



THE PACIFIC COAST CAMPUS EDUCATIONAL PLAN

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INTRODUCTION

This document outlines the development of a comprehensive educational plan for the Pacific Coast Campus of the Long Beach Community College District. This is not a Plan that is meant to lead to the creation of a separate college, but rather a Plan that will engage all relevant units of the District in realizing their role in developing a comprehensive educational offering at the Pacific Coast Campus whereby students can complete the necessary coursework to receive an associate's degree, complete transfer level coursework, or receive a career/technical certificate. Furthermore, this is also not a plan that seeks to replicate the course offerings at the Liberal Arts Campus. This is a plan that will further strengthen the curricular and programmatic offerings at the Pacific Coast Campus utilizing resources that are currently available through the Long Beach Community College District as well as resources that are unique to the central and downtown Long Beach area. More importantly, the PCC Plan chalks out a clear-cut strategy to provide an educational pathway to students who benefit from a seamless integration of courses they take at the Liberal Arts Campus as well as Pacific Coast campus, and thus expedite the process of degree or certificate completion, and transfer to four-year colleges.

The Pacific Coast Campus Educational Plan was developed and updated in consultation with the following Planning Advisory Group members.

Co-chairs: Dr. Meena Singhal, Associate Vice President, Pacific Coast Campus
Jorge Ochoa, Instructor, Horticulture

Members: Diana Ogimachi, Counselor
Ramachandran Sethuraman, Librarian
Heidi Neu, Instructional Specialist, Student Success Center
Rodney Rodriguez, Faculty Representative, English
Baruch Elimelech, Faculty Representative, ESL
William Gailey, Faculty Representative, Computer and Office Studies
Sharon Milkes, Admissions and Records
Lisa Stewart, Admissions and Records
Cheryl Williams, Facilities Representative, Custodial Supervisor

BACKGROUND

Since opening its doors in the early 1930s, the Pacific Coast Campus (PCC) has mainly been recognized for its trade, industrial, and career technical education programs. The Liberal Arts Campus (LAC) of Long Beach City College has historically been more oriented towards providing the bulk of the District's credit courses, delivering a curriculum of general education courses, and in general, being more oriented toward students interested in pursuing an associate's

degree or transfer to a four year institution. While the LAC is only 5 miles from PCC, there are significant differences between students at both campuses.

An analysis of areas surrounding the Pacific Coast Campus shows the demographics of a population that is underserved, especially in the context of educational opportunities, programs, and services. The area directly surrounding the campus consists of a young, low income, family-oriented and transitioning community. The median resident age is 26.5 years.

Spring 2015 enrollment data reveals that the majority of students attending PCC reside in the following zip codes: 90813 (15%), 90806 (10%), 90804 (9%), 90805 (8%), 90802 (6%) indicating that close to 50% of students taking course work at the campus are from surrounding communities (Office of Institutional Effectiveness, LBCC). Just over 40% of the population residing in 90813 and 33% in 90806 are foreign born. In 90813, place of birth is as follows: Mexico (65%), Cambodia (12%), Honduras (4%), Guatemala (3%), and Other (16%). Spanish is spoken as a first language in 57% of households, English in 28%, and Khmer is spoken in 13% of households. Additional information related to enrollment by ethnicity can be found at <http://www.lbcc.edu/IE/Research/Researchdocs.cfm>.

In this same area, home ownership is low and 84% are renters. Thirty-two percent of households do not own a vehicle, and the estimated median household income is \$30,622, well below the state income which is \$57,287. Moreover, the educational attainment of residents within a 1.5 mile radius of the Pacific Coast Campus is low, with 56% of those above the age of 25 having less than a high school diploma, and 9.8% having a college degree or higher. In a 5 mile radius the numbers shift with 20% having less than a high school diploma and 31% with an associate's degree or higher (www.city-data.com).

The Pacific Coast Campus Plan provides general direction and a framework to assist in the increase of credit course offerings at the PCC. This increase in course offerings should lead to an expansion of the breadth and depth of academic courses leading to an associate's degree or career technical certificate.

More specific information related to the PCC student population can be found at http://www.lbcc.edu/PCC/documents/pcc_presentation_2015.pdf. The Pacific Coast Campus Plan is a reflection of the following essential planning guides of the College:

- 1) The Educational Master Plan (2011-2016) as it relates to student success and equity.
 - 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.
 - 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 underrepresented in those outcomes.

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

2) The President's 24 month agenda as it relates to student success, and recognition of the critical role that the Pacific Coast Campus plays in educating many of the most underserved residents in the city of Long Beach. Planning activities call for the following:

- Implement the Pacific Coast Campus Plan.
- Implement key elements of the Promise Pathways Partnership.
- Review and expand the Long Beach City College CSUDH Pathway to Success Partnership and expand the number of students participating.
- Continue to support the development and implementation of outcomes assessment, focusing on the use of data to improve student learning and achievement and organizational efficiency and effectiveness.

