



LONG BEACH
CITY COLLEGE

2011—2016

EDUCATIONAL MASTER PLAN

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MISSION STATEMENT

Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.

VALUES

Student Focus: Students are the focus and purpose for all we do; we serve them best by providing exceptional educational and student support services opportunities to help them succeed.

Excellence: We value innovation and creativity as part of our commitment to the continuous improvement of our educational environment.

Equity and Diversity: We cultivate equity and diversity by embracing all cultures, ideas, and perspectives and by striving for equitable opportunities and outcomes for all.

Integrity: We encourage a civil and ethical campus environment and value the perspectives of all individuals.

Responsibility: We promote social responsibility throughout our campus community and strive to realize an efficient and effective use of our various resources.

The Mission Statement was approved by the College Planning Committee on January 13, 2011.

The Values statements were approved by the College Planning Committee on December 6, 2011.

2011 – 2016 LONG BEACH CITY COLLEGE EDUCATIONAL MASTER PLAN

STUDENT SUCCESS

GOAL

Long Beach City College will improve the rates at which students gain the foundational skills necessary to complete college level work and to achieve their educational and career goals.

A. Student Preparedness

Measurable Objective 1^{*} – Double the number of first-time students who complete transfer-level English, math and reading in their first year of attendance at LBCC.

- 1.1. Increase from 6% to 15%[†] the percentage of first-time students who successfully complete transfer-level English in their first year of attendance at LBCC.
- 1.2. Increase from 5% to 10% the percentage of first-time students who successfully complete transfer-level math in their first year of attendance at LBCC.
- 1.3. Increase from 5% to 11% the percentage of first-time students[‡] who successfully complete transfer-level reading in their first year of attendance at LBCC.

Strategies

- In a cooperative alliance with Long Beach Unified School District and CSU Long Beach, implement activities that support the Promise Pathways Preparation and Transition goals.
 - Partner with LBUUSD faculty in English, math and reading to improve the preparedness of incoming freshmen to succeed in transfer-level English, math and reading courses.
 - Pilot multiple methods for placement of first-time students into English, math and reading courses to optimize course success rates in transfer-level courses for each subject area while minimizing the time to successfully progress through the respective basic skills sequences.
- Expand implementation of those strategies the college learns to be most effective from its Promise Pathways focus on LBUUSD students to other incoming freshmen and reentry students who assess at pre-collegiate levels in math and English.

^{*} Measureable objectives state five-year goals. Progress on the measurable objectives will be monitored and reported annually; the overall progress will be measured and reported in 2016 when the Plan expires.

[†] Refer to Appendix A – *2011-2016 Educational Master Plan Measurable Objectives Baseline and Targets* matrix for specific data used to inform the development of target goals.

[‡] 20% of students typically assess as reading proficient and are not required to take the transfer-level reading class. The target is based on the average of 4,315 students who do need to take this class; this number is used as the denominator for this measure.

- Continue to implement strategies of the college’s Student Success Plan for which positive gains in progression from basic skills to transfer-level success appear in the evaluative data.
- Utilize enrollment management strategies to assure pathways to needed courses are available.

B. Student Goal Attainment

Measurable Objective 2 - Increase the number of certificates and AA/AS degrees awarded over the next 5 years.

- 2.1. Increase the number of certificates of achievement awarded by 30% over the next 5 years (from 531 to 731).
- 2.2. Increase the number of AA/AS degrees awarded by 30% over the next 5 years (from 877 to 1178).
- 2.3. Of those students who show an intent to complete, increase from 6% to 10% those who complete a certificate of 18 units or higher within 6 years.
- 2.4. Of those students who show intent to complete, increase from 14% to 18% those who earn an AA or AS degree within 6 years.

Strategies

- Identify and remove barriers to graduation and leverage technology, such as the degree audit, to award certificates and degrees to students who have met all requirements.
- Develop specific protocols that yield an increase in the number of students assessed and oriented each year and who develop student educational plans for certificate and associate degree completion.
- Implement activities that support the Promise Pathways Completion goals.
- Utilize the process of program planning and review, particularly the collective analyses at the department level, to monitor certificate and degree completions and transfer numbers and to identify and implement practices that yield strong gains in completions.
- Review and refine curricula with career and degree pathways that feature articulation with LBUSD, CSU Long Beach and CSU Dominguez Hills.

