

VISION 2017

ADVANCING STUDENT
SUCCESS AND COMPLETION



Approved by the LACCD Board of Trustees
February 6, 2013

LOS ANGELES COMMUNITY COLLEGE DISTRICT
STRATEGIC PLAN
2012-2017

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Acknowledgements

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VISION 2017

ADVANCING STUDENT
SUCCESS AND COMPLETION





Daniel J. LaVista, Ph.D.

Message from the Chancellor

The Los Angeles Community College District, like its peer institutions throughout the state and the nation, faces critical challenges ahead. We have been tasked with preparing students for skilled and semi-skilled jobs and for transfer to four year colleges and universities, at a time when the state no longer provides the fiscal support at levels that we were accustomed to receiving in the past. Under these more difficult circumstances, we must continue to reduce costs and find alternative means of generating revenue for our educational programs. Regrettably, non-state support will comprise a significantly greater percentage of our operating budget.

Despite these funding constraints, District staff and faculty are faithfully committed to the District's mission. To that end, we affirm that improving student success and completion will continue to be our single most important goal over the next five years. As we assess our progress along the way, we will monitor a number of baseline indicators. By 2017, the measure of our achievement will be clear. Although our funding impediments may be substantial, we intend to move the District forward and provide students with the academic skills and training needed to compete and excel in the twenty-first century marketplace.

This document provides the context for the District's ongoing and planned initiatives. It figuratively serves as a starting point for a long journey. To be sure, it will inform our decisions as we approach each guidepost and, ultimately, reach the next milestone in 2017. Its centrality to our work cannot be overstated and I am truly grateful to the Strategic Planning Committee for their invaluable effort and thoughtful contribution on behalf of the District.

Additionally, I would like to thank a number of groups that supported the Strategic Planning Committee, without whose assistance the Strategic Plan could not have come together, including: the state Chancellor's Office, the Los Angeles Area Chamber of Commerce, the LACCD Office of Institutional Research, and the classified staff, faculty, and students who participated in the 41 district-wide focus groups.

Daniel J. LaVista, Ph.D.
Chancellor

A handwritten signature in black ink that reads "Daniel J. LaVista". The signature is written in a cursive, flowing style.

Introduction

Vision 2017, the Los Angeles Community College District (LACCD) Strategic Plan (2012-2017) details the strategic direction the District will pursue to meet the challenges and opportunities it will face over the next five years. The creation of this new five-year plan began when Chancellor Daniel LaVista appointed a 20-member District Strategic Planning Committee that included members of the District Office Senior staff, college administrators, staff and faculty leaders.

The Strategic Planning Committee was charged with developing a comprehensive plan that would articulate a shared mission and vision for the LACCD and establish a clear set of performance measures to guide local college planning efforts. The Chancellor then requested that a series of planning meetings take place, with periodic updates to the Board of Trustees during Institutional Effectiveness Committee meetings. To ensure all stakeholders were kept informed regarding the strategic planning effort and the progress being made, he also requested that a communications plan be developed and implemented.

At its first meeting, the committee agreed that the revised District Strategic Plan would make student success and completion the highest strategic priority for the District. It was also apparent at subsequent meetings that the new plan would have to address the “new normal” (i.e., shrinking state funding, increased demands for student completion, competition from for-profits, and underprepared student populations). This “new normal” will challenge the District and its nine colleges for years to come.

Process for Developing the Plan

Vision 2017 was created using a collaborative process that began with a kick-off meeting on May 24, 2011 in the District Office Board Room with Chancellor LaVista. In July, the committee invited Marlene Garcia, Vice Chancellor of Governmental Relations for the California Community Colleges State Chancellor’s Office, to discuss federal and statewide trends facing the LACCD. The next guest speaker was David Roth (Chief Policy Advisor for California Competes—Higher Education for a Strong Economy) who spoke about the needs of the business community and what community colleges could do to meet those needs. David Rattray, Senior Vice President of Education and Workforce Development for the Los Angeles Chamber of Commerce was the third guest speaker. In October, he discussed the workforce needs of the Los Angeles business community and shared apprentice models being used in Europe that he felt strengthened the connections between business and education that the LACCD might want to consider.

Next, to provide the board members, employees, students, and administrators with an opportunity to give their input during the development of the plan, 41 focus groups were conducted in fall of 2011. A professional facilitator trained by the Mind Spa Group, an organizational change consulting firm, led each session. We conservatively estimate that 600 individuals participated in this effort.

Process for Developing the Plan

In gathering perceptions about the District from the various focus groups, the SWOT (Strengths, Weaknesses, Opportunities, and Threats) technique was used for collecting this information by breaking down the responses into four broad categories:

- S - What are the District's strengths?
- W - What are the District's weaknesses?
- O - What opportunities might move the District forward?
- T - What threats might hold the District back?

The comments from the focus groups were then systematically entered into a database and organized into a SWOT analysis grid with sample comments. Additionally, so that employees could follow the development of the plan, a website was designed and posted on the District Office home page. All documentation related to the planning process as well as agendas and minutes were made available and continuously updated.

From fall of 2011 through spring of 2012, the committee met to review and analyze internal data (e.g., placement levels, course success rates, completion rates, funding, etc.) and external scan data (e.g., changing demographics, Los Angeles County educational attainment, K-12 enrollments, employment projections, etc.). The committee also revised the mission, vision, and core values statements of the existing plan and developed performance measures. At the end of April, formal presentations were made at College Council meetings at each of the nine colleges regarding the work of the committee. At each College Council meeting, participants were encouraged to give their feedback regarding the progress of the plan. In May, the same presentation was made at the District Office for District Office employees.

From May through August, the committee worked on the performance measures. The completed plan builds on the 2006-2011 LACCD Strategic Plan, integrates comprehensive external and internal scan data and information, and capitalizes on the strengths that the LACCD has an organization. It also anticipates and plans for the external challenges and opportunities the District will face in the future. At the end of the planning process, the committee selected four goals upon which to build the District's new Strategic Plan:

- Goal 1: Access and Preparation for Success
- Goal 2: Teaching and Learning for Success
- Goal 3: Organizational Effectiveness
- Goal 4: Resources and Collaboration

The Los Angeles Community College District and Its Nine Colleges

The Los Angeles Community College District (LACCD) had its beginnings in 1929—the year of the stock market crash and Great Depression—when Los Angeles Junior College (now known as Los Angeles City College) was approved by the California State legislature. Today, the LACCD is the second largest multi-college district in the nation offering educational opportunities to students in more than 40 cities covering an area of more than 882 square miles, serving 5.2 million residents.

The LACCD is composed of nine comprehensive colleges and a District office, which together employ approximately 4,087 full-time faculty, academic administrators, and academic supervisors, 1,476 classified staff and 13,284 part-time staff. An elected seven-member Board of Trustees, serving staggered four-year terms, governs the LACCD. One student trustee, selected by the students, serves a one-year term beginning in June of every year. Over the past 83 years, the nine colleges combined have served more than three million students, educating 139,923 students in the fall 2011 semester alone.



| COLLEGE | FALL 2011 ENROLLMENT |
|-------------------------------------|----------------------|
| Los Angeles City College | 18,664 |
| East Los Angeles College | 27,770 |
| Los Angeles Harbor College | 10,205 |
| Los Angeles Mission College | 10,132 |
| Los Angeles Pierce College | 22,453 |
| Los Angeles Southwest College | 6,632 |
| Los Angeles Trade-Technical College | 14,795 |
| Los Angeles Valley College | 18,569 |
| West Los Angeles College | 10,703 |

Source: LACCD Office of Institutional Effectiveness, 2011

Vision 2017



The Strategic Plan of the Los Angeles Community College District 2012-2017

Mission, Vision, and Core Values

The LACCD's mission, vision, and core values statements convey our purpose (Mission), our aspirations (Vision), and principles that will guide us in reaching our goals (Core Values).

Mission Statement

The mission of the Los Angeles Community College District is to provide our students with an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civil engagement.

Vision Statement

The LACCD will strive to become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that change students' lives, enrich the area's many diverse cultures, and strengthen the regional economy. The District will do so continuing to provide a culture of continuous improvement and by closing persistent equity gaps.

Core Values

The Los Angeles Community College District's core values reflect how we will pursue our plan as well as how we will fulfill our mission and realize our vision. We—the faculty, staff, administrators, and students of the LACCD—hold the following values essential to achieving our District's mission.

Access and Opportunity

We are committed to maximizing educational opportunity and access to everyone who has the desire to learn, and we actively engage all students, especially those from communities that have traditionally been underserved by higher education or who require special accommodation or support.

Vision 2017

Excellence and Innovation

In all of our services and institutional activities, we strive to create a culture of excellence and continuous improvement through the use of innovative pedagogy and technologies that challenge our students, faculty, staff, and administrators to meet the highest educational and professional standards.

Student Learning and Success

All of our institutional efforts and resources are dedicated to one central purpose—the support of our students as they work toward the achievement of their academic and career goals.

Free Inquiry

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

The Power of Diversity

As a group of nine urban and suburban colleges situated in the midst of different communities, we draw upon and embrace diversity as an integral aspect of our civic and institutional identity and as a powerful element in the education and development of every individual.

Equity

We are committed to eliminating achievement gaps by identifying and removing barriers to student success.

Community Connection

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

Public Accountability and Transparency

We are accountable to the public for all aspects of our mission, and we owe the students we serve, the people of Los Angeles, and the State of California regular and timely assessments of all of our efforts through shared governance processes that are open and transparent.



Strategic Advantages

As the nation's second largest community college district, the LACCD possesses a rich set of strategically important internal and external resources that allow us to build on the District's strengths and opportunities to address the strategic goals included in this plan.

These strategic advantages include:

Size

The large size of the District continues to give the LACCD a number of significant advantages and opportunities (the ability to leverage resources through economies of scale, the opportunity to impact statewide and national educational trends, etc.).

Political Influence

The District maintains its political influence in Sacramento due to the large number of assembly (17) and senate (12) seats held by members of the legislature who represent the City of Los Angeles and usually the interests of the LACCD (known as the L.A. delegation).

Nine colleges/One application

This District policy allows students to submit one application, and be registered to take classes at any college in the District giving students access to thousands of courses and Career-Technical education programs of study without having to turn in multiple admissions applications or financial aid forms.

Alumni

For more than 83 years, the District has amassed a large number of alumni, including such notable community leaders as Mayor Antonio Villaraigosa, County Supervisors Gloria Molina and Mike Antonovich, retired U.S. Representative Diane Watson, L.A. County Sheriff Lee Baca, and L.A. City Councilman Bernard Parks. This large and talented group of alumni grows every year.

