the-art facilities as well as a dedicated faculty and staff that aim to assist everyone in this great community to achieve their personal and professional goals.

The product of decades of hard work, vision and perseverance to achieve the dream of its principal founder, Odessa B. Cox, LASC came into existence in the fallout of the Watts Rebellion in August 1965. A California commission, under Gov. Pat Brown, determined that the rebellion was caused by police resentment as well as a lack of jobs and educational opportunities for African Americans. Necessary money was soon earmarked to open the college at the corner of Western Avenue and Imperial Highway. The ensuing years have seen tens of thousands of students be empowered by the college to achieve their personal and professional goals. As the College embarks on its next 50 years journey, it is important to demonstrate our continued commitment to empowering students and the community to achieve their "academic and career goals". The LASC Educational Master Plan was developed with that commitment in mind.

The 2014-2020 Los Angeles Southwest College Strategic Plan (SP) provided a blue print for the achievement of the College Mission. The strategic plan also serves as a foundation for the campus master plans, and for the allocation of campus resources. The LASC Educational Master Plan operationalizes the goals established in the strategic plan by instituting objectives and activities meant to help the college achieve those goals, and ultimately the College Mission.

To learn more about the past, present and future of Los Angeles Southwest College, visit www.lasc.edu.

Strategic Planning Goals (SPG)

1. **Access and Preparation for Success**: Improve equitable access to a high-quality education that promotes student success.
2. **Success**: Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. **Institutional Effectiveness and Accountability**: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. **Resources:** Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. **Collaboration and Partnerships:** Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.

LOS ANGELES SOUTHWEST COLLEGE MISSION STATEMENT

In honor of its founding history, Los Angeles Southwest College provides a student-centered learning environment committed to empowering students and the community to achieve their academic and career goals through the attainment of certificates and associate degrees leading to transfer and workforce preparation.

EDUCATIONAL MASTER PLAN PROCESS

On March 29, 2016 a Master Plan Kickoff Meeting was held and the process for development of the Educational Master Plan (EMP) was discussed. The Strategic Planning Goals were reviewed, as was the College Mission, and data (including student demographics, labor market information, enrollment and course offerings, and outcomes data). Shortly thereafter, a taskforce of the Educational Planning Committee (EPC) was formed. The composition of the taskforce included students, staff, faculty, and administrators. The EPC taskforce worked throughout the spring 2016 semester; they met weekly for over one month.

During the working meetings the workgroup reviewed a SPG, developed objectives that aligned with the SPG, defined activities to bolster achievement of the SPG, aligned measures previously defined in the LASC SP, and identified responsible parties for oversight of the activities and implementation of the plan's various objectives. Over the next year, the EMP was vetted throughout the campus. Faculty, staff, students, and administrators reviewed the plan and provided input. This document reflects a collaborative approach to the creation of Los Angeles Southwest College's Educational Master Plan.

INTEGRATED PLANNING

The EMP, along with other planning documents, bring life to the integrated planning process described in the LASC Participatory Decision Making and Integrated Planning Handbook. Please consult that handbook for a detailed description of the planning process at Los Angeles Southwest College.

DEMOGRAPHIC TRENDS

The Los Angeles Southwest College 2014-2020 Strategic Plan showed that our service area is experiencing demographic changes. The SP reported that the ethnic composition of the area has gradually changed over a period of 20 years, from primarily Black/African American to predominantly Hispanic/Latino. Similar changes were noted at the College, and those changes continue to more closely resemble the ethnic make-up of the service area. Table 1 below shows that since it was last reported in the SP, the disparity between the ethnic composition of the College and the area it serves has slowly waned.

	LASC Credit Students						Primary Service Area Population (PSAP)	
Race/Ethnicity	**Fall 2014**		**Fall 2015**		**Fall 2016**		**2011-2015**	**% PSAP**
Black/African American	4,050	57%	3,842	56%	3,607	54%	198,192	33%
Hispanic/Latino	2,347	33%	2,380	35%	2,485	37%	358,908	59%
All other race/ethnic groups	731	10%	622	9%	609	9%	49,349	8%
Total	**7,128**	**100%**	**6,844**	**100%**	**6,701**	**100%**	606,449	100%

Race/Ethnicity	**% Gap**	**No. Impacted**	**% Gap**	**No. Impacted**	**% Gap**	**No. Impacted**
Black/African American	24%	978	23%	901	21%	763
Hispanic/Latino	-26%	(616)	-24%	(581)	-22%	(549)
All other race/ethnic groups	2%	15	1%	6	1%	6

Table 1: Percentage Point Gap Analysis of ethnicity at LASC

The percentage of males attending LASC remains unchanged since 2013 (%male = 31). Over the last three years male students have represented 30.8% of the student population at LASC. In contrast, a shift in the age of students enrolling at LASC since 2013 is clearly observable. The percentage of students less than age 20 has decreased by over 8.5%; that age group now represents about 15.5% of the student body. Students between the ages of 20 and 39 now make up a greater proportion of the student population than in 2013. Figure 1 below shows the current percentage of students attending LASC, by age.

