

Long Beach City College
2016-2022 Strategic Plan For Transformational Improvement

MISSION STATEMENT

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

VALUES

Long Beach City College is

Purposeful

The College provides students clear pathways and support to attain their career and educational goals.

Focused

The College embraces a long-term commitment to innovative student success.

Nurturing

The College provides an environment in which students, faculty, and staff build relationships that are understanding and supportive.

Connected

The College is recognized as integral to an inclusive, vibrant, and prosperous local, regional, and global community.

Respectful

The College values and celebrates the exemplary contributions of faculty, staff, and its community partners in supporting students.

Strategic Plan Overview

INNOVATE TO ACHIEVE EQUITABLE STUDENT SUCCESS

GOAL 1 - Accelerate and close gaps in the equitable achievement of students' educational and career goals

- *Clarify and simplify paths to students' goals*
- *Help students choose and enter a path*
- *Help students stay on path*
- *Ensure students are learning*
- *Help students complete and transition*

ACCELERATE COLLEGE READINESS

GOAL 2 - Improve and accelerate college readiness for all student groups

- *Treat college preparedness as an issue of equity and design academic courses, programs, and supports to close gaps in student preparedness among different student groups*

BUILD COMMUNITY

GOAL 3 - Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities

- *Revitalize a positive, mutually supportive and caring Long Beach City College community that sustains a sense of belonging and affirms the contributions of all members*
- *Strengthen and expand educational partnerships*
- *Align educational programs with workforce development*
- *Infuse educational programs with opportunities for students, faculty, and staff to meaningfully participate in and enhance the greater Long Beach community*

INVEST IN PEOPLE AND SUPPORT STRUCTURES FOR TRANSFORMATION

GOAL 4 - Focus institutional resources on the structures, processes, and practices that support transformation

- *Attract, support, and retain a diverse and exemplary workforce*
- *Provide college-wide professional development for the development and implementation of guided pathways*
- *Improve communication internally at all levels and externally with educational and community partners*
- *Streamline and simplify business processes for students and staff*
- *Focus innovations in technology*
- *Improve access to integrated and actionable data*
- *Ensure a sustainable and state-of-the-art facilities infrastructure*

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INNOVATE TO ACHIEVE EQUITABLE STUDENT SUCCESS

GOAL 1 - Accelerate and close gaps in the equitable achievement of students' educational and career goals

Clarify and simplify paths to students' goals

1. Simplify students' choices with program maps co-developed by discipline-specific faculty and counselors that show students clear and efficient paths to completion of their educational and career goals that include articulated learning outcomes.
2. Organize programs of study into meta-majors and manageable set of pathways.
3. Continue to develop associate degrees and certificates that limit the number of credits required for degree completion while maintaining quality programs that articulate with key transfer institutions and that meet the requirements for programmatic accreditation and/or industry licensure.

Help students choose and enter a path

4. Use student-centered research and design to incorporate processes before and during students' entry to college that help students identify their educational and career goals based on labor market data, job projections, career assessments, and further educational opportunities.
5. Guide students' choices of study without restricting options through the development of exploratory tracks into each of the meta-major pathways.
6. Develop supports ("on-ramps") into specific programs of study that facilitate access for students with foundational skill needs.
7. Design and implement processes, practices, and tools that welcome and guide students into communities of career and study interests.

Help students stay on path

8. Embed counseling, guidance, progress tracking, feedback, and support throughout students' educational paths to promote engagement, learning, and persistence consistent with students' educational plans.
9. Use technology to ensure that all students guided into a pathway receive automated notifications that are timely and personalized based on progress toward their educational and career goals.
10. Create consistent and structured course schedules that are informed by data and students' educational plans.