Low cost

Despite the recent fee increases, the California Community College system continues to rank at the top of the list for affordability providing the lowest community college enrollment fees in the nation.

Strategic Advantages

Programs

District-wide, students enrolling at any of our campuses have found a wide range of certificate, degree, and transfer programs to choose from and workforce preparation programs that have been developed to provide responsive curriculum to meet the needs of employers.

Facilities

With the passage of three bond measures, totaling almost 6 billion dollars, the LACCD has built state-of-the-art facilities that enhance teaching and learning on all nine campuses.

Participatory Governance

The LACCD's history of participatory governance is recognized inside and outside of the District by faculty, administrative, student and classified groups. LACCD's history of participatory governance is well documented in the District's Decision Making and Functions Handbook.

Diversity

The District is noted for its diverse population that mirrors the population of the City of Los Angeles at large. Many of its campuses have been designated Hispanic and Minority-Serving Institutions.

Public Support

A study by the Public Policy Institute of California continues to show that all community colleges in the state (including the LACCD) continue to enjoy strong support from the public. The LACCD's strong public support stems from the important role it plays in the community as a source of hope, as a pathway to educational and economic opportunity, and as a civic and cultural resource.



Key Trends and Implications for the LACCD

While the Los Angeles Community College District enjoys a number of strategic advantages, it also has a number of strategic challenges that were identified in the comprehensive internal and external environmental scans. As part of our strategic planning process, the committee felt that it was critical that the District anticipate and plan for the opportunities and challenges we will face in the future.

This *Key Trends and Implications for the LACCD* section of the plan summarizes the major issues and trends affecting District-wide planning for the next five years. It also looks at a number of critical issues and trends which will have both short and long term impacts on our colleges that must be addressed if the District wants to continue to grow and thrive. While there were many critical challenges identified, the District Strategic Planning Committee focused on the most important that are essential to our continued viability, survival, and growth.

Decline in Financial Support for Public Higher Education

Nationally, according to *Inside Higher Ed* (2011), public higher education has never seen such a tremendous decline in state funding over the past decade, with California leading the nation in budget cuts. The economic recession and ongoing state budget shortfalls have only exacerbated this trend. Most education experts do not see the restoration of funding in the near future and believe that cuts to public higher education should be seen as our “new normal” as described in the Introduction.

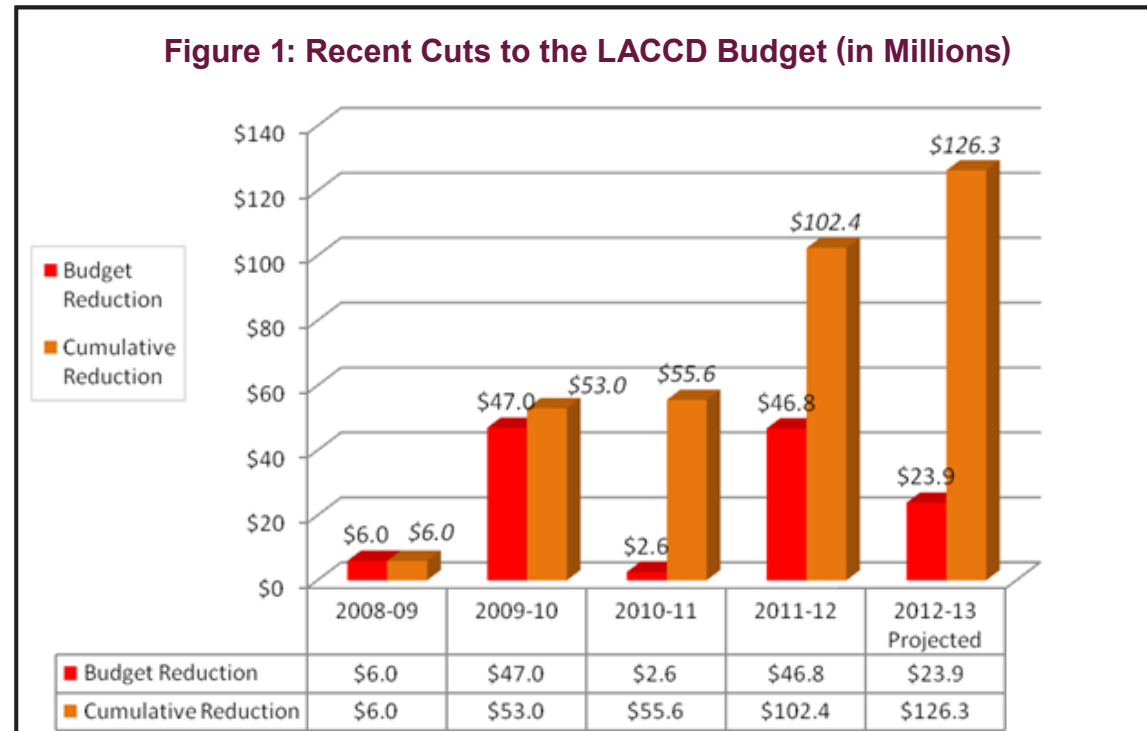
Meanwhile, as state support for higher education keeps declining, enrollment fees are rising. Enrollment fees at community colleges increased in summer 2012 from \$36 a unit to \$46 a unit—making it the largest fee increase in the history of California community colleges. Under the \$36 per unit fee, full-time students enrolled in 15 units paid approximately \$1,080 per academic year. With the \$46 per unit fee, that total jumped to \$1,380 a year. This represents a 77% increase in student fees within a one year period.

As a result of the budget cuts, colleges were directed by the Systems Office to focus their limited funding on three key areas of the community college mission—basic skills, career technical education and transfer. Given our current and future environment, the District must continue to be its own best advocate and work to develop more third party advocates. The District must also continue to leverage its size, leadership, and influence in Sacramento.

Key Trends and Implications for the LACCD

Our data:

Due to budget cuts, the state has reduced the LACCD's overall general operating budget since 2008 by \$126.3 million. Below is a breakdown of the budget cuts to the LACCD since 2008.



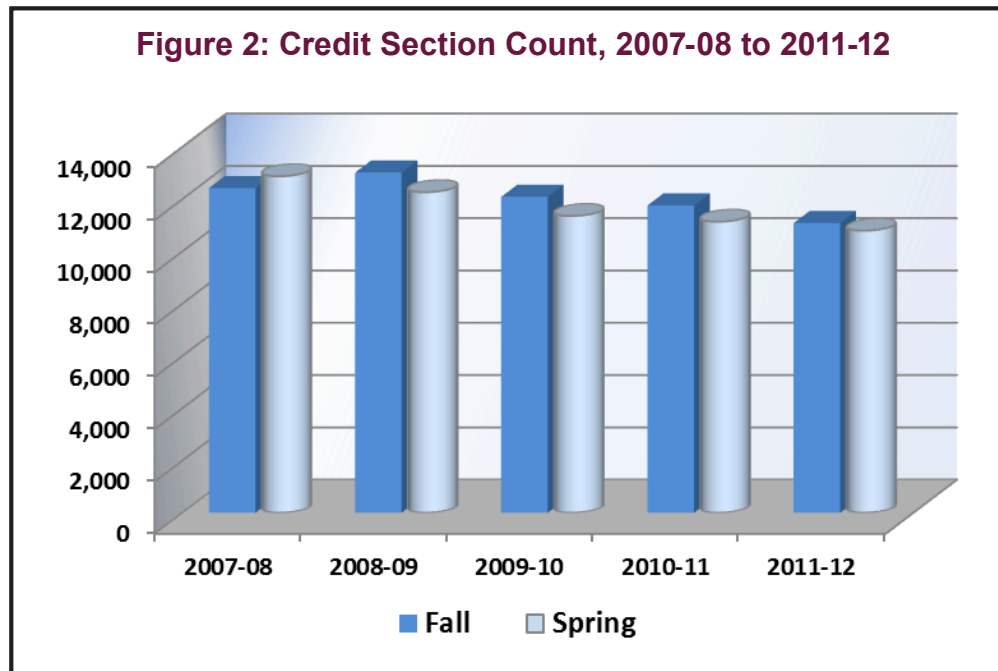
Source: LACCD District Budget Office, 2012

Some promising news is that, with the passage of Proposition 30 on November 6, 2012, the District will receive additional funds in 2012-2013. The District will receive \$31.3 million to restore 7.28% in workload reductions, \$4.7 million for enrollment restoration/growth and \$15 million to buy down state apportionment deferrals. Deferrals are funding owed to the LACCD after year-over-year of deferred payments from the state.

Key Trends and Implications for the LACCD

Based on enrollment trends and the heavy demand for classes, the District should have added courses; however, due to the fiscal crisis, our colleges have been forced to cut sections (as depicted in Figure 2 below). When considering annual section counts (i.e., also including summer and winter terms), over 7,000 sections have been cut since 2007-2008. In 2007-2008 the District offered 30,930 credit sections, and by 2011-2012, the number of credit sections offered declined to 23,360. As a result, yearly enrollment data kept on incoming freshmen indicates that in 2011-2012, we turned away 12,000 students that we could not serve.

Unfortunately this trend of turning away large numbers of students is expected to continue since the California State University and University of California systems have signaled that they cannot accommodate every entering student who meets their entrance requirements and thus many of these students will apply to community colleges. The impact of these cuts on students has been devastating as the number of course sections continues to be reduced, class wait lists double and triple on the first day of classes, and summer and winter inter-sessions are eliminated. This makes it harder for students to graduate and transfer in a timely manner.



Source: LACCD District Attendance and Accounting Office, 2012

Key Trends and Implications for the LACCD

Lack of Student Readiness

The lack of preparation for most students to do college-level work indicates that there will be a growing need for basic skills courses. This lack of preparation is borne out in the low assessment scores and number of course repetitions in community colleges throughout the state. Recently the Board of Governors began to question the wisdom of allowing students to repeat a course—basic skills and college-level courses—six or more times (no more than 4 withdrawals and 2 repeats for a college to receive apportionment) in the face of dwindling state revenue. Thus, in October of 2011, the Board of Governors implemented a new Title 5 course repetition policy, following the lead of other states like Florida.

The new course repetition policy disallows state apportionment for a student's fourth attempt (attempts include withdrawals and repeats) at the same class unless special circumstances exist (i.e., extenuating circumstances, significant lapse of time, etc.). Districts may allow students to petition for a fourth attempt, but cannot count these students in their attendance accounting report to the state.