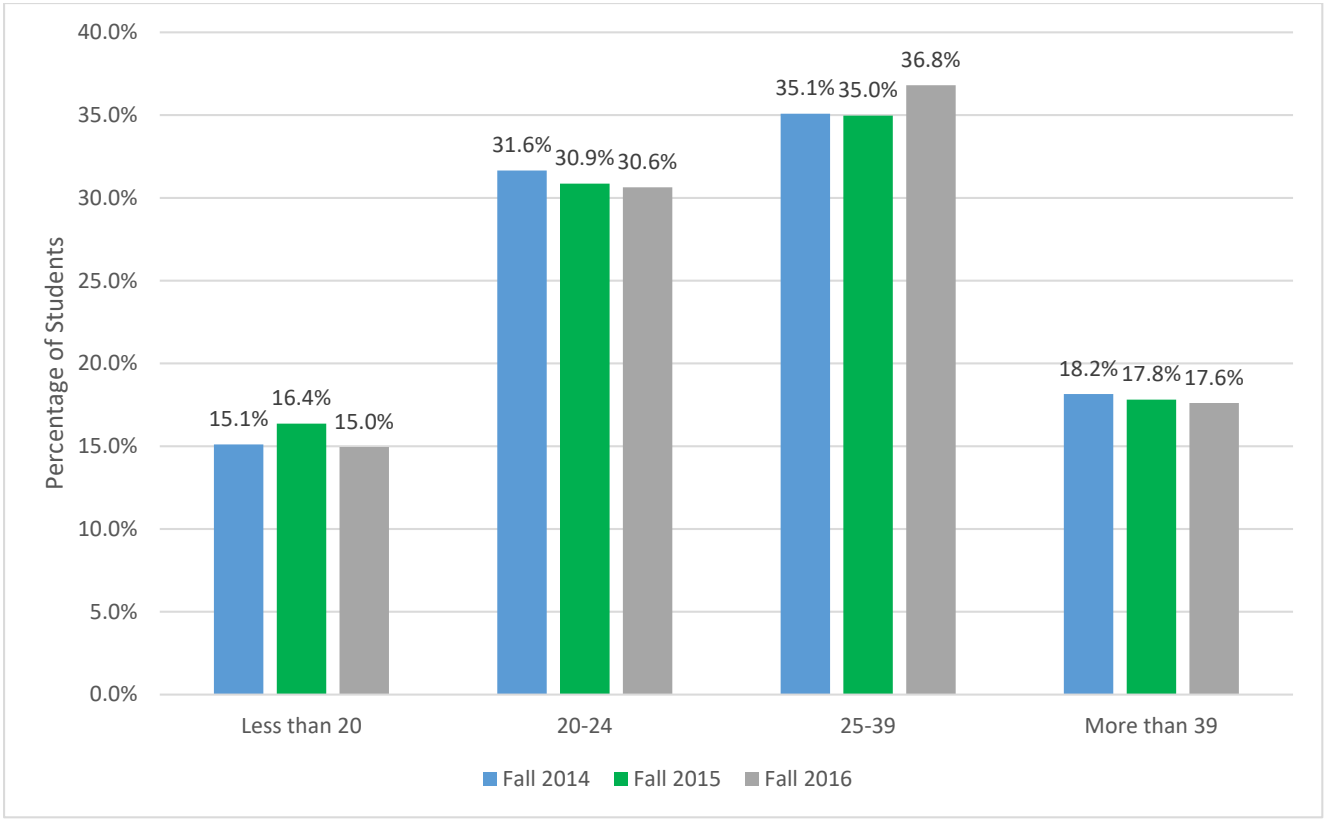

Figure 1: LASC Credit Students - Age

Los Angeles Southwest College students, and service area residents, face many challenges and barriers. Los Angeles County's Service Planning Area 6 (SPA 6) is defined by most, if not all, of the communities that LASC serves; it is characterized by high rates of poverty, limited economic opportunities, low educational attainment levels, and high concentrations of gang activity and violence. The desire for higher education by LASC's community, however, continues to grow. In Fall 2013 50% of new students reported that their educational goal was to transfer to a 4-yr college/university. That number has increased to an all-time high of 56% in Fall 2016. As previously reported in the SP, the path to transfer for LASC students is demanding. However, optimism prevails because the objectives defined in this educational master plan are intended to create a student-centered environment that empowers students and the community to achieve their academic and career goals.