Ensure students are learning

11. Establish program-level student learning outcomes aligned with skills and knowledge needed for success in employment and advanced education in a given field.
12. Use student learning outcomes assessment results to improve instruction and the learning experience.
13. Incorporate equity-minded, student centered teaching strategies and relevant curriculum.
14. Support students to develop digital fluency to effectively learn, interpret, analyze, and communicate information within digitally connected communities of practice that align with career and educational pathways.
15. Support faculty who want to work in interdisciplinary teams and provide coherent learning experiences for students within each pathway.
16. Support faculty to:
 - Transition from a “knowledge transmission” approach to teaching which tends to focus on covering facts and abundant content to a “learning facilitation” approach that emphasizes conceptual understanding and critical thinking.
 - Adapt the learning experience to student groups who have historically underperformed in their coursework.
 - Embrace innovative teaching strategies to enhance student engagement and learning (e.g., blended teaching methods, flipped classrooms, self-paced and adaptive learning software, transformative pedagogy, etc.).
 - Contextualize foundational skills instruction to applied learning.
 - Make program student learning outcomes relevant to career and educational opportunities.
 - Remain current in their discipline of expertise and help them to apprentice students into that community of practice.

Help students complete and transition

17. Streamline processes to award certificates and associate degrees.
18. Provide informational and human connections to transfer institutions that facilitate students' progress in baccalaureate programs.
19. Expand internship opportunities for graduates and students close to degree or certificate completion.
20. Enhance support for students to transition into jobs relevant to student pathways.
21. Provide opportunities for graduates to provide feedback on LBCC program effectiveness and to serve as mentors and role models for new students.

ACCELERATE COLLEGE READINESS

GOAL 2 - Improve and accelerate college readiness for all student groups

Treat college preparedness as an issue of equity and design academic courses, programs, and supports to close gaps in student preparedness among different student groups

1. Meet students where they are and move away from a deficit model to embrace an educational and cultural capital approach to teaching and supporting students.
2. Use multiple measures to identify accurately students' foundational skills and allow for correct placement into foundational skills courses.
3. Utilize non-cognitive assessment methods that contribute toward reliable prediction of success in college-level coursework for all students.
4. Continue to develop models for accelerating students' progress through foundational skills development and support the policies and practices that enable the college to deliver the most effective models to scale.
5. Redesign traditional remediation as an "on-ramp" to a program of study that helps students explore academic and career options from the beginning of their college experience.
6. Through contextualized instruction, align students' foundational skills coursework with programs of study.
7. Provide targeted and efficient supports and interventions to close specific gaps in foundational knowledge and skills.

BUILD COMMUNITY

GOAL 3 – Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities.

Revitalize a positive, mutually supportive and caring Long Beach City College community that sustains a sense of belonging and affirms the contributions of all members

1. Redefine institutional roles and boundaries to break down departmental boundaries that inhibit well-coordinated and nurturing support and focus on students (e.g., create student success teams of discipline faculty, counseling faculty, advisors, instructional specialists, tutors, etc.).
2. Establish processes and practices to welcome students to their chosen educational and career pathway and to support their evolving engagement- first as newcomers and ultimately as professionals.
3. Extend students' pathways experiences with opportunities to give back to new students entering the college.
4. Establish practices that acknowledge contributions to institutional and community goals and that celebrate our shared successes.
5. Build bridges with community organizations to establish and strengthen relationships.
6. Continue to serve as an innovative leader in advancing student success.

Strengthen and expand educational partnerships

7. Continue to strengthen the Long Beach College Promise partnership between the Long Beach Unified School District, Long Beach City College, California State University Long Beach, and the Long Beach Mayor's Office to increase college access, accelerate and enhance college preparation, and increase degree completions while reducing the time to complete those degrees.
8. Continue to collaborate with high school districts to improve rates of college readiness in high school graduates by continuing to align curricula and learning outcomes, to expand opportunities for concurrent enrollment in programs (not just courses), and to share data that informs the effectiveness of collaborative efforts.
9. Encourage the development of associate degrees for transfer to the University of California campuses to expand transfer opportunities for students.

Align educational programs with workforce development

10. Improve curricular and program alignment with labor market needs and current and emerging skill expectations from employers.
11. Establish robust relationships with industry partners to inform our not-for-credit training curriculum.