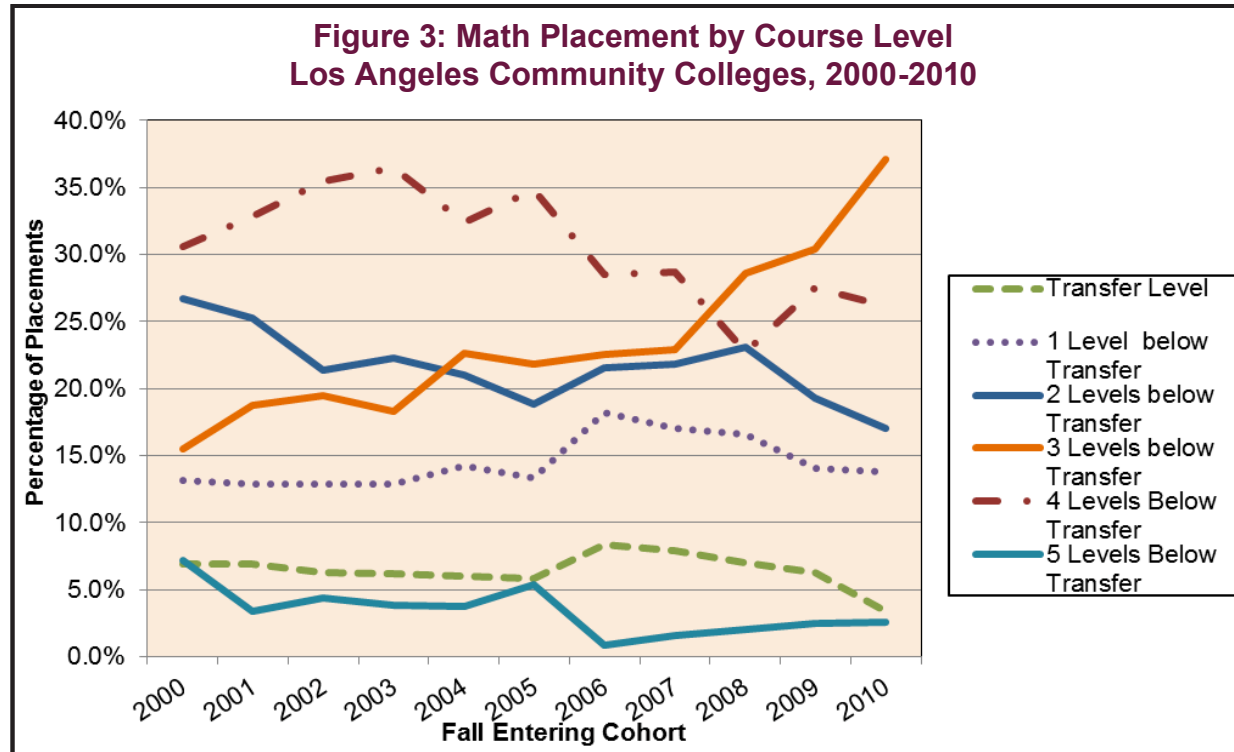
Our data:

An analysis of our District data shows that students taking math—primarily beginning and intermediate Algebra—will be the most heavily impacted by this new course repetition policy. All “W” withdrawals ever earned in the student's enrollment history for the same course are counted as an attempt, and students are more likely to withdraw from these math classes. Thus this new repetition policy is likely to have an immediate impact on the District both financially and in terms of student success.

Key Trends and Implications for the LACCD

Digging a little deeper into the data, Figure 3 (below) shows that 53.2% of LACCD students assessed into three or more levels below transfer-level math in 2007-2008. By 2010-2011, that percentage increased to 65.5%. Currently, of those starting at three levels below transfer level math, only 10% will ever progress to college-level math.

This data also shows that the number of students assessing at transfer level math has decreased from 7% in 2006-2007 to just 2.6% in 2010-2011. Therefore, an overwhelming 97% of LACCD students are assessing at below transfer-level math upon entering our colleges; whereas 13.3% of students are assessing into transfer-level English and 12.9% are assessed into ESL. The District will need to find a solution to getting students through gatekeeper courses in math and English before they are blocked from ever repeating them.



Source: LACCD Office of Institutional Effectiveness, 2012

Key Trends and Implications for the LACCD

Accountability Mandates and Low Graduation and Transfer Rates

There has been a growing chorus of voices at the national, state, and local leadership level calling for increased accountability from community colleges. These voices are fueled by a variety of issues but none more pressing than the need to increase the number of workers with a college degree. In 2025, the California economy will demand more highly educated workers.

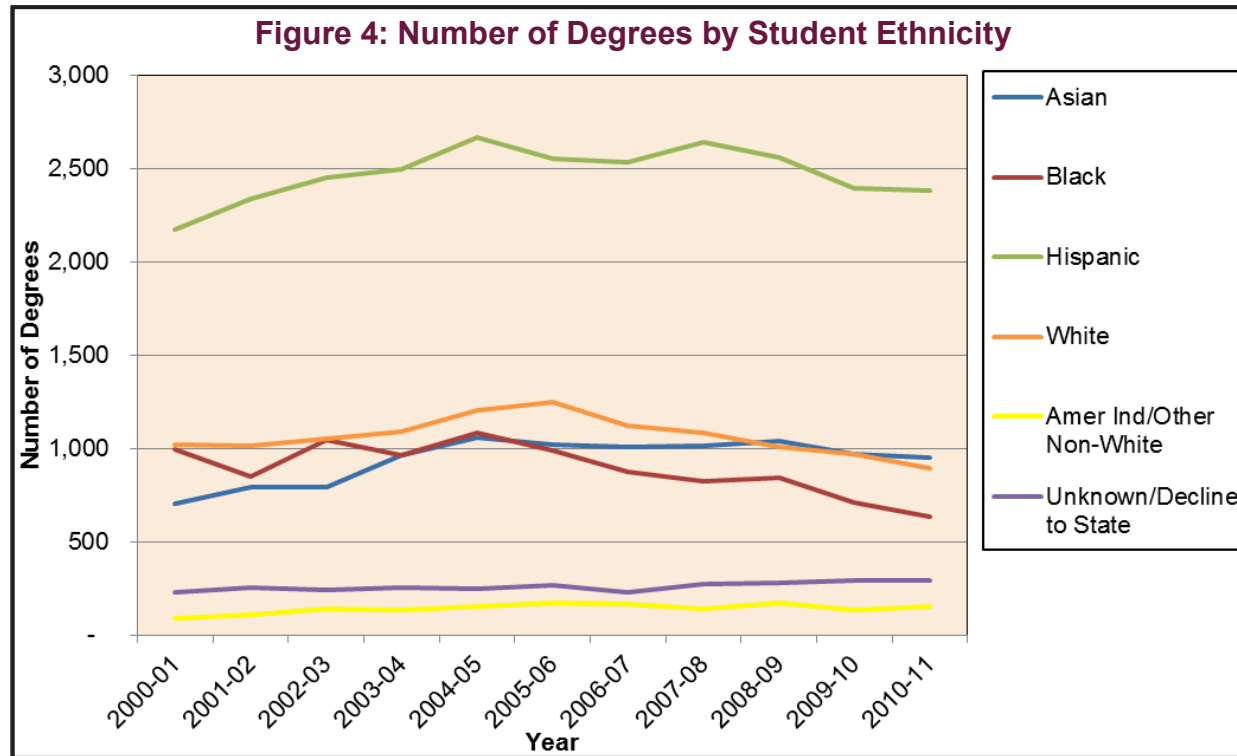
However, two strong forces in California are constraining the future share of graduates in the workforce—the retirement of large numbers of well-educated baby boomers being replaced with workers who have less education and demographic shifts toward groups with low rates of college graduation. Research studies have shown that college education is lowest among Latinos, the state’s and District’s fastest growing population.

As a result, if current trends persist, the Public Policy Institute of California predicts that by 2025, only 35% of adults will have a college degree but 41% of the jobs in our state will require a degree. This will leave the state with a shortage of approximately 1 million college graduates causing California’s per capita income to drop. If we do nothing, the economy will simply adjust—the supply of low education workers will exceed demand, there will be an increase in college wage premiums that will need to be paid, and employers needing highly skilled workers will simply leave the state.

Key Trends and Implications for the LACCD

Our data:

While some of our students are reaching their educational goals, there are large numbers of students who never complete a certificate, degree or transfer, thus confirming this trend (see Figure 4 below). On average, just 17.1% of degree-seeking students complete their Associate's degrees and only 25.3% ever transfer to a four-year college. The most serious attrition in the District occurs in the first year. Our data shows that approximately 24% of all first time students in the District complete "zero" units in their first semester.



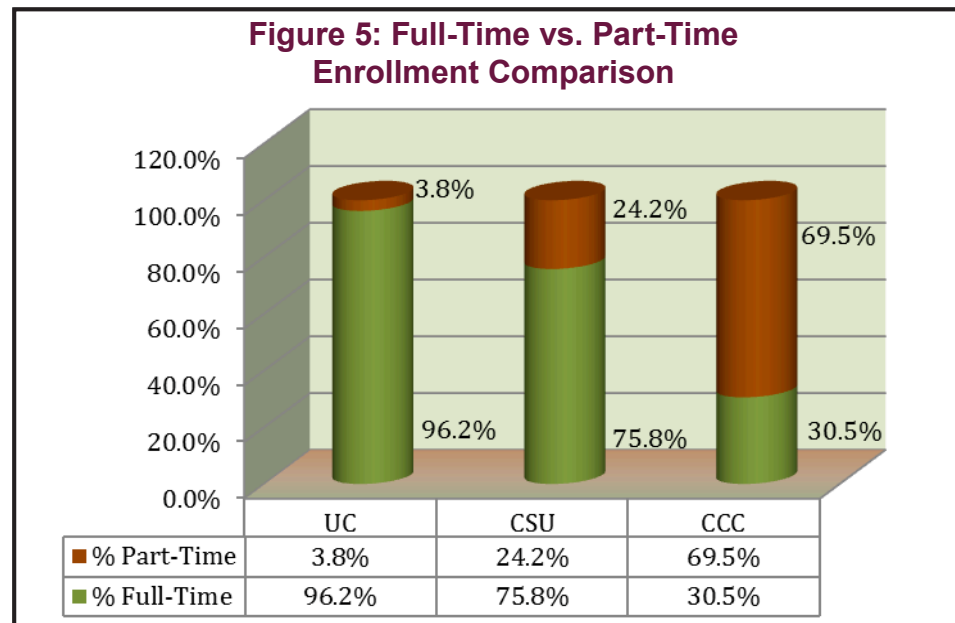
Source: LACCD Office of Institutional Effectiveness, 2011

Key Trends and Implications for the LACCD

Exacerbating the problem of certificate and degree completion is the fact that over 70% of LACCD students attend college part-time. Of the 140,000 students enrolled in fall 2010, 51,343 students enrolled in less than 6 units, with another 50,498 students enrolled between 6 to 11.5 units. Only 38,910 students attended full-time (enrolled in 12 units or more).