3) The Board of Trustees goal (2014-2016) as it relates to continuing to support programs to build a more collegial campus community by:

- Working with the College and community stakeholders to implement the Educational Master Plan.
- Supporting the establishment of a leadership development program for LBCC faculty and staff.
- Expanding opportunities for interaction among the Board of Trustees and all campus stakeholders.

The Pacific Coast Campus Plan also takes into account the objectives, goals and strategies of other Long Beach Community College District Planning documents such as the Educational Master Plan, Student Success Plan, Student Equity Plan, Staff Equity Plan, Distance Learning Plan, and Technology Master Plan.

Finally, by working with College Advancement and Economic Development at LBCC, the Educational Plan for the Pacific Coast Campus takes into account the ever changing needs of business and industry in order to remain resilient and responsive to job and workforce training needs.

GOALS AND STRATEGIES

Goal 1: Curriculum Development - Develop a curricular pattern for the Pacific Coast Campus.

Suggested Strategies:

- Develop a cost effective, cost efficient, educationally viable and deliverable pattern of course offerings, the scheduling of which should include mornings, afternoons, evenings, and weekends; thereby ensuring accessibility to transfer pathways, degree attainment, and certificate completion;
- Meet the scheduling needs of populations not adequately served at present;
- Address, strategize and close the equity gap of underserved student population at the PCC by strengthening foundational skills and increasing accessibility to resources, information and directed learning;
- Support current and create new flagship programs (e.g. Vocational/CTE Honors; Pre-Engineering; etc.);
- Utilize reports in the data warehouse identifying required and elective courses for specific degrees and certificates informing scheduling decisions that lead to program completion at PCC; and provide training on how to access and interpret such reports;
- Promote career and transfer pathways through Pathways Agreement with CSU Dominguez Hills and College Promise with Long Beach Unified and CSU Long Beach;
- Develop additional pathway agreements such as, but not limited to, UC Irvine and USC;
- Expand the number of contract faculty with primary teaching responsibility at the Pacific Coast Campus;
- Continue to support enrollment growth while providing AA/AS degree opportunities and transfer level course work;
- Host a student roundtable to advise campus and community leaders about issues/barriers that impact the enrollment, i.e., community issues, financial issues, and class offering locations and times. Use input from student advisory councils and surveys of current and prospective students to plan course offerings;
- Designate courses that will carry non-cancellation guarantees for faculty as programmatic offerings are built at the Pacific Coast Campus;
- Develop student educational pathways that target the unique demographics of population surrounding the PCC to strengthen access, equity and educational and career attainment;
- Continue to build and develop student learning support commensurate with the breadth and variety of additional course offerings at the PCC.

Goal 2: Data and Information - Increase the data and information available for decision making to program managers including deans, directors, faculty, and their administrative assistants. The data needs for the creation of a plan that supports the development of a comprehensive educational offering at the Pacific Coast Campus include but is not limited to the following strategies:

Suggested Strategies:

- Survey potential and existing students and faculty about scheduling and delivery options;
- Create a fiscal budget for the PCC that accounts for supplies and equipment, salaries and benefits for classified, academic (contract, part-time, overload), and administrators; Or develop a policy of “best practices” and strategies College personnel across all departments and services can refer to during planning in order to ensure resources are allocated such that they support the goals of the PCC plan;
- Create an organizational chart for the PCC including titles, responsibilities, reporting lines, inclusive of management at LAC to determine where the gaps are;
- In maintaining equity in workload distribution and instructional opportunities for students, conduct an analysis that includes:
 - a. Percent of faculty assignment at each site by full-time and part-time (aggregate and by discipline)
 - b. Faculty reassigned time (% at LAC and PCC)
 - c. Percentage of all courses offered at PCC taught by contract, overload and part-time instructors
 - d. Enrollment management reports such as FTES projections, FTES scenarios to support college goals, low enrolled classes, class fill rate, enrollment reports, waitlist data, budget reports, hourly expenses, efficiency reports such as cost per FTES per School, FTES, FTEF, and WSCH by Term, and credit/noncredit course offerings (GE, Honors, Transfer, CTE), and expenses by site
 - e. Expansion of the data warehouse and PCC specific reports
 - f. Continued data warehouse training for deans, department heads, and administrative assistants
 - g. Examine success, retention, and degree completion data to inform decisions on course and program offerings, and course sequencing

Goal 3: Improve Facilities and Learning Environment - Improve facilities to support the teaching and learning environment with updated classrooms and labs as well as faculty office space and student support space.