TRENDS IN EDUCATION

The presidential results of 2016 have led to political uncertainties; especially in higher education. In fact, uncertainties in higher education existed even before the results of last year's presidential election. There were various trends in education of concern to all colleges and universities. Among the most prominent concerning trends is that of enrollments. In December 2016 Inside Higher Ed reported that enrollments continued to decline nationwide, and that community colleges experienced a 2.6% decrease in enrollments in one year. At Los Angeles Southwest College we are currently experiencing a 4-5% decline in FTES. In an attempt to rectify this trend, LASC and the District have partnered with neighboring high schools. The College's recent agreement with Los Angeles Unified School District (LAUSD) Local District South to develop dual enrollment opportunities for local high school students is one of multiple efforts enacted for the purpose of counteracting to declining enrollment trends. Another effort geared to address the declining enrollment trend is the Los Angeles College Promise. That effort provides one year of free enrollment to all full-time students graduating from LAUSD and charter high schools. The College is currently working with non-LAUSD feeder schools and districts to provide an equal opportunity to community members that reside outside the LAUSD service area, but within the LASC service area. Both those programs are examples of the activities listed in the educational master plan intended to help the College meet objectives and the strategic goals of (1) Access and Preparation for Success, (2) Success, and (3) Collaboration and Partnerships.

Another major trend in education is the focus on careers and job placement. In recent years there has been a demand for accountability in outcomes of students' academic experiences. One such effort is the College-to-Career Pathways which asks community colleges to create "pathways" for high school students and non-traditional students for the achievement of career technical education (CTE) certificates and/or transfer degrees. LASC's CTE Plan 2015-2017 describes many more ongoing efforts aimed at supporting and empowering students to attain certificates and associate degrees leading to transfer and workforce preparation.

ECONOMIC TRENDS

The current economic forecast for the nation shows a fairly steady economy, with uninspiring growth over the next few years. With growing confidence in their financial situation and continued job growth, consumer spending will stay on an upward trajectory. California continues to outpace the nation in economic growth, now accounting for 13.6 percent of U.S. GDP, far more than any other state, and is expected to expand by 2.4 percent in 2017 and 2.6 percent in 2018, again outpacing the nation. In 2016, California's unemployment rate averaged 5.4 percent, the lowest in nine years. It is expected to decline slowly over the next two years, reaching 5.0 percent in 2018 as we reach full employment. Southern California continues to expand, with some regional differences—several counties will outpace the nation. Unemployment rates across Southern California counties have fallen and will moderate over the next few years as job growth absorbs new labor market entrants. Personal income has grown, and inflation-adjusted per capita incomes have been on the rise as well. Over the course of 2016, nearly all major industry sectors in California added jobs. The largest private sector gains occurred in health care and social assistance (71,600 jobs added); leisure and hospitality (67,400 jobs); and professional, scientific and technical services (51,000 jobs). The public sector added 53,700 new jobs last year.

Technology employment in California reached nearly 1.15 million workers in 2016, growing past the previous peak of 1.11 million reached in 2015 by 3.5 percent (38,500 jobs). The health care and social assistance industry is California's largest industry sector and one of the fastest growing. Over the next two years, health care employment will continue to increase, but the rate is expected to slow to 3.0 percent this year and to 2.5 percent in 2018. In 2016, leisure and hospitality jobs accounted for about 11.5 percent of nonfarm wage and salary jobs in California. Construction employment saw substantial growth in 2016, rising by 5.0 percent to 764,100 jobs, bringing California construction employment to within 14 percent of the pre-recession peak.

A thriving and vibrant metropolis, Los Angeles County is home to more than 10 million residents and boasts a workforce of more than 4.8 million today. It has one of the largest manufacturing centers in the nation, is a global gateway for trade and tourism, and draws entrepreneurs and risk-takers from around the world. In 2016, the average unemployment rate in Los Angeles County reached 5.1 percent, the lowest unemployment rate since 2007. Almost all industry sectors added jobs in 2016. The largest private sector gains were in health care and social assistance (adding 24,100 jobs), leisure and hospitality (adding 17,400 jobs), and retail trade (9,000 jobs). Government payrolls grew by 8,100 jobs.

FACILITIES

Since 2003, many of the building projects identified in the campus Facilities Master Plan have been designed, built and are in use. One of the last remaining projects from 2008 Facilities Master Plan - LASC's new School of Science (SoS) (27,000 sq. ft.) will break ground in September 2017 with occupancy targeted for February 2019. The SoS building replaces the former Lecture Lab (LL) building (60,000 sq. ft.) that was taken down in January 2015. Unfortunately, the smaller footprint of the new SoS does not include space for the Nursing program as originally envisioned. Because LASC's campus is overbuilt, a top priority of the new Facilities Master Plan is to identify and convert existing space for the Nursing program.