When comparing the success and completion rate between part-time and full-time students, it is clear that part-time students perform significantly worse than full-time students. Much of the 24% attrition rate in the first term of enrollment is attributable to a student's need to prioritize work (immediate income) over going to school on a full-time basis. Even the maximum Pell and Cal grant is not enough to cover the total cost of attendance (i.e., housing, child care, health care, rent, gas, food, etc.)

Below (see Figure 5) is a comparison of the number of California Community College students who attend on a part-time basis versus students enrolled in the UC and CSU system. The percentage of students who attend our nine colleges on a part-time basis (72%) is slightly above the statewide average (69.5%) in the California Community College system.



Source: IPEDS Data, 2009

Key Trends and Implications for the LACCD

Competitive Pressures from For-Profit Institutions

An ever-increasing number of students from California community colleges are enrolling in the for-profit sector where there has been a phenomenal growth rate in the number of students enrolled. In 2010, over 40,000 California Community College students transferred to the University of Phoenix, making it the largest transfer institution in the state.

As community colleges in the state continue to cut their instructional program, more students are finding their way to for-profit schools as an alternative to public two and four-year colleges. Table 1 shows that over a ten year period (1998-99 to 2008-09) the number of Associate's degrees awarded by public institutions increased by just 33% while at for-profit institutions, the number of Associate's degrees awarded increased by 125.4%.

Nationwide data on the number of Bachelor's degrees being granted at public 4-year colleges versus for-profits was even more dramatic. While public four-year colleges showed a relatively small 29.1% increase, for-profits showed a 418.3% increase. Yet, for-profit institutions currently account for a quarter of all student aid and nearly half of the student loan dollars in default, putting many of the students who attend them at risk for lifetime student loan indebtedness--a fact that many of our students do not know until it is too late to do anything about it.

Table 1: Number of degrees conferred by degree-granting institutions and percent change by type of institution: academic years 1998-99 and 2008-09

| Level of degree and academic year | Total | Public | Private | | |
|-----------------------------------|-------------|-------------|-------------|----------------|--------------|
| | | | Total | Not-for-profit | For-profit |
| Number of degrees | | | | | |
| Associate's | | | | | |
| 1998-99 | 559,954 | 448,334 | 111,620 | 47,611 | 64,009 |
| 2008-09 | 787,325 | 596,098 | 191,227 | 46,929 | 144,298 |
| Percent change | 40.6 | 33.0 | 71.3 | -1.4 | 125.4 |
| Bachelor's | | | | | |
| 1998-99 | 1,200,303 | 790,287 | 410,016 | 393,680 | 16,336 |
| 2008-09 | 1,601,368 | 1,020,435 | 580,933 | 496,260 | 84,673 |
| Percent change | 33.4 | 29.1 | 41.7 | 26.1 | 418.3 |

Source: Aud, S., Hussar, W., Kena, G., Bianco, K., Frohlich, L., Kemp, J., Tahan, K. (2011). *The Condition of Education 2011* (NCES 2011-033). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

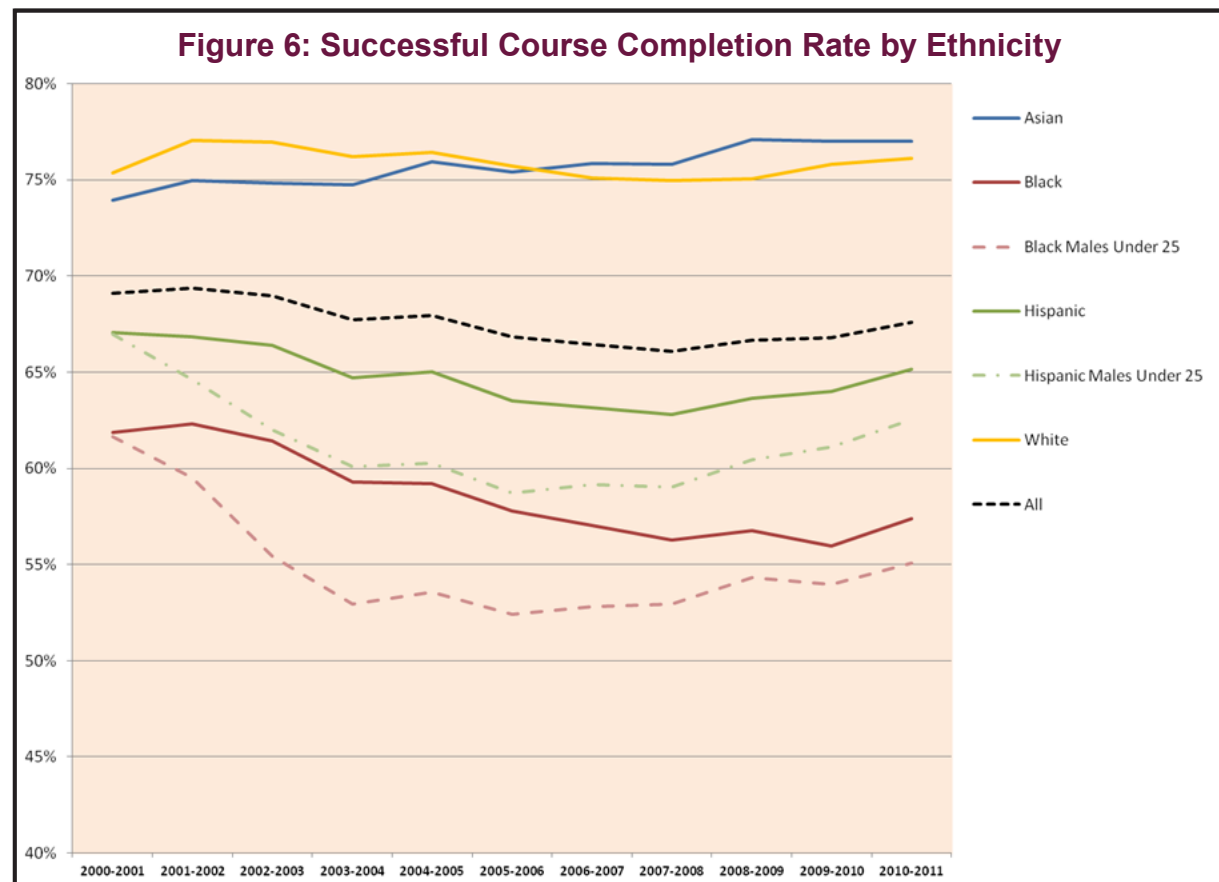
Key Trends and Implications for the LACCD

Significant Gaps in Student Achievement

There have been, and continues to be, significant gaps in student achievement in the District in terms of who graduates and who does not.

Our data:

Our data shows that the performance gaps are greatest for Black students and young men of color—specifically, Black and Hispanic males under 25. Figure 6 (below) shows successful course completion rates by ethnicity. During the 2010-2011 academic year, Asian students had the highest course success rate at 77%, followed by White students at 76%. In comparison, Black males under 25 had the lowest course success rate at 55% (22% below Asians).



Source: LACCD Office of Institutional Effectiveness, 2011

Key Trends and Implications for the LACCD

This lack of successful course completion has a spill-over effect. The distribution of degree recipients by ethnicity for degree completion within 6 years from entry is 9.8% for Black students, 16% for Hispanics 21.4 % for Whites, 21% for Asians and 19.3% for students who decline to state their ethnicity. However, the ethnic distribution in transfer is a different story. Hispanic and Black students are relatively underrepresented in transfers (17.1% and 19.2% respectively), whereas Whites are overrepresented in transfers (41.5%).

These persistent gaps in student achievement are just one of the reasons why all nine colleges are now Achieving the Dream colleges. Achieving the Dream is a national nonprofit organization leading the nation's most comprehensive non-governmental reform network for student success in higher education history. For the past two years, LACCD has participated in the initiative to identify barriers to student success as well as highly effective policies and practices that can help students complete their certificates and degrees. As part of the network, each college is assigned a data and college coach who work closely with LACCD colleges to implement evidence-based decision-making processes to increase student success, especially among students of color and low-income students. Colleges that have made substantial gains in closing achievement gaps are "leader colleges" and share their strategies with other colleges in the initiative.

Our data:

Given the reports from our college and data coaches, many believe that a number of our colleges are well poised to become leader colleges, if sufficiently funded by the state. Thus, building on our commitment to participate in this initiative, the Achieving the Dream completion agenda is completely aligned with the state and national movements toward greater accountability in higher education.

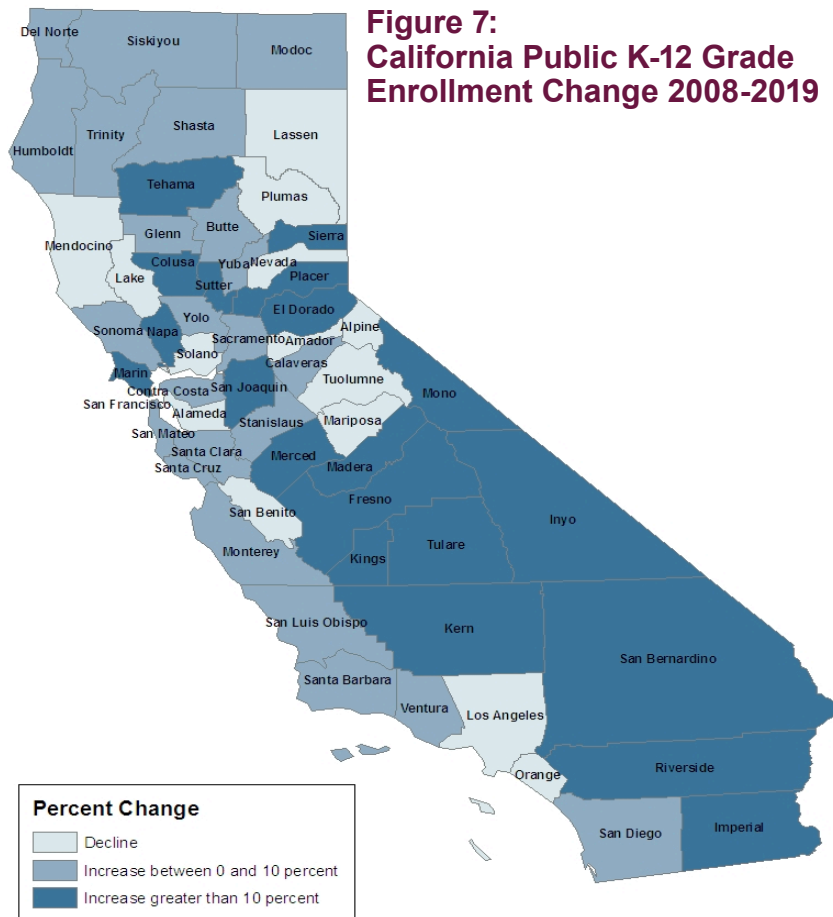


Key Trends and Implications for the LACCD

Low Population Growth in District Service Areas

Los Angeles County covers over 4,000 square miles and is home to nearly 10 million residents. In 2011, the California Department of Finance projected that enrollment in K-12 California Public Schools will increase in most counties. However, it is projected that the largest decline—12% or 191,024 students—will occur in Los Angeles County from 2012 to 2019, due to declines in births and high levels of migration out of Los Angeles and into surrounding counties with more affordable housing.