12. Provide opportunities to enhance faculty understanding of industry training and skills needs.
13. Facilitate interest in partnerships to build for credit programs matching employer needs.
14. Support academic program faculty and staff with data, research, and real-time industry and labor trends to inform long-term planning.
15. Support academic program faculty to identify industry experts to serve in adjunct faculty positions.

Infuse educational programs with opportunities for students, faculty, and staff to meaningfully participate in and enhance the greater Long Beach community

16. Develop and integrate community-based, social change oriented curriculum into our educational and career pathways.
17. Create an environment where students feel supported and part of a cohesive and caring community (e.g., achievement coaches, student success teams, etc.).
18. Engage in outreach to build positive relationships with our diverse communities, promote feelings of inclusion, enhance intercultural sensitivity, and foster mutual respect.
19. Provide opportunities for faculty and students to work collaboratively with community organizations and groups to develop projects that address social issues important to Long Beach.
20. Enrich the learning experiences of students and the academic community through strong global connections.
21. Expand academic and co-curricular programming to encompass diverse cultures and that prepare students to be global citizens.
22. Reinvigorate the LBCC Alumni program to provide program graduates opportunities to assess the effectiveness of LBCC programs, to support internships for current students, and to serve as guest speakers or mentors for students in the pathways from which they graduated.

INVEST IN PEOPLE AND SUPPORT STRUCTURES FOR TRANSFORMATION

GOAL 4 - Focus institutional resources on the structures, processes, and practices that support transformation

Attract, support, and retain a diverse and exemplary workforce

1. Hire a more diverse workforce that reflects the communities served by Long Beach City College.
2. Invest in on-boarding processes for all employees and in ongoing professional development that optimizes the potential of all faculty and staff.
3. Implement a human capital development plan that supports all college employees through each phase of their career development and that captures institutional knowledge which benefits successive cohorts of newly hired employees and informs the ongoing advancement of institutional goals.

Provide college-wide professional development for the development and implementation of guided pathways

4. Build an organizational capability to use student-centered design to improve the experiences of our diverse students and to improve rates of certificate and degree completion.
5. Invest in leadership development for faculty, classified staff, and administrators to support cross-functional teams that facilitate the development and implementation of guided pathways.
6. Provide professional development on how to implement and evaluate pilot programs so that effective policies and practices can be scaled.
7. Support faculty and staff to:
 - Collaborate across departments, divisions, and higher education segments in order to provide students with a cohesive and integrated learning experience as they progress through their chosen programs of study.
 - Effectively utilize educational technologies to enhance students' learning experiences and to make the delivery of instruction and classroom management more effective and efficient.
 - Collect, analyze, and use data to more effectively assess student learning and evaluate efficiency and effectiveness.
 - Effectively participate in college governance and understand the respective roles and responsibilities of all college constituent groups.

Improve communication internally at all levels and externally with educational and community partners

8. Enhance processes and practices that support broad and inclusive engagement, collaboration, inquiry, innovation, flexibility, and tolerance for risk.
9. Increase virtual information sharing about department supports and student-specific needs.

10. Design and develop student service and support department communication tools and resources that more effectively direct, focus, and motivate students while making students feel both nurtured and empowered.
11. Implement the LBCC Strategic Communications Plan, highlighting the college's transformational efforts to improve and accelerate students' attainment of their educational and career goals.
12. Redesign the college website utilizing user-centered design and establish processes for maintaining content currency and ease of navigation.
13. Rebrand the college so that prospective students and community members understand LBCC's identity, mission, values, and opportunities.

Streamline and simplify business processes for students and staff

14. Continue to invest in a comprehensive business process review and implement technology and process improvements that are informed by efficiency benchmarks and by user-centered design.

Focus innovations in technology

15. Integrate technology that is designed for students to facilitate the achievement of their educational and career goals.
16. Expand the use of the Learning Management System to support learning in all courses.
17. Expand the student portal to provide students with access to integrated and dynamic information about college and community resources and supports, help them keep track of their progress against key milestones, and provide them with timely and personalized messages to keep them on track through the completion of their goals.
18. Continue to implement educational technologies that support student-paced learning and feedback.
19. Adopt and support faculty and students' use of open education resources.