Suggested Strategies:

- Continue to support the facilities master plan throughout the renovation and construction of classroom, student service, parking and landscaping projects;
- Strengthen and develop the requisite student service units that will be necessary to support changes in the curricular pattern;
- Create more pronounced study areas for students;
- Expand library, lab, and duplicating center hours;

- Refine and expand 25Live for course and event scheduling on campus which also includes development of a campus master calendar, room equipment reservation requests, and facilities view access to the system for faculty and staff across campus;
- Provide appropriate and effective signage on campus;
- Provide training on use of equipment in smart classrooms and lab;
- Provide a more secure and safe learning environment for students, staff and faculty by appropriate lighting and policing in all corners of the Pacific Coast Campus.

Goal 4: Staffing - Develop a staffing structure that is more responsive to student academic needs and includes a consistent presence of Department Heads and Administrators at the Pacific Coast Campus.

Suggested Strategies:

- Designate administrative assignments at the Pacific Coast Campus;
- Provide enough staff support at the Associate Vice President’s office to support students, faculty, and staff at that location;
- Increase department head presence at the PCC by relocating several department head offices to the PCC or implementing a rotation system;
- Expand dean presence at the PCC by assigning office space on that campus and implementing a rotating schedule;
- Increase the number of dean and VP meetings held at the campus so there is an administrator presence at that campus;
- Increase the number of committee meetings at the PCC.

Goal 5. Vocational/Workforce Development - Become the vehicle of choice for training the present and future workforce for the City of Long Beach.

Suggested Strategies:

- Support the College Advancement and Economic Development unit in their efforts to reach businesses in the City of Long Beach and surrounding areas to train their employees and to provide technical assistance to developing businesses;
- Utilize grant monies obtained through the Office of College Advancement and Economic Development to support program development on the PCC in key areas of industry and training – specifically, “green” development in Advanced Transportation, Energy, and Horticulture, Cyber Security, Supply Chain Management, and Global Logistics;
- Align planning strategies and course offerings at PCC with CTE programs as appropriate and based on the College CTE agenda item: “Support the review of the CTE program and develop a plan to identify and strengthen viable career pathways for our students”;
- Create CTE roadmaps for students to support time to completion;

- Consider more service industry training options that support industries in Long Beach;
- Increase information on how career or major choices match employer needs and implement the latest technologies to provide accurate, up-to-date, labor market information.

Goal 6: Marketing - Increase marketing resources to promote the development and promotion of the Pacific Coast Campus.

Suggested Strategies:

- On-going and strategic promotion of success stories of students that have used course offerings at the Pacific Coast Campus as their primary source of educational attainment;
- Pursue promotional avenues to grow the Honors Program as a vehicle to elevate overall academic excellence and global awareness activities at the College and more specifically at the PCC;
- Create opportunities for students to complete course work in a more accelerated manner by re-envisioning and scaling programs such as the ACE program;
- Create videos to recruit students and market specific programs at the PCC;
- Work toward increasing private fundraising, through the Long Beach City College Foundation, to support scholarship and programmatic efforts at the PCC;
- Create an online mechanism that will allow faculty, staff, and community members the opportunity to provide feedback, offer suggestions, or ask questions related to the development (and/or implementation) of a plan for the PCC that supports a more comprehensive curricular offering, or that allows them to simply provide input on all aspects related to the campus;
- Continue to promote the PCC through the website, newsletters, and other College publications;
- Advertise through flyers and word-of-mouth short vocational and trade-related course offerings at the PCC in targeted underserved communities and surrounding businesses.

Goal 7: Improve Access - Strengthen efforts, and accelerate and advance policies and practices to improve student access.

Suggested Strategies:

- In an effort to support student success and access to classes, continue to develop more consistent and convenient transportation between the PCC and LAC campuses which includes expanding the days, hours, and number of shuttle buses that travel between the LAC and PCC;
- Ensure information about the new TAP card is made available to students so they better understand the changes as related to Long Beach Transit;

- Provide a print version of the Student Orientation Handbook to all new and continuing students and ensure the online version is up-to-date as well;
- Explore open source materials to minimize the cost of textbooks;
- Encourage more departments to participate in Early Bird Registration and college orientations and offer a pre-orientation immersion program;
- Develop partnerships with universities so students can get college prep early and receive academic enrichment, leadership development, and college access services and support through their first year of college;
- Offer strong support for application processes including evaluating, identifying, and selecting appropriate college options for themselves;
- Develop partnerships with foundations to support more scholarships;
- Expand summer bridge programs targeting particular cohorts of incoming students who can most benefit from this support;
- Expand community outreach to help families and incoming students better understand the benefits of college;
- Develop student educational pathways that target the unique demographics of population surrounding the PCC to strengthen access, equity and educational and career attainment.

It is essential that the Pacific Coast Campus Plan continues to be a true reflection of the College including its programs of instruction and support services and that it assists the College, as well as the surrounding community, in the provision of educational opportunities for future Long Beach City College students. As such, this document should be made available to all appropriate segments of the College community for their input, suggestions or questions as they relate to the progression and on-going development of this critical planning document. The PCC Advisory Group will continue to monitor progress towards identified goals, and strategies will be adjusted in order to focus college-wide resources on optimally achieving these goals.