State funding for growth is based, in part, on changes in the number of high school graduates, thus any reduction in the number of high school graduates poses a threat to future LACCD funding. In the coming years, the District will need to not only increase its adult participation rates to offset the projected population decline but also retain the majority of the students that it does enroll.



Source: California Department of Finance, Demographic Research Unit, 2009

Key Trends and Implications for the LACCD

CEO Turnover

CEO turnover greatly affects a college's ongoing operations and stability. Concerned about CEO retention and tenure, the Community College League of California has been tracking this issue since 1980. In a recent review of data (January 2007-December 2010), the League found that the median tenure for College Presidents in multi-campus districts was three years and for Chancellors in a multi-campus district, just 24 months.

Our data show that, since 2005, there have been a total of 32 Presidents employed across the nine colleges. This equates to two average years of service for Presidents before they take another job with another district, retire, or move out of state. According to the American Association of Community Colleges (AACC), nationally the average years of service for Presidents is five years. However, with the departure of so many CEOs in such a short period of time in California, the AACC warns that this trend will create a leadership vacuum because many senior administrators who might have been expected to assume the CEO role are of retirement age and are choosing to retire.

Technology Trends

Utilizing and keeping up with the latest changes in technology (e.g., e-readers, social networking, mobile devices, smart phones, cloud services, mobile apps, etc.) will require the District to invest in our infrastructure so that these emerging technologies can be utilized for both instructional and non-instructional purposes.

Technological change occurs on a daily basis and the District and its colleges must keep up with the rapid changes. Organizations that fight this change will fail—take for example the newspaper industry—because students living in this mobile society expect to get access to services and information on a 24/7 basis. Students also have an expectation that their faculty and the staff will keep up with the latest technological changes and teach them about these changes.

Our data:

Our data shows that both the state and District need to invest more heavily in employee development, especially in the area of technology. The District's new technology plan anticipates, plans, and outlines the implementation of changes to the current infrastructure to maximize teaching and learning. The plan also includes strategies that will help faculty maintain currency in their subject fields and address student expectations of learning whenever and wherever.

Technology Trends

Furthermore, as part of the Measure J program, the new Student Information System (SIS) project will provide the District with a new technological infrastructure for managing student information. It will replace the current SIS which uses technology developed 50 years ago, has more than 20 patched systems that fail often and is written in a programming language (COBOL) that is older than the Internet. Oracle's PeopleSoft Solutions will completely revise our admissions, academic advising, student billing, financial aid, and student records functions. The project kick-off of the new SIS will take place in February of 2013 and will be implemented over a three-year time period.

Economic and Workforce Development Trends

According to Carnevale, Smith and Strohl (2010), California will have 5.5 million jobs created between 2008 and 2018, most of which will require a postsecondary education. More than three million—3.3 million—of these job vacancies will be for those with postsecondary degrees, 1.2 million for high school graduates and 1 million for high school dropouts. In addition, 11.5 million jobs (or 61% of all jobs) in California will require some postsecondary training beyond high school in 2018.

These projections place California at 50th (or lowest of all the states in the United States) in the proportion of jobs requiring a high school degree and at 2nd place in the proportion of jobs available to high school dropouts. Tables 2 and 3 illustrate where the jobs will be in Los Angeles County, by occupation and educational attainment level respectively, between 2011- 2017. Employment projections for Los Angeles County reflect the historical shift in the U.S. in general from goods-producing sectors to service-producing sectors. In particular, much growth is expected in health care and social assistance and in professional and business services sectors, and it is expected that manufacturing employment will continue its long-term decline in Los Angeles County.

As depicted in Table 2 on page 24, there is a projected increase between 2011 and 2020 in the number of jobs requiring all types of postsecondary education in Los Angeles County, with the largest increase in the number of jobs occurring for jobs that require a Bachelor's degree. This highlights the importance of preparing our students for transfer to four-year universities. In addition, about 30% of the increase in jobs requiring a degree will be in jobs that require a postsecondary vocational award or Associate's degree, and the projected growth rate is actually highest for jobs requiring an Associate's degree (compared to a Bachelor's or Master's degree).

Economic and Workforce Development Trends

Table 2: Los Angeles County Industry Employment Projections

| | 2011 | 2017 | Change | % Change |
|--|------------------|------------------|----------------|--------------|
| Goods Producing | 622,224 | 600,466 | -21,758 | -3.5% |
| Manufacturing | 400,147 | 365,294 | -34,853 | -8.7% |
| Mining, Quarrying, and Oil and Gas Extraction | 18,675 | 25,418 | 6,743 | 36.1% |
| Construction | 194,725 | 201,728 | 7,003 | 3.6% |
| Agriculture, Forestry, Fishing and Hunting | 8,677 | 8,026 | -651 | -7.5% |
| Service Providing | 4,871,707 | 5,273,214 | 401,507 | 8.2% |
| Educational and Health Services | 699,969 | 801,248 | 101,279 | 14.5% |
| Health Care and Social Assistance | 542,060 | 621,775 | 79,715 | 14.7% |
| Educational Services | 157,909 | 179,473 | 21,564 | 13.7% |
| Leisure and Hospitality | 556,381 | 595,715 | 39,334 | 7.1% |
| Accommodation and Food Services | 358,258 | 377,454 | 19,196 | 5.4% |
| Arts, Entertainment, and Recreation | 198,123 | 218,261 | 20,138 | 10.2% |
| Government | 577,687 | 612,174 | 34,487 | 6.0% |
| State and Local Government | 529,658 | 562,034 | 32,376 | 6.1% |
| Federal Government | 48,029 | 50,140 | 2,111 | 4.4% |
| Professional and Business Services | 870,894 | 941,980 | 71,086 | 8.2% |
| Administrative and Support and Waste Management and Remediation Services | 363,866 | 390,653 | 26,787 | 7.4% |
| Professional, Scientific, and Technical Services | 451,305 | 504,371 | 53,066 | 11.8% |
| Management of Companies and Enterprises | 55,723 | 46,956 | -8,767 | -15.7% |
| Information | 234,581 | 243,755 | 9,174 | 3.9% |
| Motion Picture and Sound Recording Industries | 139,537 | 148,195 | 8,658 | 6.2% |
| Broadcasting (except Internet) | 22,199 | 23,540 | 1,341 | 6.0% |
| Data Processing, Hosting and Related Services | 7,814 | 8,232 | 418 | 5.3% |
| Publishing Industries (except Internet) | 21,528 | 21,281 | -247 | -1.1% |
| Telecommunications | 34,107 | 31,929 | -2,178 | -6.4% |
| Other Information Services | 9,396 | 10,578 | 1,182 | 12.6% |
| Trade, Transportation, and Utilities | 984,926 | 1,027,885 | 42,959 | 4.4% |
| Wholesale Trade | 257,848 | 279,004 | 21,156 | 8.2% |
| Transportation and Warehousing | 213,819 | 220,932 | 7,113 | 3.3% |
| Retail Trade | 499,734 | 513,187 | 13,453 | 2.7% |
| Utilities | 13,525 | 14,762 | 1,237 | 9.1% |
| Financial Activities | 540,308 | 595,942 | 55,634 | 10.3% |
| Finance and Insurance | 265,822 | 295,163 | 29,341 | 11.0% |
| Real Estate and Rental and Leasing | 274,486 | 300,779 | 26,293 | 9.6% |
| Other Services (except Public Administration) | 406,961 | 454,515 | 47,554 | 11.7% |
| Repair and Maintenance | 65,613 | 64,583 | -1,030 | -1.6% |
| Personal and Laundry Services | 78,090 | 85,238 | 7,148 | 9.2% |
| Religious, Grantmaking, Civic, Professional, and Similar Organizations | 77,179 | 78,268 | 1,089 | 1.4% |
| Private Households | 186,079 | 226,426 | 40,347 | 21.7% |
| Total | 5,493,931 | 5,873,680 | 379,749 | 6.9% |

Source: Economic Modeling Specialists International, 2012

Economic and Workforce Development Trends

Table 3: Los Angeles County Job Projections by Degree Required

| Education Level | 2011 Jobs | 2017 Jobs | 2020 Jobs | Δ 2011 to 2020 | %Δ 2011 to 2020 |
|--------------------------------|------------------|------------------|------------------|----------------|-----------------|
| Postsecondary vocational award | 336,153 | 371,694 | 384,504 | 48,351 | 14.38% |
| Associate's degree | 152,784 | 171,008 | 180,251 | 27,467 | 17.98% |
| Bachelor's degree | 821,565 | 907,225 | 945,541 | 123,976 | 15.09% |
| Master's degree | 66,401 | 74,190 | 77,361 | 10,960 | 16.51% |
| Doctoral degree | 70,456 | 79,998 | 84,306 | 13,850 | 19.66% |
| Degree plus work experience | 300,350 | 319,532 | 328,447 | 28,097 | 9.35% |
| First professional degree | 85,158 | 92,330 | 95,085 | 9,927 | 11.66% |
| Total | 1,832,867 | 2,015,977 | 2,095,495 | 262,628 | 14.33% |

Source: LACCD Office of Institutional Effectiveness, 2011

Our data:

Key findings from a recent (2008) LACCD economic impact study show that the Los Angeles County economy receives roughly \$9.1 billion in regional income each year due to the LACCD and its past and present students. It was additionally found that students enjoy a 24% annual return on their investment of time and money. For every \$1 students invest in the Los Angeles Community District, they receive a cumulative \$7.60 in higher future income over the course of their working careers. Since this is such a high return investment, the District will focus on continuing to provide opportunities to improve the economic well being of our students.

