

LACCD Strategic Planning Initiative

SWOT

Mission

Vision

Performance

Core values

measures



Purpose of the Presentation

- Provide an overview of the planning committee composition and charge
- Provide a summary of the SWOT
- Provide a synopsis of the major District challenges
- Share the draft mission, vision, core values, and preliminary performance measures to date



Planning Committee Composition

Daniel La Vista- LACCD Chancellor

Adriana Barrera- Deputy Chancellor

Yasmin Delahoussaye- Vice Chancellor

Sue Carleo- LAVC College President

Marvin Martinez- LAHC College President

Richard Moyer- ELAC VP AA

Joe Ramirez- LAMC VP SS

Jorge Mata- LACCD Chief Information Officer

David Beaulieu- DAS President

Angela Echeverri- LAMC Senate President

Tom Rosdahl- LAPC Senate President

Donald Gauthier- LAVC Senate President

Adrienne Foster- WLAC Senate President

Joanne Waddell- AFT Guild President

Velma Butler- AFT Staff Guild President

Joseph Martinez- Local 99

Committee Charge

To develop a comprehensive strategic plan for the Los Angeles Community College District that will articulate a shared mission and vision for the nine LACCD colleges and establish a clear series of District goals, implementation strategies, and benchmarks that can be used to guide local college planning efforts.

Summary of SWOT: Strengths

- Enhance the community by providing a bridge to success
- Accommodating to students
- Exceptional faculty that go above and beyond (just need to be recognized)
- Ability to serve students with limited resources
- Ability to develop grants
- Students can take courses at multiple colleges
- Large size
- Innovative, short-term programs
- Focus on students success (e.g., FTLA, SSIC, ATD)
- Diversity of our student population
- Shared governance

Summary of SWOT:

Weaknesses

- Communication (departmental, campus and district; better dissemination of information to students)
- Lack of sufficient course offerings
- Scheduling and sequencing of certain classes
- Classified Hiring/Personnel Commission
- Staff training and career advancement opportunities
- Inequities in the budget allocation model
- Inadequate staffing
- Outdated equipment (e.g. telephones, computers, printers)

Summary of SWOT:

Weaknesses (continued)

- Lack of a structured road map for students
- Reductions in student support services (e.g. tutoring, counseling, assessments, etc.)
- Campus and district websites not kept up-to-date and user friendly
- Budget accountability
- Instructor evaluations
- Insufficient budgets
- Cumbersome procurement and contracting policies and procedures

Summary of SWOT:

Opportunities

- Connect the curriculum with career opportunities
- Distance education courses
- Mandatory assessment, orientation, and educational plans
- Capitalize on purchase power/economies of scale
- Centralized purchasing for common items
- Alumni tracking and fundraising
- Sharing of best practices across colleges
- Bridge programs and First Year Experience programs to keep students connected
- Keeping up with technology (e.g. social media, mobile applications, e-books, Wi-Fi, websites, online resources, global awareness)
- Paperless systems
- The new Student Information System (SIS)

Summary of SWOT: Threats

- Our image (need to work to rebrand ourselves and market ourselves better)
- Competition with for-profit institutions
- The digital divide (we need to close it)
- The underreporting of degrees and certificates due to flawed data in DEC
- Lack of awareness regarding what our competitors are doing
- Inability to maintain new facilities
- Some provisions of union contracts
- Not keeping up with the pace of change in education (e.g. acceleration, contextualized learning, compressed classes, etc.)

Summary of SWOT: Threats (continued)

- Leadership cultivation and administrative turnover
- Course sequencing and content is inconsistent district-wide
- Inconsistent policies and procedures across campuses (e.g. placement testing, orientation, etc.)

Strategic Advantages

Size

Political Clout

Number of alumni

Low cost

varied programs
(occupational or
transfer)

Facilities

Diversity

Public Support

Participatory governance

Students take classes
at 9 different colleges





Decline in Public Funding

Overall budget reductions since 2008= \$126.3 million

2008-2009 cut=\$6 million

2009-2010 cut=\$47 million (categorical and general)