The facilities master planning process to update the 2003 Facilities Master Plan was initiated in February 2017 with a kick-off meeting and campus tours. The college Facilities Planning Committee, comprised of administration, faculty, students and staff served as the representative body for the College, providing information, reviewing drafts, and guiding decision making. A series of meetings with faculty, staff, students and community stakeholders were held in March to receive input on the status of current facilities and how they could be improved - as well as future facility needs. Major themes were identified in the feedback and information collected that became part of the recommended strategies. These themes include:

- Renovate existing TEC-ED building and repurpose the first floor to accommodate Nursing
- Expand Central Plant to connect all buildings on campus
- Design and build a Student Union Building (25,000 sq. ft.) at the heart of the campus to include student food services, student government, club and organization space, and conference facilities
- Renovate existing SSEC Building

- Comprehensive way-finding and building signage
- Renovate the existing Child Development Center (CDC) building
- Install electronic marquees at college entrances
- Implement campus-wide drought tolerant landscaping; drip irrigation; reclaimed water project
- Upgrade existing softball, baseball and soccer practice facilities
- Complete West Campus accessibility (ADA) project

The Facilities Master Plan (2017-2022) supports key LASC's Strategic Goals:

- Access and Student Success:
    - Focuses on the "Whole Campus Concept" – encouraging student connections and engagement by developing campus food services housed in a student union building that will provide student government and club space as well as conference space
    - Increases distributed informal study and collaborative space
    - Develops high quality, flexible, interdisciplinary learning environments
    - Supports state-of-the-art technology infrastructure
    - Improves campus security and safety

- Resources:
    - Improves utilization of existing space through classroom renovations
    - Decreases utility consumption through Central Plant project, drought tolerant landscaping, drip irrigation, and use of reclaimed water
    - Incorporates sustainable design throughout
    - Increases facility rental revenues through more aggressive marketing as well as development of conference facilities in proposed Student Union building

- Collaboration and Partnership
    - Subleases space in the SoCTE Building to Los Angeles County supporting Work Source partnership (July 2017)
    - Utilizes West Campus to support MOU with Los Angeles World Airports (LAWA) project (August 2017)
    - Supports dual enrollment with LAUSD South (July 2017)
    - Supports dual enrollment with Middle College High School (ongoing)
    - Supports partnership development

TECHNOLOGY

The Los Angeles Southwest College (LASC) Technology Master Plan (2017-2022) was developed by the college's Technology Planning Committee, comprised of administration, faculty, students and staff, during the period February 2017 through May 2017.

The process began with a college-wide survey of technology needs. The data collected helped inform the committee about desired outcomes for key campus technology users. The process also included a comprehensive assessment of all technology hardware and software at the college

A concurrent planning process was conducted by the Academic Senate to develop an Academic Technology Plan (ATP) – which is incorporated into the College Technology Master Plan.

The College Technology Master Plan and Academic Technology Plan are both based on the current Education Master Plan and LASC's Strategic Plan (2014-2020).

A serious security breach at an LACCD campus occurred during the development of the Technology Master Plan – heightening the importance of campus and district network security.

Major themes in the College Technology Master Plan include:

- Preparing administrators and staff in the use of software applications
- Preparing faculty in systems used campus-wide
- Supporting faculty by maximizing the effective use of technology and enabling academic innovation in instructional delivery
- Supporting student success through the use of technology
- Provide appropriate technologies for instructional purposes in every classroom/lab and ensure it is maintained
- Addressing all service requests in a timely manner
- Implementing a service level agreement
- Implementing an Technology Replacement Program (TRP)
- Ensuring network security
- Collaborate with LACCD for enterprise level systems deployment
- Implement a process for the adoption of new technologies

SMP Goal 1

Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.

Objectives	Activities	Measures	Responsible Entity
1. Implementation of the Enrollment Management Plan (EMP) to maximize annual FTES funding, by Fall 2017.	• Ensure that Enrollment Management Committee meet regularly. • Monitor FTES trends and projections. • Annual assessment of the EMP. • Collaborate with Department Chairs to maximize the generation of FTES. • Collaborate with faculty and staff to ensure they are aware of and working toward the College's goal. • Maximize diverse course scheduling blocks. • Implement the L.A. College Promise Initiative • Implement the LASC Promise Initiative • Implement dual enrollment initiative with LAUSD local districts	• Compute the percentage of FTES generated to determine if annual FTES targets were met. (A1)	• VPAA • Department Chairs • Academic Deans • EMC • OIRA
2. By Spring 2018, the college will identify student scheduling needs to promote students success.	• Complete a needs assessment study to obtain student feedback on course schedules, including distance education.	• Compute the percentage of course offerings by TOD. (A2)	• Department Chairs • Deans • VPAA • OIRA

SMP Goal 1

Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.