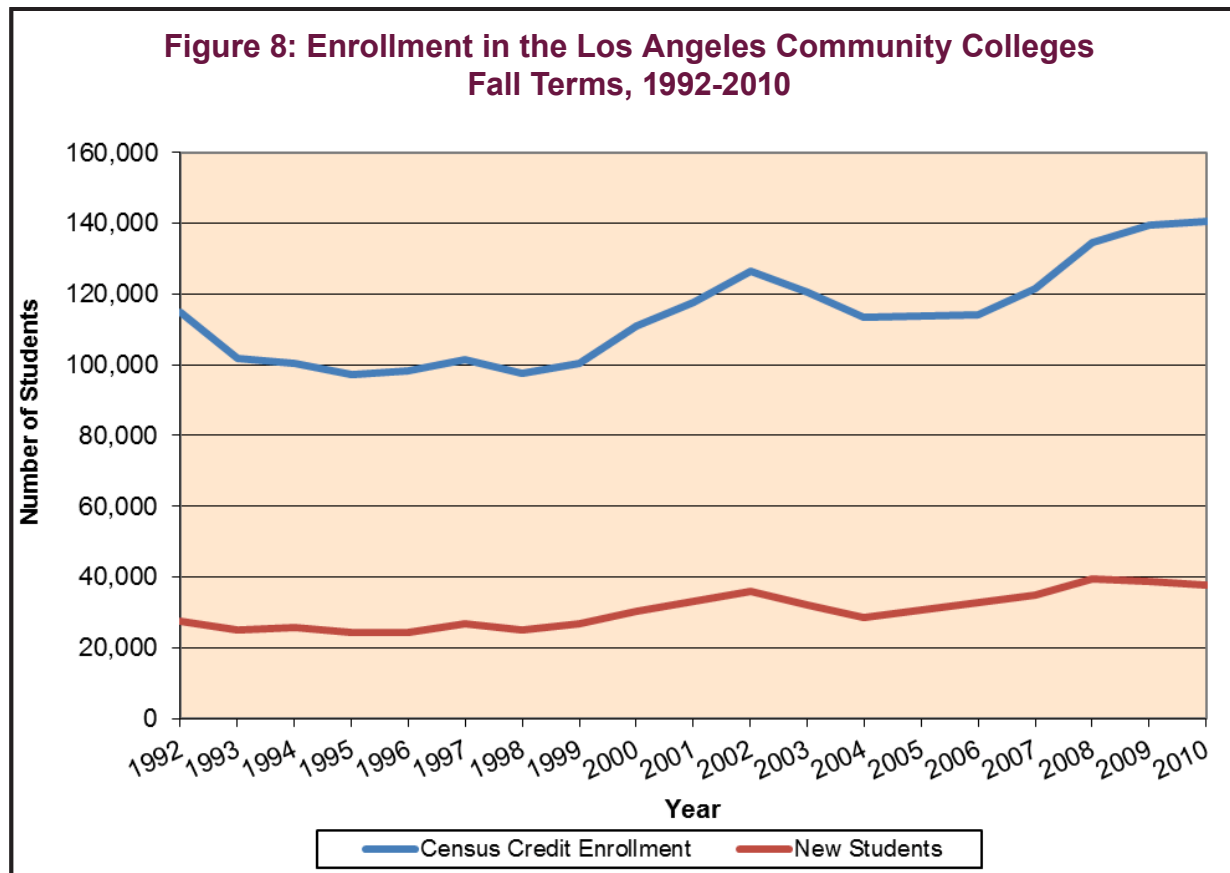
Remaining Trends

While this is not an exhaustive list of the issues and trends facing the District over the next five years, it does represent the major challenges identified through the strategic planning process. Our internal scan additionally identified weak employee development due to a lack of funding for professional development from the state, ineffective communications that need to be strengthened, the need for more faculty/staff professional development, and the complexity of our District policies and procedures were also identified as major strategic challenges that will be addressed in Goal 3 (Organizational Effectiveness) of this strategic plan.

Student Demography and LACCD Enrollment Projections

Student Demography and Enrollments

In terms of District-wide enrollment, there was an upward trend in fall credit census enrollment from fall 2006 to fall 2010, and the peak in 2010 exceeded the previous peak that occurred in 2002 (see Figure 8 below). There was then a leveling off of enrollment in 2009-2010, and in the two most recent years (which are not shown in the figure below) enrollment has begun to decline. This plateau and subsequent decline in enrollment in recent years is most likely due to reduced Full-time Equivalent Students (FTES) targets, section reductions, reduced high school outreach, and other budget-driven reductions.

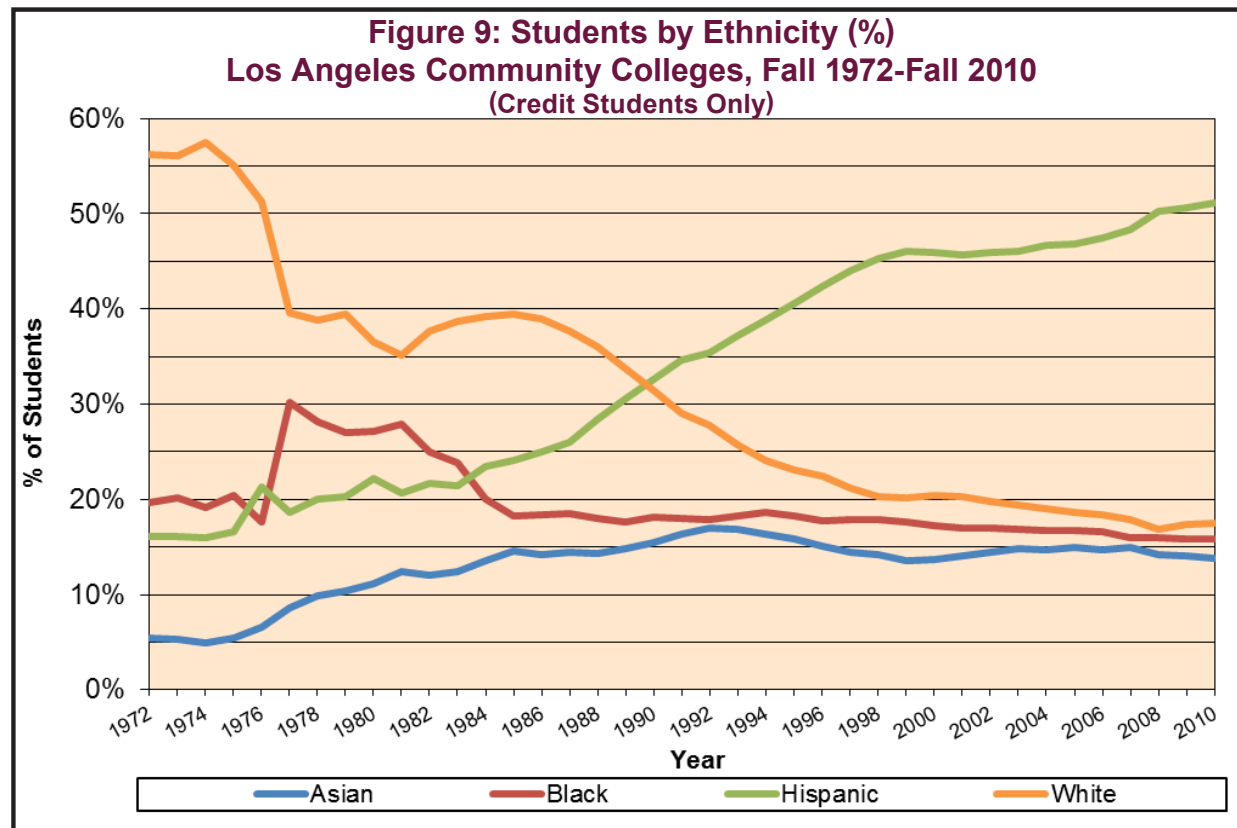


Source: LACCD Office of Institutional Effectiveness, 2011

Student Demography and LACCD Enrollment Projections

Student Ethnicity

The change in the ethnicity of LACCD students has been dramatic over the past three decades, with Hispanics increasing to more than 50% of all students. The upward trend in the percentage of Hispanic students and decline in other ethnicities, since the 1980s, reflects the city's changing demographics. It is interesting to note that, on college applications being filled out by new students, there has been an increase in the proportion of students who decline to state (unknown category) their ethnicity. This ranges between 5-10% and has implications for external funding for some colleges, especially those colleges wishing to compete for Hispanic Serving Institution grants.