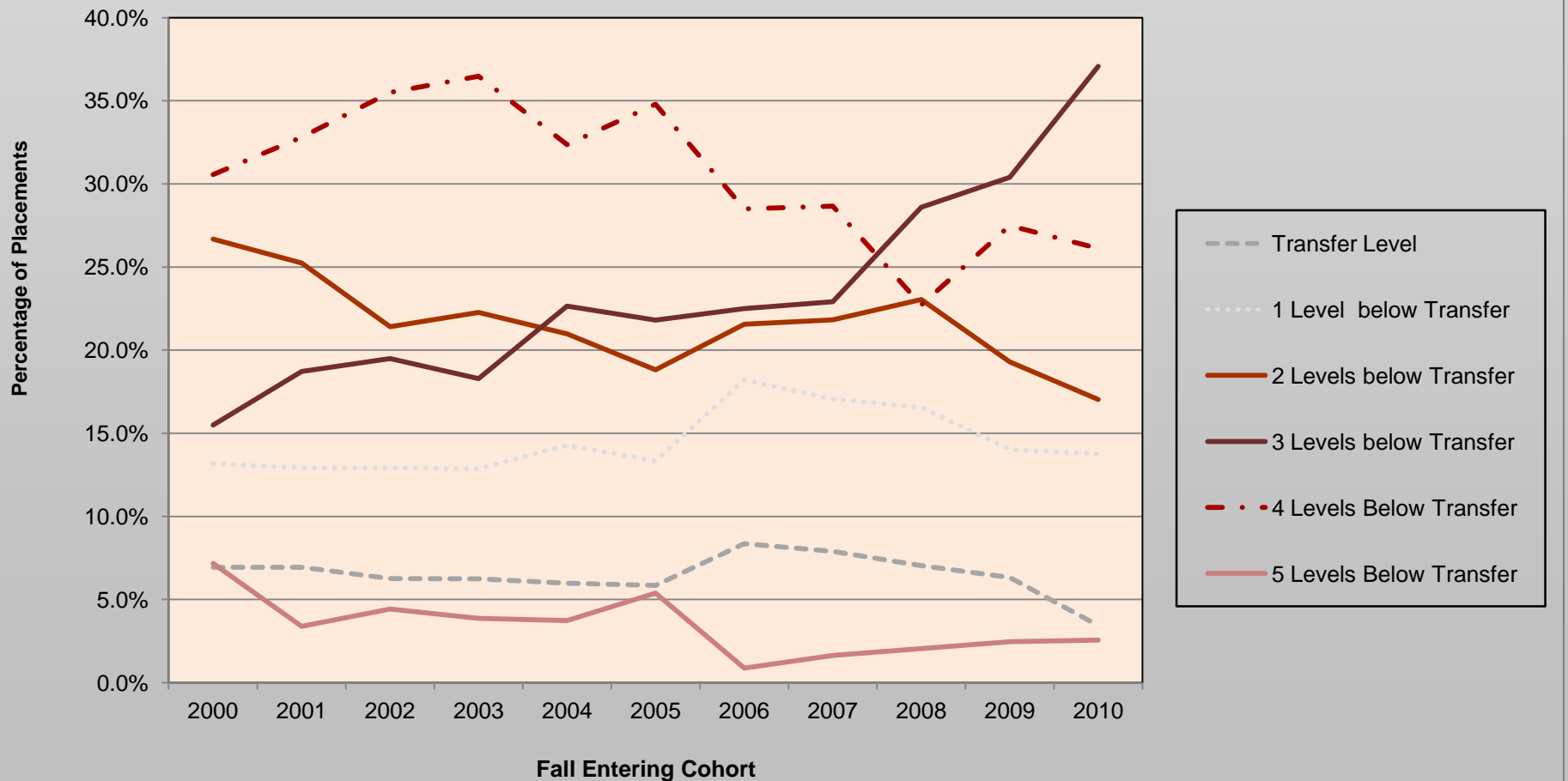
2010-2011 cut=\$2.6 million

2011-2012 cut=\$46.8 million

2012-2013 cut=\$23.9 million (anticipated)

Lack of Student Readiness

Figure B3: Math Placement by Course Level
Los Angeles Community Colleges, 2000-2010



Lack of Student Readiness

Figure B1: English Placement by Course Level
Los Angeles Community Colleges, 2000-2010



Increasing Accountability Requirements

ARCC Measures

Student Progress & Achievement Rate (SPAR)*	2009-10	2010-11
East Los Angeles College	44.5	38.0
Los Angeles City College	42.0	37.4
Los Angeles Harbor College	49.0	44.3
Los Angeles Mission College	43.0	43.4
Los Angeles Pierce College	52.0	54.5
Los Angeles Southwest College	40.3	38.8
Los Angeles Trade Technical College	36.4	36.8
Los Angeles Valley College	51.0	50.4
West Los Angeles College	46.4	40.5
State Average	53.6	53.6

*Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:
Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status;
or achieved "Transfer Prepared" status.