Objectives	Activities	Measures	Responsible Entity
	• Departments will develop five semester plans to ensure students complete their academic goals. • Monitor and evaluate enrollment trends by TOD.		
3. Ensure that 100% of new students complete orientation, Reading, English and Math assessment, and an Educational Plan that includes Math, Reading, and English during their first year.	• Identify new incoming students and track for completion of matriculation process. • Provide access to the assessment test at remote locations.	• Compute the percentage of new students that complete orientation, English and Math assessment, and an Educational Plan that includes Math and English in their first semester. (A3)	• VPSS • SSSP • Counseling • OIAR
4. Ensure that 100% of new students enroll in the English, Reading, and Math courses that they assessed into during their first year.	• Identify new incoming students and track their enrollment activity. • Develop in-reach processes to contact students who have not enrolled into their assessed English, Math and Reading courses, and encourage them to do so.	• Compute the percentage of new students that enroll into the English, Reading, and Math courses, and receive a grade in that course, that they assessed into in their first year. (A4)	• VPSS • Counseling • PIO • OIAR
5. Ensure equitable access to education by increasing the percentage of eligible students receiving financial aid to 80%, by Spring 2018.	• Increase awareness of FAFSA application processes. • Increase awareness of financial aid policies and procedures.	• Compute the percentage of eligible students receiving financial aid. (A5)	• VPSS • Financial Aid Office • PIO • OIRA

SMP Goal 1

Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.

Objectives	Activities	Measures	Responsible Entity
	• Inter department training on financial aid policies and procedures. • Develop methods to identify the number of students eligible for financial aid.		
6. Increase short-term (Fall to Spring) and long-term (Fall to Fall) persistence rates of new students to 90% and 75%, respectively, by Spring 2019.	• Encourage faculty to use early alert. • Increase number of learning communities. • Develop and conduct exit surveys to gather student responses regarding attrition. • Implement the Distance Education Plan (DEP), especially DEP Strategic Goal 5. • Publicize the benefits of continuous enrollment. • Collaborate with Sheriff's Department to make students aware of campus safety. • Develop a communication plan within student services that describes available resources to students.	• Compute the percentage of new students that persist from Fall-to-Spring and from Fall to Fall. (A6) • Disaggregate persistence figures for distance education.	• VPSS • Faculty • Student Services • Admin Services • Sheriff's Department • PIO • OIRA • DE Coordinator •

SMP Goal 1

Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.

Objectives	Activities	Measures	Responsible Entity
	• Increases the hours of operation for student resources such as the library, computer labs, and counseling.		
7. Ensure equitable access to education by reducing equity gaps in access, as defined in the LASC Student Equity Plan 2014-2020, by Spring 2019.	• Implement and evaluate the LASC Student Equity Plan 2014-2020. • Collaboration between academic affairs and student services to ensure disproportionately impacted students receive a holistic educational experience. • Strengthen relationships with local feeder high schools. • Promote the college's offerings, guide and assist potential high school graduates with the application and matriculation process. • Develop and disseminate outreach materials targeting impacted groups.	• Compute the percentage of each population group that is enrolled to the percentage of each group in the adult population within the LASC service area. (A7)	• VPSS • Equity Coordinator • Outreach & Recruitment Coordinator • PIO • OIRA

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
1. The college will increase the number associate degrees conferred by 2%, annually.	• Collaborate with A&R to ensure that graduation petitions are documented in a timely fashion. • Identify students that are eligible for degrees and encourage them to self-evaluate their eligibility. • Collaborate with student services units to alert students of the graduation process. • Use campus monitors to provide information about graduation requirements and deadlines. • Counselors will provide graduation timelines for students. • Create signage that is strategically placed across the campus and informs students of the graduation process. • VPAA, VPSS and Academic Senate President will meet to develop a deadline for when grades will be run. • Faculty will inform students of graduation	• Compute the percentage of associate degrees awarded and compare to baseline measure. (S1)	• VPSS • VPAA • Senate President • A&R • Counseling Chair • VPAS • SLO Coordinator • OIRA

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
	deadlines, in the classroom. • Course scheduling to prioritize associate degree pathways. • Program Learning outcomes improvement plans are evaluated to identify best practices and gaps.		
2. The college will increase the number of certificates awarded by 5%, annually.	• Collaborate with A&R to ensure that certificate petitions are documented in a timely fashion. • Identify students that are eligible for certificates and encourage them to self-evaluate their eligibility. • Collaborate with student services units to alert students of the certificate process. • Use campus monitors to provide information about certificate requirements and deadlines. • Counselors will provide certificate timelines for students. • Create signage that is strategically placed across	• Compute the percentage of associate degrees awarded and compare to baseline measure. (S2)	• VPSS • VPAA • Senate President • A&R • Counseling Chair • VPAS • SLO Coordinator • OIRA