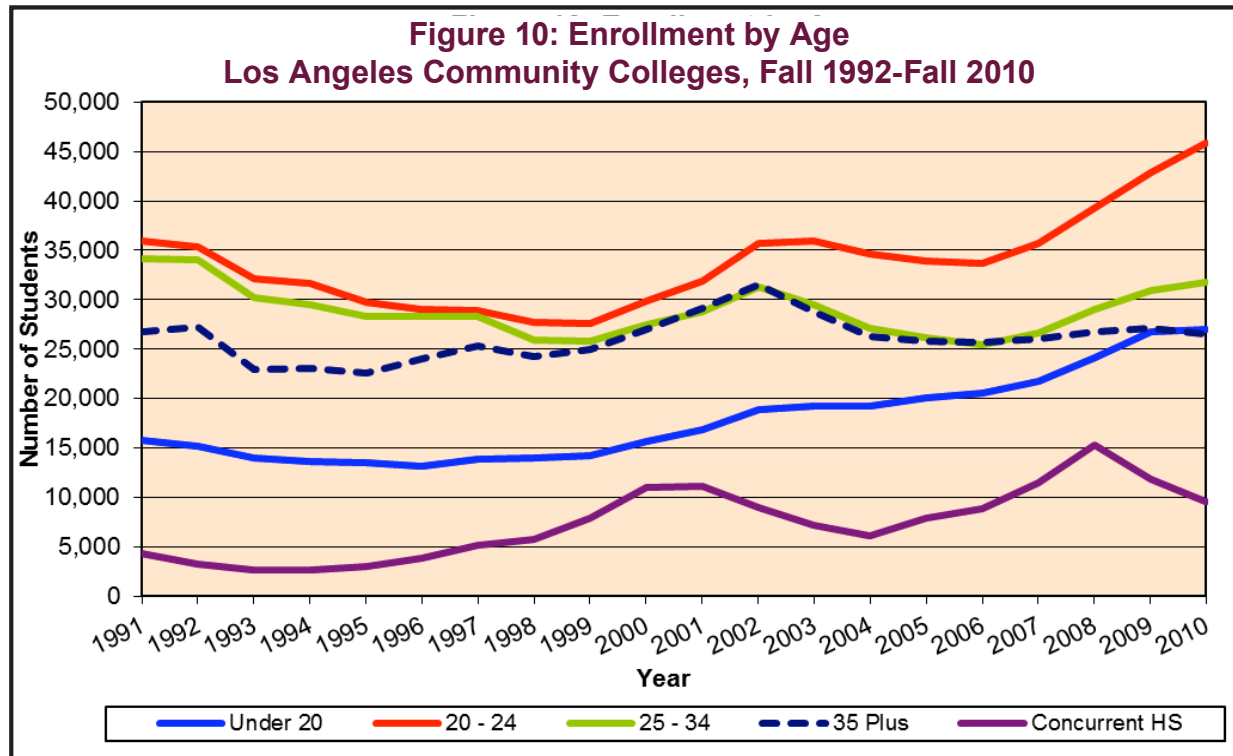


Source: LACCD Office of Institutional Effectiveness, 2011

Student Demography and LACCD Enrollment Projections

Enrollment by Age

The proportion of young students (under 20, and 20-24) has increased since 2005. Students under the age of 20 declined in numbers most substantially during the 1990s but have been increasing in recent years. This change in age distributions will have implications for FTES generation, program interest, and student service needs because these are students who come to our colleges directly from high school.

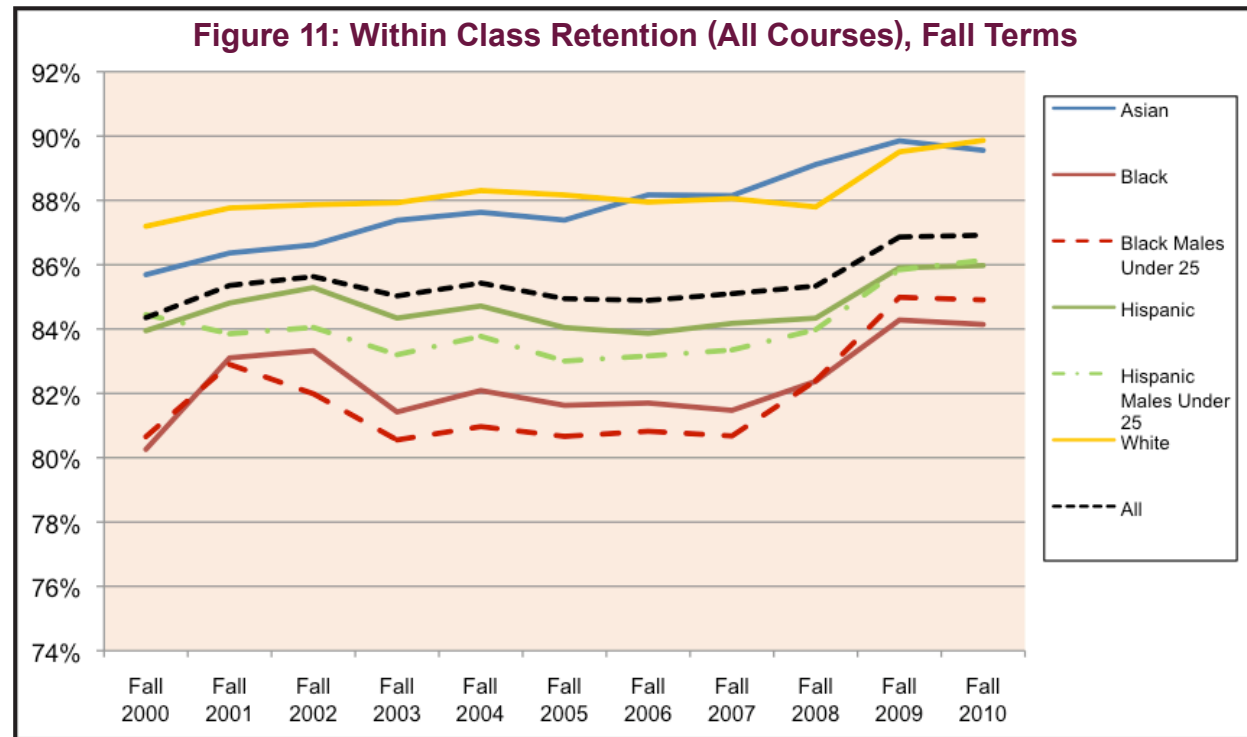


Source: LACCD Office of Institutional Effectiveness, 2012

Student Demography and LACCD Enrollment Projections

Course Retention (Fall Terms) in Face-to-Face and Online Classes

Retention in courses (measured by the proportion of non-withdraw grades) is high and has been increasing since 2007, possibly reflecting increasing course scarcity. Knowing that open classes are harder to find, due to cuts in course offerings, more students are electing to keep their courses rather than dropping them in hope of finding replacement courses. Nonetheless, inequities exist in course retention rates based on ethnicity, as depicted in Figure 11 below. One focus of Achieving the Dream is to close these gaps so that, ultimately, more equitable completion rates can also be achieved.

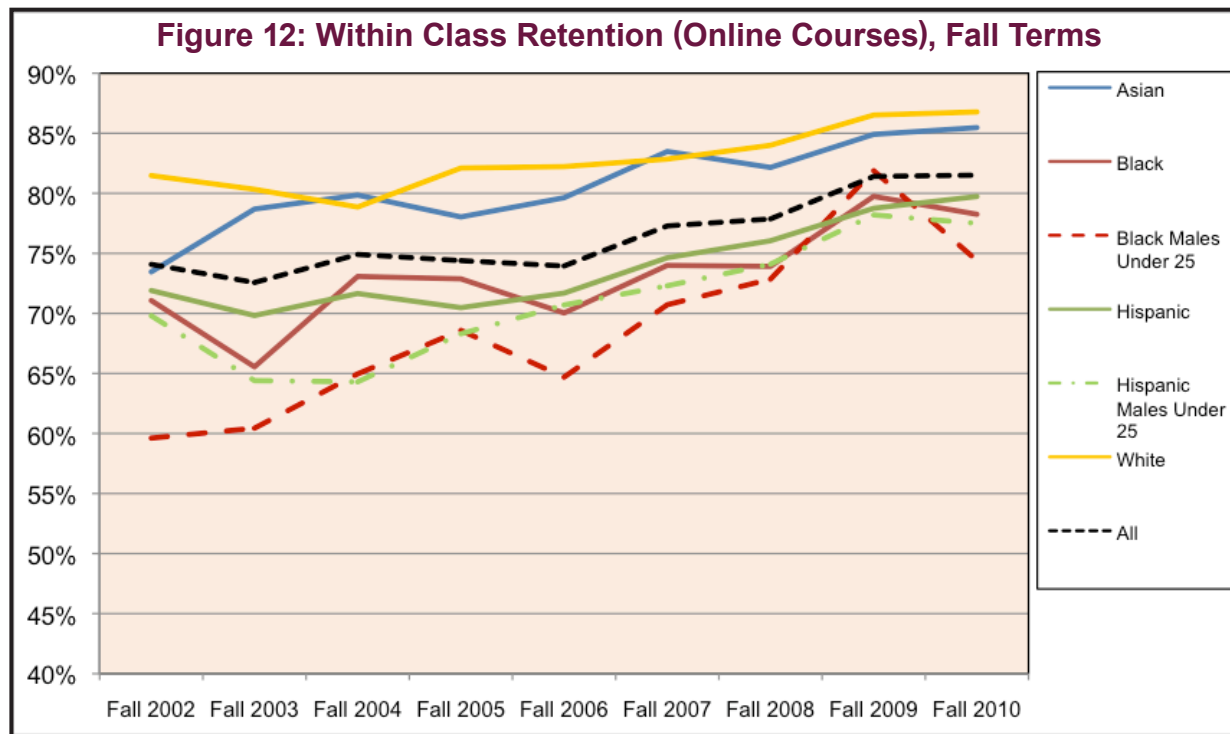


Source: LACCD Office of Institutional Effectiveness, 2011

Student Demography and LACCD Enrollment Projections

In terms of just online classes, the proportion of online enrollments in the LACCD has doubled in the last five years (from 4% in 2005-2006 to 8% in 2010-2011). In fall 2009, 11% of students were enrolled in some online instruction; about 5% of students were enrolled exclusively in online classes.

Success rates (measured by enrollments with a grade of C or better) in 2010-2011 were significantly lower for online courses (57%) compared to non-online courses (68%). Furthermore, success rates in online math and English (40% and 50%, respectively) are lower than in non-online (51% and 66%, respectively). The proportion of online enrollments in math (3%) and English (7%) is relatively small even though the absolute number of online enrollments in these disciplines is large district-wide. Course failure and withdrawal rates in online courses were also higher than in non-online courses (see Figure 12 below), thus the District will need to work on strategies for increasing success and retention in online courses in order to eliminate these discrepancies based on course delivery mode.