Improve access to integrated and actionable data

20. Build a learning analytics platform that collects and supports predictive modeling about student behaviors that support and impede learning, progress, and completion.
21. Develop data tools that are easy to access and that facilitate the generation of data that is easy to understand and actionable for faculty, staff, and students.
22. Continue to expand data sharing capacity with partner institutions that support student-level tracking of progress from high school to associate and baccalaureate degree completion and employment.

Ensure a sustainable and state-of-the-art facilities infrastructure

23. Support the LBCCD 2041 Facilities Master Plan while designing for energy conservation, environmental sustainability, and a modern and flexible learning and work environment.

Strategically Measuring Success

To support the Strategic Plan implementation, the Office of Institutional Effectiveness will provide two key data resources for the college. Institutional Effectiveness will:

- Build a high-level dashboard that is viewable to all college stakeholders to support thinking and decision-making along the student experience continuum from connection to the college to transition as students move on to a university or employment.
- Support faculty to integrate relevant indicators into their Department Planning and Program Review process.

These resources will include three common strategies for strengthening data use at LBCC and emphasizing evidence that is directly applicable to the Strategic Plan: 1) designing metrics based upon the Completion by Design framework; 2) focus on leading and lagging indicators to provide data needed to make decisions; and 3) provide multiple levels of data.

What will the Dashboard include?

The Strategic Planning group has identified relevant data metrics to inform the problems that the college as a whole is trying to solve. By integrating the Completion by Design framework, LBCC is incorporating metrics that are telling of a student's engagement, entry, and early progress at the college. These leading indicators directly relate to our longer term goals of completion and transition that are measured by lagging indicators.

The LBCC Strategic Plan dashboard will provide high-level information to college leadership and other stakeholders who are interested in the "big picture" information about LBCC student success. The dashboard will be designed to update regularly and include drill-down options to answer additional questions about the student experience at LBCC.

What is the support for faculty and departments?

Many important decisions are happening within departments and classrooms at LBCC that directly impact student success; but these practices need a different level of data than the "big picture" dashboard provides. The Office of Institutional Effectiveness will work with each department to support faculty as they develop discipline and course-specific leading and lagging indicators to include in both department planning and program review that will inform department decision-making. These indicators should be aligned with the LBCC Strategic Plan Dashboard metrics, but they would be specific to department/faculty contexts.

What are leading and lagging metrics? What are levels of data? Why are these important?

Institutional Effectiveness staff use the concepts of leading and lagging indicators to support effective data understanding and use among all LBCC stakeholders. Leading and lagging indicators are:

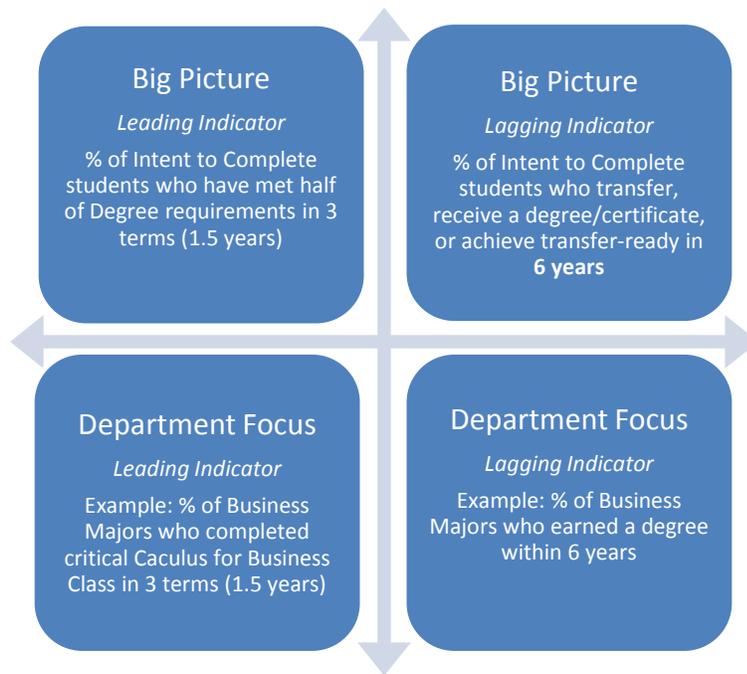
Leading indicators: Early indicators/milestones that lead to longer-term outcomes. Specific policy and practice tend to have more direct influence on leading indicator success.