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
	the campus and informs students of the graduation process. • VPAA, VPSS and Academic Senate President will meet to develop a deadline for when grades will be run. • Faculty will inform students of certificate deadlines, in the classroom. • Course scheduling to prioritize certificate pathways. • Program Learning outcomes improvement plans are evaluated to identify best practices and gaps.		
3. The college will increase the number of students that transfer to 4-year universities to 25%, by Spring 2020.	• Ensure that the college has a FT transfer center director. • Reinstate the Honors Program. • Collaborate with UC representative to recruit LASC students. • Develop and disseminate the schedule of college recruiters.	• Compute the percentage of students that transfer to 4-year universities and compare to baseline measure. (S3)	• VPSS • VPAA • Department Chairs • Academic Deans • Transfer Center • SLO Coordinator • OIRA

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
	• Course scheduling to prioritize ADT Transfer pathways. • Institutional Learning outcomes improvement plans are evaluated to identify best practices and gaps.		
4. The college will increase the number of College Prepared students that are degree, certificate and/or transfer-seeking to 160, by Spring 2020.	• Institutionalize the Passage program. • Expand Summer Bridge program. • Increase number of learning communities. • Implement assessment boot camps that prepare students for success in their English and Math courses. • Develop a plan to offer Academic Summer Camps. • Increase the number of concurrent/dual enrollment section offerings.	• Compute the number of College Prepared students that are degree, certificate and/or transfer-seeking and compare to baseline measure. (S4)	• VPSS • VPAA • SSSP • Student Success Center • English and Math Chairs
5. The college will increase course success rates in developmental English courses to 75%, by Spring 2020.	• Implement assessment boot camps that prepare students for success in their English courses.	• Compute the success rates in developmental English courses. (S5)	• VPSS • VPAA • Student Success Center • Library • SLO Coordinator

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
	• Implement Student Equity Plan activities that include imbedded tutoring. • Implement Student Equity Plan activities that include learning communities. • Reinstate the writing lab. • Reinstate the reading lab. • Create learning communities between English 101 and Library Science 101. • Offer more supplemental instruction in developmental English courses. • Hire a developmental education coordinator. • Encourage students to attend faculty office hours. • Student Learning Outcomes improvement plans are evaluated to identify best practices and gaps.		
6. The college will increase course success rates in developmental Math courses to 60 %, by Spring 2020.	• Ensure tutors are properly trained and can do upper level math. • Implement assessment boot camps that prepare	• Compute the success rates in developmental Math courses. (S5)	• VPSS • VPAA • Student Success Center • Library

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
	students for success in their Math courses. • Implement Student Equity Plan activities that include imbedded tutoring. • Implement Student Equity Plan activities that include learning communities. • Offer more supplemental instruction in developmental Math courses. • Hire a developmental education coordinator. • Encourage students to attend faculty office hours. • Student Learning Outcomes improvement plans are evaluated to identify best practices and gaps.		• SLO Coordinator
7. The College will increase course success rates in Distance Education to 61%, by Spring 2020	• Revisit and revise online teaching certification requirements • Increase monitoring of online courses to ensure that regular substantive contact is occurring.	• Compute success rates in distance education courses.	• VPAA • VPSS • Student Success Center • DE Coordinator • Academic Deans • Online faculty

SMP Goal 2

Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.

Objectives	Activities	Measures	Responsible Entity
	• Ensure parity of student success interventions for online students. • Encourage students to participate in synchronous faculty contact. • Encourage faculty to use LMS analytics to identify and reach out to struggling online students.		

SMP Goal 3

Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.

Objectives	Activities	Measures	Responsible Entity
1. The College will annually evaluate all Institutional Plans.	• Create a timeline for evaluation of all institutional plans. • Develop a process to track the progress of plan evaluations. • Publish outcome reports on committee websites. • Committee co-chairs will present outcome reports at College Council.	• Strategic Master Plan Outcomes Report. (IE1) • Educational Master Plan Outcomes Report. (IE1) • Technology Master Plan Outcomes Report. (IE1) • Facilities Master Plan Outcomes Report. (IE1) • Enrollment Management Plan Outcomes Report. (IE1) • Professional Development Plan Outcomes Report. (IE1) • Distance Education Plan Outcomes Report. (IE1 • Student Equity Plan Outcomes Report. (IE1) • SSSP – Noncredit Outcomes Report. (IE1) • SSSP – Credit Outcomes Report. (IE1)	Chair/Co-Chairs of: • SP Committee • EMP Committee • TMP Committee • FMP Committee • EM Committee • Professional Growth Committee • DE Committee • Dean of Student Services • OIRA
2. The College will annually evaluate progress on ACCJC Institution-Set Standards.	• Develop an outcomes report for ISS. • Make ISS results accessible online. • Report progress on ISS at College Council.	• ACCJC Institution-Set Standards Outcomes Report. (IE2)	• OIRA • SPC Co-Chairs • PIO • College Council • IT

SMP Goal 3

Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.