Competitive Pressures

Students Transferring to 4 year University within 6 years from entry
Fall 2005 Cohort (First-Time College Students, Degree-Seeking)

	First-Time Degree-Seeking College Students	Transferred to University		Transferred to CSU	Transferred to UC	Transferred to Private University in CA	Transferred to University of Phoenix	Transferred to Out of State University
		Number	Rate					
All Degree Seekers*	10,782	2,658	25%	56%	16%	12%	6%	11%
City	1,252	258	21%	60%	12%	13%	5%	10%
East	2,185	437	20%	64%	12%	11%	5%	9%
Harbor	895	203	23%	58%	9%	12%	5%	15%
Mission	703	142	20%	61%	6%	19%	9%	5%
Pierce	2,314	875	38%	54%	24%	9%	5%	8%
Southwest	377	50	13%	30%	2%	14%	18%	36%
Trade-Tech	853	83	10%	43%	4%	17%	11%	25%
Valley	1,715	506	30%	55%	17%	14%	5%	10%
West	488	104	21%	45%	7%	18%	10%	20%

Competitive Pressures (continued)

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

Growth in Occupations Requiring College Degree

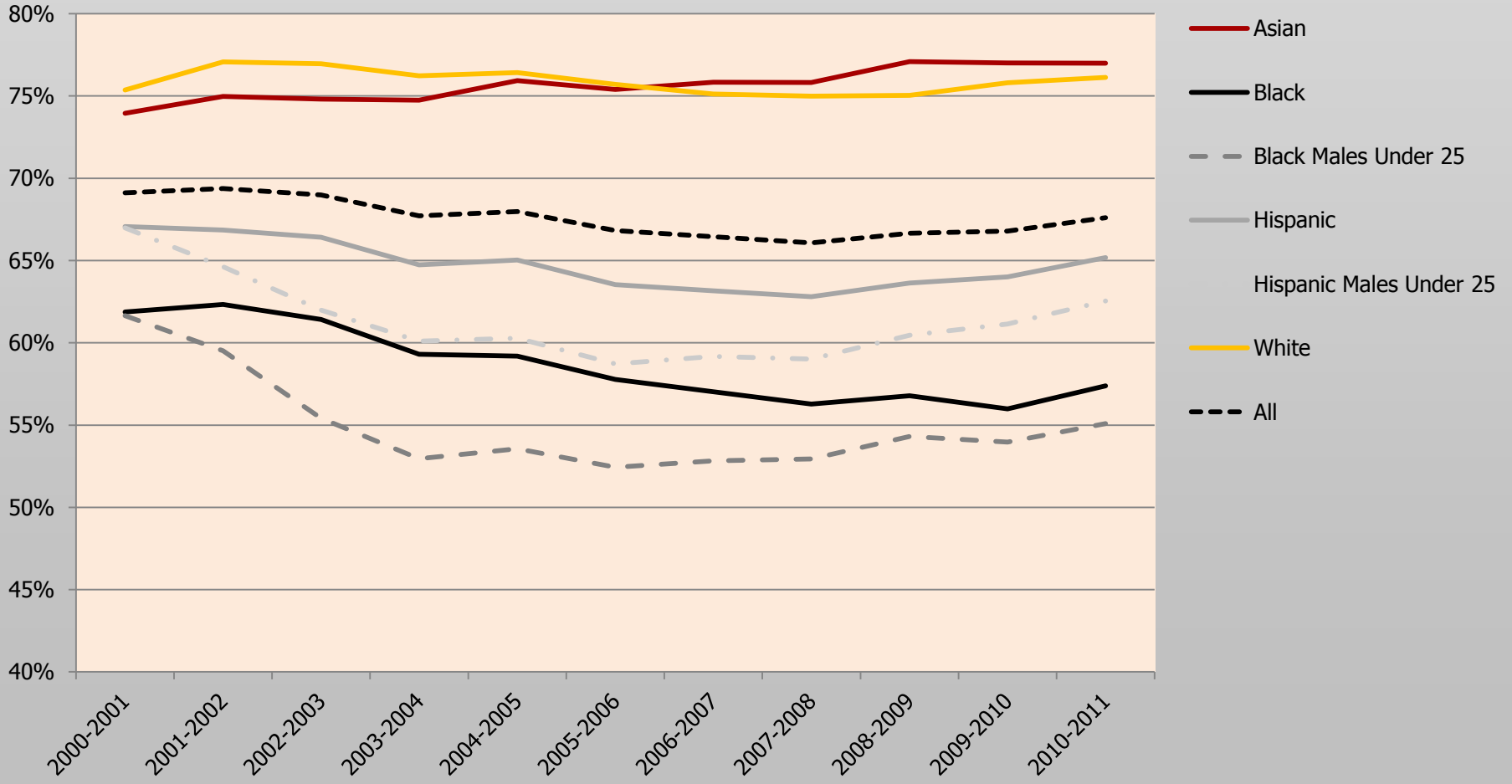
	Share of Workers Who Will Have a College Degree (%)
1990	28
2006	34
2025	41