Measurable Objective 3 – Increase the rate at which students transfer and reach transfer-preparedness⁵ within 6 years of entry to LBCC.

- 3.1. Increase the number of transfers by 20% over the next 5 years (from 589 to 707).
- 3.2. Of those students who show intent to complete, increase from 25% to 33% those who are transfer-prepared within 6 years.
- 3.3. Of those students who show intent to complete, increase from 23% to 27% those who transfer within 6 years.

⁵ Transfer-prepared students have successfully completed 60 UC/CSU transferable units with a GPA greater than or equal to 2.0.

Strategies

- Support the continued development and implementation of the Associate degrees for transfer.
- Implement activities that support the Promise Pathways College Preparation and Completion goals.
- Review and refine curricula with career and degree pathways that feature articulation with LBUUSD, CSU Long Beach and CSU Dominguez Hills.
- Develop specific protocols that yield an increase in the number of students assessed and oriented each year and who develop student educational plans for transfer.
- Utilize enrollment management strategies to offer courses needed for transfer.

Measurable Objective 4 - Increase the rate for students to complete Career Technical Education programs.

- 4.1. Decrease by 20% the median number of months to complete a CTE program requiring 18 or more units (from 50.4 to 40.3 months).

Strategies

- Building on the Career Technical Education assessment model developed in spring 2011 through fall 2011, continue to refine the process of assessment to support strengthening the regional viability and sustainability of the college's CTE programs.
- Continue to implement strategies of the Student Success plan that call for improved support to Career and Technical Education programs.

C. Quality of Academic Programs and Services

Measurable Objective 5

Maintain and enhance quality of academic and support services as determined in part by (but not limited to) Student Learning and Service Unit Outcomes assessment, while improving rates of student completions of certificates, degrees and transfer.

Strategies

- Further integrate student learning outcomes and the assessment of such at the course, program and institutional levels to advance the quality of learning.
- Continue to integrate student learning outcome and service unit outcome assessment into the program planning and review process for all college units, including instructional programs, student support services departments and administrative departments.
- Develop and implement standards for all Distance Learning courses. (DL Plan)
- Continue to implement strategies of the LBCC Student Success Plan that call for the development of a professional development plan that supports the instruction and guidance of underprepared students as a college-wide effort.

EQUITY

GOAL

Long Beach City College will provide equitable access and support to its diverse students and will improve the educational progress and achievement especially for students under-represented in those outcomes.

A. Student Success

Measurable Objective 1 - Increase the rate at which under-represented student groups complete certificates and AA/AS degrees within 6 years of entry to LBCC.

1.1. Increase all student groups to a certificate and AA/AS degree completion rate of 26%.

Strategies

- Implement the Promise Pathways Transition and Completion goal activities, including ethnic-based learning community components.
- Review the college's current programs that support special populations and scale up the most effective practices to support completions among the larger student body.
- Identify department and /or program-level differences among students based on rates of participation and certificate and degree completions with the purpose to develop and implement specifically designed interventions to meet the diverse student needs.
- Identify "at risk" students across disciplines and courses for mandatory and structured tutorials at success centers, in the early stages of the semester.
- Incorporate into program planning and review at the department and school levels, analyses of online course offerings under General Education Plan A, B and C to advance the college's progress toward achieving the Distance Learning Plan objective to allow students to complete a 2-year degree fully online. (DL plan)

Measurable Objective 2 – Increase the rate at which under-represented students transfer and reach transfer-preparedness within 6 years of entry to LBCC.

2.1. Increase all student groups to a transfer rate of 34%.

2.2. Increase all student groups to a transfer-prepared rate of 35%.

Strategies

- Identify gaps in student performance in achieving transfer-directed, transfer-prepared and transfer outcomes; form teams to develop strategies to close gaps for students underrepresented in the achievement of these outcomes.

Measurable Objective 3 – Increase the rates of successful completion of Career Technical Education courses among under-represented student groups.

3.1. Increase all student groups to a successful Career Technical Education course completion rate of 80%.

Strategies

- Identify CTE program-level differences among students based on rates of participation and educational outcomes with the purpose to develop and implement specifically designed interventions to meet the diverse student needs.

B. Equitable Student Access

Measurable Objective 3

Increase support services and courses required for degree and certificate completions and transfer preparedness at the Pacific Coast Campus.