Objectives	Activities	Measures	Responsible Entity
	• Report ISS results in campus newsletter.		
3. The college will designate responsible entities for implementation of all institutional plans.	• Complete the Educational Master Plan. • Develop a timeline for the identification of responsible entities.	• Educational Master Plan Outcomes Report. (IE3)	• President • VPAA • VPSS • VPAS • Dean IA • EMP Chair/Co-Chairs
4. 100% of programs, departments, and/or units will complete program reviews and annual program reviews.	• Track program review completers and non-completers. • Publish a report showing program review completers and non-completers. • Program Review Workshops. • Regularly update Program Review manuals. • Develop a Program Review process brief. • Administer surveys to evaluate process.	• Compute the percentage of instructional program reviews completed, unit plans developed and annual unit plans evaluated. (IE4) • Compute the percentage of non-instructional program reviews completed, unit plans developed and annual unit plans evaluated. (IE4)	• VPAA • VPSS • VPAS • Academic and Student Services Deans • Managers • Program Review Initiators • Program Review Committee • OIRA
5. All governance committees and subcommittees will publish operating agreements, agendas, minutes and related	• Provide note takers to assist with timely submission of committee documents.	• Governance Committee Outcomes Report. (IE5)	Chairs/Co-chairs of: • SP Committee • EMP Committee • TMP Committee • FMP Committee

SMP Goal 3

Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.

Objectives	Activities	Measures	Responsible Entity
documents on committee websites.	• Create a timeline for submission of committee documents. • Submit operating agreements to SPC.		• EM Committee • Professional Growth Committee • DE Committee
6. Governance committees will evaluate their Committee Self-Evaluation Form and make modifications and/or improvements based on results from the evaluation.	• Complete Self-evaluation forms. • Complete EMP objective number 5. • Develop improvement plans. • Submit Self-Evaluation forms to SPC.	• Committee Self-Evaluation Outcomes Report. (IE6)	Chairs/Co-chairs of • SP Committee • EMP Committee • TMP Committee • FMP Committee • EM Committee • Professional Growth Committee • DE Committee
7. The College will assess 100% of course, program, institutional, student service, and administrative service outcomes; collect information on enhancement reports; and dialog on learning outcomes results, annually.	• Purchase an assessment data management system. • Produce the Annual Report of Learning Outcomes. • Produce minutes of meetings where learning outcomes are discussed.	• Annual Report of Learning Outcomes for courses, programs, institutional, student service, and administrative service outcomes. (IE7)	• SLO Coordinator • SLO Committee • Academic Senate • College Council • Department Chairs • Department Managers/Directors • VPAA/VPSS/VPAS • Academic and Student Services Deans • OIRA

SMP Goal 4

Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.

Objectives	Activities	Measures	Responsible Entity
1. To ensure the quality of instruction the College will hire qualified faculty.	• Evaluate hiring prioritization process. • Conduct the hiring prioritization process every year. • Ensure hiring committees are trained. • Develop and implement a hiring process for adjunct instructors. • Ensure that online teaching faculty meet certification requirements.	• Compute the annual Full-Time to Part-Time Faculty Ratio. (R1) • Publish the adjunct hiring process campus-wide. • 100% of hiring committee members are trained.	• VPAA • VPSS • Department Chairs • Deans • DE Coordinator
2. The College will ensure the integrity and quality of all programs and services.	• Produce a list of employees that need to be evaluated. • All program reviews will be completed and evaluated. • Perform program viability as needed. • Course Outline of Record must be updated every two years. • Learning outcomes are assessed and enhancement reports are completed every semester.	• Compute the percentage of employee evaluations completed by assigned deadlines. (R2) • Assess Program Review outcomes. • 100% of disciplines assess and complete enhancement plans. • 100% of department chair minutes will be completed and include learning outcomes dialog.	• Supervisors • Department Chairs • VPAA • VPSS • VPAS • Deans • Program Review Committee • Curriculum Committee • SLO Coordinator

SMP Goal 4

Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.