Lagging indicators: These longer-term outcomes may be influenced by many factors. Most student success efforts of a college are focused on these indicators.

Different levels of data are important to inform different types of student success questions. When considering college-wide policy change or the culmination of all strategic efforts, the “big picture” level of data is essential to consider. These big picture data views are already available on our Student Success Scorecard and will be integrated into the Strategic Plan Dashboard.

The Strategic Plan calls for action at all levels of the college, including department reflection and action to improve outcomes. If we want to empower individual departments and faculty to contribute to the Strategic Plan we must provide data that is relevant to the work those stakeholders contribute, see Exhibit 1 for an example. Therefore, integration of leading and lagging indicators from the continuum are important for faculty to consider in their planning.

Exhibit 1: Leading and Lagging Indicator examples by different levels of data



LBCC Strategic Plan Metrics

LBCC will utilize a high-level student metric dashboard that includes indicators of student success that will guide practice and policy work around student momentum and loss points. The dashboard, developed by Institutional Effectiveness is inspired by the Completion by Design framework and will focus on five components of student progression: connection, entry, progress, completion, and transition.



CONNECTION

*Initial Interest through
Submission of Application*



ENTRY

*Enrollment through Completion
of "Gatekeeper" Courses*



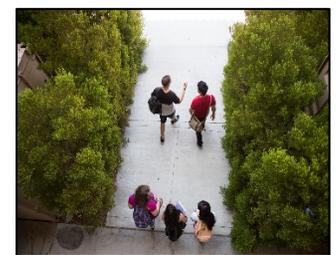
PROGRESS

*Entry into Course of Study
through Completion of 75% of
Requirements*



COMPLETION

*Complete Course of Study
through Earning a Credential
with Labor Market Value*



TRANSITION

*Movement to Four-Year
University or to Workplace with
Living Wage*

	Metrics
Connection	<p>% of students enrolled at LBCC within 1 year of submitting application</p> <p>% of high school seniors in service area who applied to LBCC</p> <p>% of incoming students who are college ready</p>
Entry	<p>% of students who receive a Student Education Plan (SEP) at time of enrollment</p> <p>% of students with 15 units completed with an Student Education Plan (SEP)</p> <p>% of Intent to Complete students who complete transfer-level math and English in 1 year</p> <p>% of Intent to Complete students who complete basic skill requirements (pass transfer level) within 3 years</p> <p>% of students who enroll who meet Intent to Complete</p>
Progress	<p>% of Intent to Complete students who achieve at least 30 units in 6 years*</p> <p>% of Intent to Complete students who have met half of Degree requirements in 3 terms (1.5 years)</p> <p>% of Intent to Complete students who have met two-thirds of Degree requirements within 4 terms (2 years)</p> <p>% of Intent to Complete Students who have met two-thirds of Degree requirements within 8 terms (4 years)</p>
Completion	<p>% of Intent to Complete students who transfer, receive a degree/certificate, or achieve transfer-ready in 3 years</p> <p>% of Intent to Complete students who transfer, receive a degree/certificate, or achieve transfer-ready in 6 years*</p> <p>The College Planning Committee approved a goal of 55% by 2022.</p> <p># of Annual Awards</p> <p>The College Planning Committee approved a goal of 1500 degrees by 2022.</p> <p>% of units completed in excess of degree applicable units</p> <p>% of CTE students who complete*</p>
Transition	<p>% of LBCC transfer students who achieve a BA/BS in 4 years post transfer</p> <p>% of LBCC transfer students who achieve a BA/BS in 6 years post transfer</p> <p>% of LBCC completers (excluding transfer students) who are employed 6 months after leaving LBCC</p> <p>% of LBCC skills-builders who have a median-wage increase post LBCC course-work*</p>

*Student Success Scorecard metric