Strategies

- Implement the Pacific Coast Campus Educational Plan approved by the College Planning Committee spring 2011.
- Utilize enrollment management strategies to offer courses at the Pacific Coast Campus required for certificate and degree completion and for transfer.
- Refine the college's program planning and review process to support evaluation of access, efficiency and effectiveness of courses and programs by campus/site and mode of instruction.

COMMUNITY

GOAL

The college will strengthen its internal and external community relations to promote efficient student pathways to academic and career success and to strengthen local economic and workforce development.

A. Internal Community of Students, Faculty and Staff

Measurable Objective 1

Increase the use of evidence to inform strategy implementation and the evaluation of the effectiveness of the college's efforts to improve student educational and career outcomes.

Strategies

- Systematically engage all college units, through program planning and review, in evidence-based inquiry into the effectiveness of processes and practices designed to support student learning and achievement.
- Provide access to key college performance indicators on the college's website and include student performance outcomes in annual reports distributed to the community, including those made available as part of the Superintendent President's State of the College address.

Measurable Objective 2

Enhance internal and external communication to promote collegiality, mutual trust, and positive community relations and to more effectively disseminate data regarding institutional and program effectiveness.

Strategies

- Develop and conduct an evaluation of the effectiveness of the college's planning structure and the mechanisms and protocols that have been established to provide constituents the opportunity for input into the institutional decision-making processes.
- Develop specific protocols to assure collaborative efforts between Academic Affairs and Student Support Services personnel.
- Develop and implement a communication plan as part of the Promise Pathways design.

B. Partnerships with Business and Industry

Measurable Objective 3

Expand and strengthen partnerships with business and industry to better align Career and Technical Education with the skills, knowledge and abilities that students need to meet regional employers' workforce expectations.

Strategies

- Continue to refine the process of assessment to support strengthening the regional viability and sustainability of the college's CTE programs by building on the Career Technical Education assessment model developed in spring 2011 through fall 2011.
- Enhance and modify curriculum to align with the skills and abilities needed in the workforce.
- Gather and utilize feedback from education business advisory members.
- Develop mechanisms to support ongoing dialogue among employers and industry partners, Career Technical Education faculty, instructional and counseling faculty to ensure that workforce educational needs inform program development.
- Develop specific protocols to assure better integration between Career Technical Education advisory committees and the Office of Economic Resource Development.

RESOURCES

GOAL

Long Beach City College will develop and focus its human, fiscal, facilities, technical and information resources in support of institutional goals.

A. Human Resources

Measurable Objective 1

Faculty and staff who participate in professional development report learning, developing or implementing effective methodologies that support student learning and achievement.

Strategies

- Develop a process for integrating the professional development goals found in the school plans, with the goals, planning and budget of the LBCCD Professional Development Program, and with various funding sources available.
- Review and update the 2007 Long Beach City College Professional Development Plan to further support the integration of faculty and staff professional development efforts and to align college-wide professional development with college goals to improve student success and achieve equity in educational and career outcomes.

Measurable Objective 2

Faculty, staff, administrators and trustees demonstrate an increased use of evidence in decision-making for student success.

Strategies

- Continue to develop the college's data warehouse and reporting tools and provide training to faculty and staff on how to use the tools to access data and to understand what the data means.
- Update the college's enrollment management plan and provide oversight and support for implementation of the plan and evaluation of its effectiveness.

B. Fiscal Resources

Measurable Objective 3

Maintain a fund balance in the unrestricted general fund of at least 5% of total expenditures and other outgo and continue to reduce and eventually eliminate deficit spending.

Strategies

- Set and monitor reasonable budgets and identify potential cost reduction and revenue enhancements by working through the Budget Advisory Committee (BAC), administrator groups and individual departments

Measurable Objective 4

Align grants with institutional initiatives, priorities and planning.

Strategies

- Continue collaboration between Institutional Resource Development, Institutional Effectiveness, instructional departments, and Student Support Services to strengthen the integration between planning and resource allocation.

C. Facilities and Technology Plans

Measurable Objective 5

Construct and remodel buildings according to the 2020 Unified Master Plan schedule, as revised.

Strategies

- Continue to participate in bond update and project construction meetings.
- Utilize the Bond Management Team, Contracts, IITS and other critical entities to manage building construction on schedule.

Measurable Objective 6

Achievement of outcomes delineated in the Technology Master Plan 2009-2014.

Strategies

- Continue implementation of the Technology Master Plan.

Approved by the College Planning Committee on December 6, 2011.