Objectives	Activities	Measures	Responsible Entity
3. By Fall 2018, the College will implement a systematic, sustained, and transparent integrated planning and resource allocation process to improve student learning and achievement.	• Publish the unit resource allocation request process campus-wide. • Create budget reports that demonstrate approved allocation request.	• The unit resource allocation requests process will be widely-disseminated and linked to institutional plans. (R3)	• VPAS • VPAA • VPSS • Budget Committee • Program Review Committee
4. The College will ensure fiscal stability to fulfill its Mission.	• Work with the ESC to revise the annual allocation of funds process. • Conduct quarterly fiscal reviews with budget managers.	• Report the college's annual ending balance. (R4) • Report the number, type, and amount of new external sources of revenue. (R7)	• President • VPAS • VPAA • VPSS
5. The College will improve institutional efficiency to ensure fiscal stability.	• Evaluate the enrollment management process. • Create surveys to identify why students drop classes. • Complete EMP objectives 1 and 2. • Professional development for college administrators.	• Compute the annual cost per Full-Time Equivalent Student (cost/FTES). (R5) • Annual FTES/FTEF ratio. (R6)	• VPAA • VPAS • Enrollment Management Committee • Professional Growth Committee
6. Provide professional development opportunities to keep faculty and staff current in their fields.	• Provide growth workshops. • Conduct focus groups to identify topics of interest. • Encourage faculty to take discipline specific courses to improve their skills.	• Flex day show and tell for all employees.	• Professional Growth Committee • VPAS • VPSS • VPAA • DE Coordinator

SMP Goal 4

Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.

Objectives	Activities	Measures	Responsible Entity
	• Recognize individuals with distinguished achievements. • Create a comprehensive report listing of all funded professional development activities. • Encourage classified staff to take part in professional development activities to improve their skills. • Provide additional webinars and workshops for online instructors.		

SMP Goal 5

Collaboration and Partnerships: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.

Objectives	Activities	Measures	Responsible Entity
1. The college will identify and quantify the number of formal academic partnerships currently in place.	• Create a college-wide database for all academic partnerships. • Develop and distribute survey to all college constituencies to build the database.	• Pre and Post surveys to measure the progress of attaining information to build the database. • Use pre and post survey to measure the number of partnerships.	• Articulation Officer o VPAA o VPAS o VPSS o CTE o Deans o Department Chairs o OIRA
2. The college will identify and quantify the number of formal industry partnerships currently in place.	• Create a college-wide database for all industry partnerships. • Develop and distribute survey to all college constituencies to build the database.	• Pre and Post surveys to measure the progress of attaining information to build the database. • Use pre and post survey to measure the number of partnerships.	• VPAA • VPAS • VPSS • CTE • Deans • Department Chairs • Articulation Officer • OIRA
3. The college will identify and strengthen the number of formal community partnerships.	• Create a college-wide database for all community partnerships. • Develop and distribute survey to all college constituencies to build the database.	• Pre and Post surveys to measure the progress of attaining information to build the database. • Use pre and post survey to measure the number of partnerships.	• VPAA • VPAS • VPSS • CTE • Deans • Department Chairs • Articulation Officer • OIRA

SMP Goal 5

Collaboration and Partnerships: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.

Objectives	Activities	Measures	Responsible Entity
4. The college will identify and strengthen the number of intra-college collaborations.	• Create a college-wide database for all intra-college partnerships. • Create a Calendar of Events • Develop and distribute survey to all college constituencies to build the database.	• Pre and Post surveys to measure the progress of attaining information to build the database. • Use pre and post survey to measure the number of partnerships.	• VPAA • VPAS • VPSS • CTE • Deans • Department Chairs • Articulation Officer • OIRA • DE Coordinator
5. The college will identify and strengthen the number of students involved in service learning activities on campus.	• Create a college-wide database for all intra-college partnerships. • Create a Calendar of Events • Develop and distribute survey to all college constituencies to build the database.	• Pre and Post surveys to measure the progress of attaining information to build the database. • Use pre and post survey to measure the number of programs who offer service learning.	• VPAA • VPAS • VPSS • CTE • Deans • Department Chairs • Articulation Officer • OIRA

Educational Master Plan Taskforce Members

Daisha Black, Student
Lawrence Bradford, Vice President
Alistaire Callendar, Faculty (retired)
Joni Collins, Classified Manager
Angela Cranon-Charles, Faculty
Jessica Drawbond, Faculty
Naja El-Khoury, Faculty
Alfred Gallegos, Dean
Vibha Gupta, Classified Manager
La Vonne Hamilton, Classified Manager
Jackeline Manjarrez, Student
Tim Ream, Faculty
Pam Sanford, Associate Vice President
Heidi Tatum, Faculty

Related Resources

- LASC Participatory Decision-Making and Integrated Planning Handbook
- 2014-2020 LASC Strategic Plan