Source: LACCD Office of Institutional Effectiveness, 2011

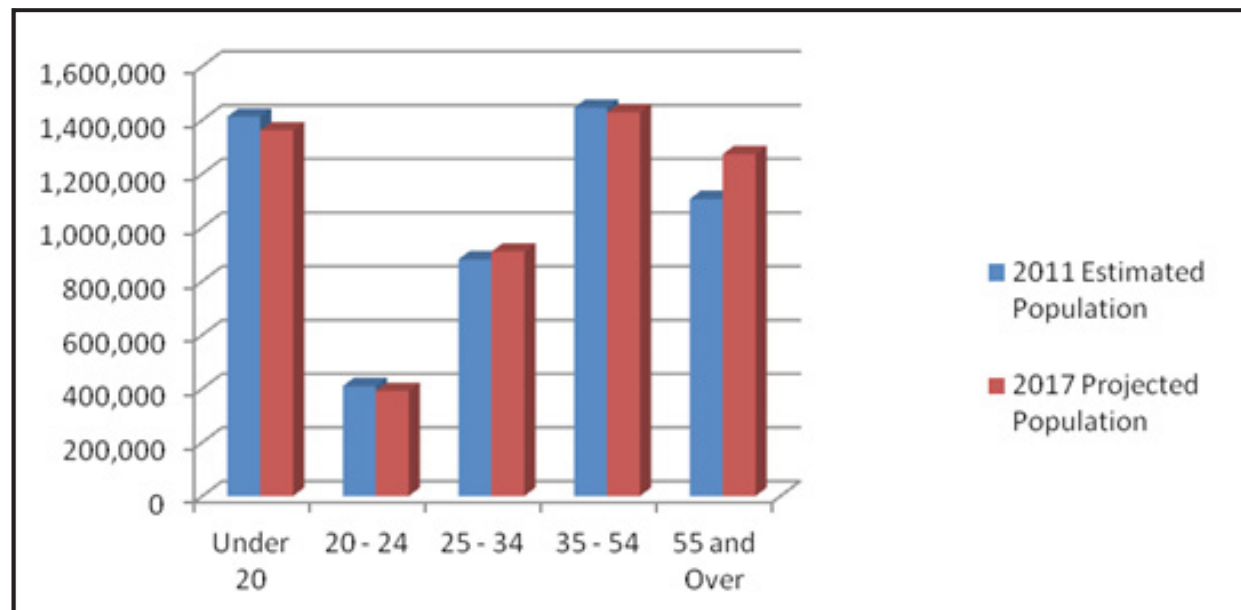
Student Demography and LACCD Enrollment Projections

LACCD Enrollment Projections

Enrollment in California Community Colleges is projected to increase at an average annual rate of 0.5% between 2011 and 2019. However, due to budget cuts and a state budget that is yet to be resolved, it is a difficult time to predict enrollments and plan full-time equivalent student targets accurately. These budget challenges have both short and long term impacts hamper a college's ability to do educational planning in both the short and long term.

Added to this uncertainty is the longer term impact due to the number of enrollments that will be affected by the new course repetition policies being imposed on community colleges by Title 5 changes, as well as the effects of the District's no penalty drop date change that moves the last day to drop classes to the day before census.

Table 4: Population Trends by Age Group, LACCD Service Area



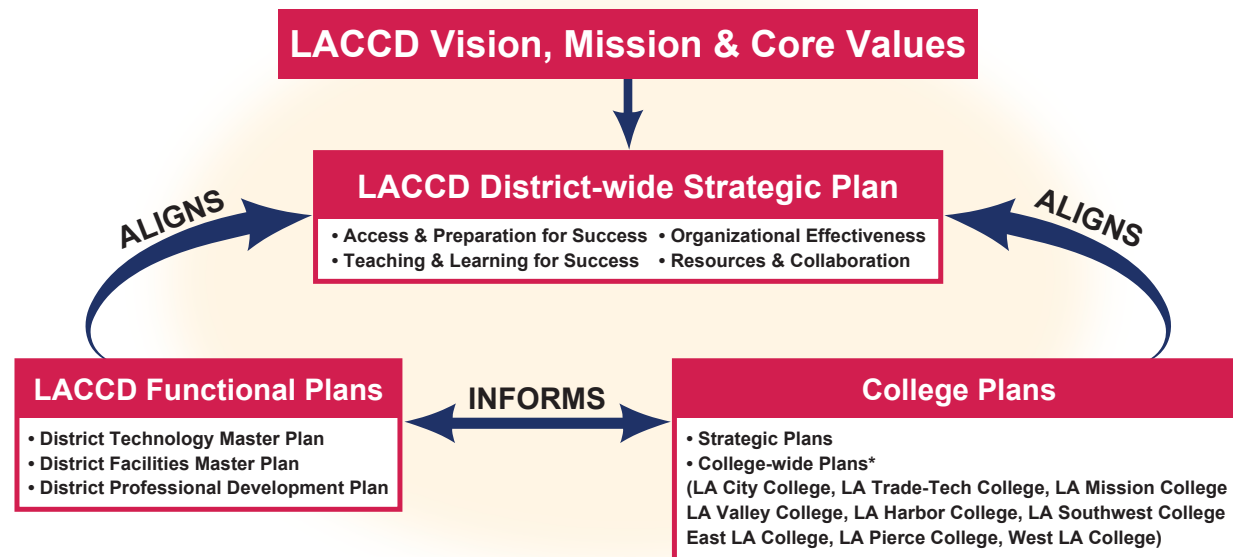
Source: Economic Modeling Specialists International, 2011

District-wide Integrated Planning and Plan Implementation

Due to the decentralized nature of the district-college relationship, strategic planning must be a highly collaborative effort. The integration of college plans with the District Strategic Plan (DSP) is established through broad alignment of college plan goals with those of the DSP. Integration is ensured by college-district collaboration on the development of DSP goals and by each college's reference to the DSP in the development or revision of its own strategic plans and college-wide plans (e.g. technology, facilities, human resources, educational master plan, etc.), which drive college budget priorities and resource allocations. This highly collaborative process allows the District to provide strategic institutional leadership while preserving college autonomy and responsibility for local plan development and implementation, including the setting of baseline data and targets to achieve each objective. It also allows the colleges to implement the goals and objectives of the DSP in light of local conditions and institutional priorities. Each year, the action plans derived from these goals and objectives are evaluated and reported to the Board to determine which activities have been the most effective in moving the LACCD forward and to identify DSP objectives that will require additional efforts. These reports inform the Board's annual goal-setting process, which in turn shapes college and District planning priorities and initiatives. The DSP is evaluated and revised every six years. Figure 13 below depicts the relationship between the District and college-level strategic planning and budgeting in the LACCD.

Figure 13:

LACCD Integrated Planning



* Annual Unit Plans (Program Review), Budget & Resource Allocation Plans, Distance Education Plans, Educational Master Plan, Enrollment Management Plans, Equity Plan, Facilities Master Plans, Human Resources Plans, Marketing Plans, Technology Master Plans

Strategic Goals, Performance Measures, Baseline Data and Targets

In order to meet our vision and fulfill our mission, the Los Angeles Community College District is committed to pursuing four strategic goals. These goals will be assessed through performance measures with baseline data and targets that will strengthen accountability and ideally will bring about the successful student outcomes we desire. These goals are linked to the California Community College State Chancellor's Strategic Plan, and all four goals will be reviewed annually during the Board's Institutional Effectiveness Committee meetings. Comprehensive updates occur every two years and are completed by the District's Planning Council.

District Goals

Goal 1: Access and Preparation for Success

Improve equitable access; help students attain important early educational momentum points.

Objective 1: Ensure equitable access to education.

Measure 1: Participation rate in underserved areas.

Measure 2: Percentage of eligible students receiving financial aid.

Objective 2: Increase the percentage of new students who complete the matriculation process by the end of their first semester.

Measure 1: Number and percentage of new students completing matriculation disaggregated by age, gender, ethnicity, and low income status:

Number and percentage of new students completing assessment.

Number and percentage of new students completing orientation.

Number and percentage of new students creating an educational plan.

Objective 3: Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.

Measure 1: Percentage of new students successfully completing at least one English and Math class in their first year.

Measure 2: Persistence (Fall to Spring and Fall to Fall).



Strategic Goals, Performance Measures, Baseline Data and Targets

Goal 2: Teaching and Learning for Success

Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.

Objective 1: Provide a learner-centered learning environment that encourages active learning and student engagement.

Measure 1: Measure of active learning/project learning (from student survey).

Measure of student engagement in and out of class (from student survey).

Measure of self-efficacy/self-directed learning (from student survey).

Measure 2: SLO measures (number and percentage of SLOs, PLOs, and ILOs assessed).

Measure 3: Measure of whether/how technology is being used to improve student learning and engagement (from student survey and District Employee Survey, which is to be developed).

Objective 2: Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.

Measure 1: Percentage of new student cohort successfully completing 30 and 60 units.

Measure 2: Percentage of new student cohort successfully completing English 101 and Math 125.

Measure 3: Completion Rate (i.e., certificate, degree, or transfer).

Objective 3: Increase the number of students who complete career-focused certificates in a timely manner, find employment in high growth/high earning occupations, or realize higher earnings as a result of their educational experience.

Measure 1: On-time program completion rates.

Measure 2: Program placement rates and earnings of program participants.

Objective 4: Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.

Measure 1: Measures from Objectives 2 and 3 disaggregated by age, gender, ethnicity, and low-income status.

Strategic Goals, Performance Measures, Baseline Data and Targets

Goal 3: Organizational Effectiveness

Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

Objective 1: Assess and improve district processes and services.

Measure 1: Number and percentage of District Customer Service Area Outcomes assessed and for which improvements are being made based on results (District Employee Survey).

Measure 2: Percentage of program reviews completed and the number of planned improvements.

Objective 2: Improve communications and governance throughout the district.

Measure 1: Committee effectiveness (based on committee evaluations and the District Employee Survey).

Measure 2: Effectiveness of District-wide governance (District Employee Survey).

Measure 3: Employee communications (District Employee Survey).

Objective 3: Improve employee development opportunities.

Measure 1: Survey questions on professional development opportunities, participation, and effectiveness (District Employee Survey).

Measure 2: Resources dedicated to employee development (amount and percent of budget).

Measure 3: Number of employees participating in employee development or training.



Strategic Goals, Performance Measures, Baseline Data and Targets

Goal 4: Resources and Collaboration

Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

Objective 1: Develop and diversify sources of revenue.

Measure 1: Number and type of revenue sources and amount generated.

Objective 2: District and college Foundations will significantly increase external resources in order to support the District and colleges.

Measure 1: Funds raised (annual and cumulative).

Measure 2: Foundation endowment.

Measure 3: Amount of scholarships awarded.

Objective 3: Increase business and community partnerships to support innovation and student learning.

Measure 1: Number and type of community/business partnerships.

LACCD Strategic Planning Process and Plan Implementation

Step 1

- Establish District Strategic Planning Committee (DSP).
- Agree on vision and timeline.
- Engage stakeholders (focus groups).
- Conduct internal and external environmental scan (issues facing LACCD, data trends, etc.).

Step 2

- Identify key issues and trends.
- Gap analysis.
- Revise vision, mission, core values statements.

Step 3

- Establish goals and objectives.
- Establish performance measures and baseline data.
- Present final plan to the Chancellor and Board of Trustees.
- Approve and adopt the final plan.

Step 4

- Communicate the plan.
- Link strategic planning to resource allocation.
- Colleges create college targets which are aggregated into district-wide targets.

Step 5

- Colleges align college goals with district goals and develop action plans.
- Accountability through College and District updates.
- Colleges make annual progress reports to the Board of Trustees in April, May, and June of each year.
- District Planning Committee (DPC) reports on progress towards the targets every two years.





For more information on the District Strategic Plan
and to follow its progress, please go to:

www.laccd.edu