Low Graduation and Transfer Rates (Fall 04 Cohort)

		Associate Degree	Transfer
Female	6,133	19.9%	25.4%
Male	4,739	13.4%	25.1%
Total	10,872	17.1%	25.3%

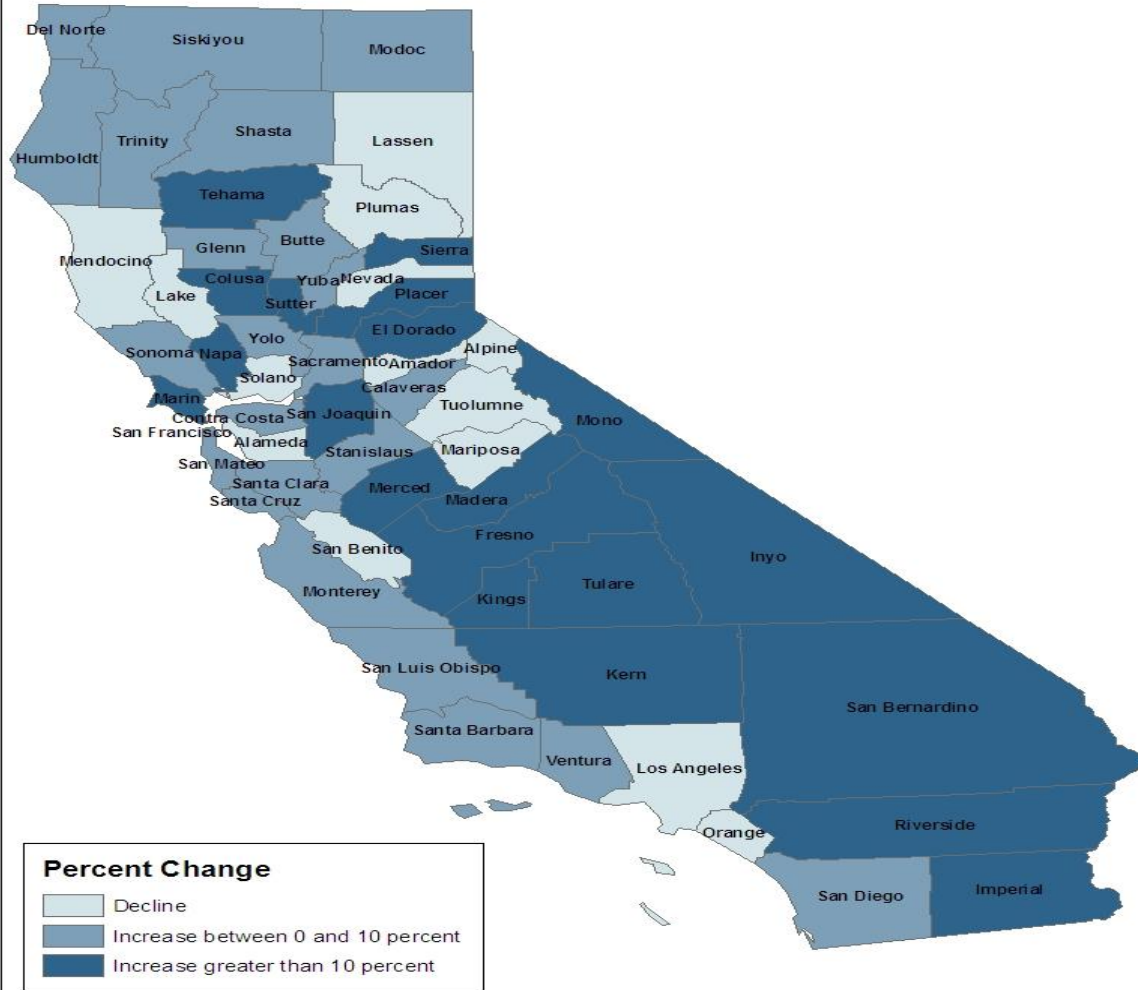
Significant Gaps in Student Achievement

Successful Course Completion Rate by Ethnicity



Low population growth

California Public K-12 Graded Enrollment Change, 2008-19



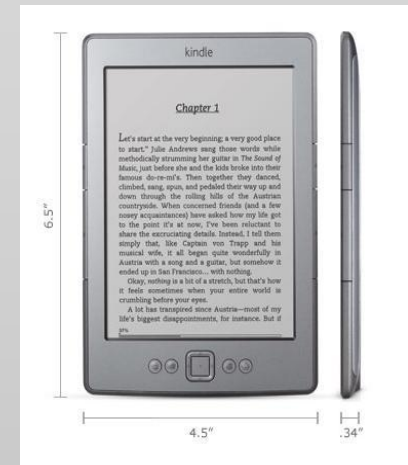
Utilizing and keeping up with changes in technology

Mobile Computing

- E-Readers
- Smart Phones
- Tablet
- Laptops
- “Cloud Services” the power of BIG
- “Always connected” society
- Other networked mobile devices (network aware cameras and sensors)

“Kindle” effect

- Google Books
- Traditional New Capabilities (not just electronic version of paper)
- Notes
- Search
- Interactive content
- Links to Social Media



Complexity of District Systems

Sample comments

“There needs to be a more uniform way of operating and communicating between the District and the campuses—every campus seems to have its own system, and this can be confusing.”

“Courses with the same number have different course content campus-to-campus (Math 105, Eng. 28, etc.). This is confusing to students.”

“Students move around in the District and have to jump through a lot of hurdles because of different policies at different campuses.”

“Too many layers to get approvals for supplies, etc. Can we simplify?”

“Underreporting of degrees and certificates due to flawed data in DEC. Job has to be done over and over again because of uncorrelated systems.”

Ineffective Communications

Sample comments

“Policy changes, board rules, procedural changes frequently not communicated down through the ranks.”

“Internal communications at the campus level is problematic. Office staff lacking information needed to help students.”

“Need better communication to students about policies (e.g., unit limits for financial aid, academic rules and consequences, etc.)

“Students use the internet to get information, but they also want to see maps, flyers, posters, electronic signs and kiosks on campus with relevant information.”

Weak Employee Development

Sample comments

“Many feel there are limited opportunities for staff to advance to faculty positions, or management. No real training for managers/supervisors.”

“Need a “new hire” orientation.”

“Need consistent training on new systems and new policies and procedures.”

“Need employee handbook.”

CEO turnover

College	President	Term in Office	Length of Term in Office
City	1	... – 07/2005	...
	2	08/2005 – 08/2007	2 years, 1 month
	3	09/2007 – present	4 years, 7 months
East	1	... – 07/2006	...
	2	08/2006 – 06/2008	1 year, 11 months
	1	07/2008 – 08/2011	3 years, 2 months
	3	08/2011 – present	8 months
Harbor	1	... – 07/2010	...
	2	08/2010 – present	1 year, 8 months
Mission	1	... – 10/2005	...
	2	11/2005 – 07/2006	9 months
	3	08/2006 – 03/2008	1 year, 8 months
	4	04/2008 – 01/2011	2 years, 10 months
	5	02/2011 – 04/2011	3 months
	6	05/2011 – present	10 months

CEO turnover (continued)

College	President	Term in Office	Length of Term in Office
Pierce	1	... – 01/2006	...
	2	02/2006 – 07/2009	3 years, 6 months
	3	08/2009 – 07/2010	1 year
	4	08/2010 – 01/2011	6 months
	3	02/2011 – 04/2011	3 months
	4	05/2011 – present	10 months
Southwest	1	... – 07/2006	...
	2	07/2006 – present	5 years, 9 months
Trade-Tech	1	... – 08/2005	...
	2	08/2005 – 07/2006	1 year
	3	08/2006 – present	5 years, 8 months
Valley	1	... – 06/2008	...
	2	06/2008 – present	3 years, 9 months
West	1	... – 07/2005	...
	2	08/2005 – 06/2006	11 months
	3	07/2006 – 06/2010	4 years
	4	07/2010 – 08/2010	2 months
	5	09/2010 – 07/2011	11 months
	6	08/2011 – present	8 months

Mission, Vision, Core Values and Performance Measures



Los Angeles Community College District

"Education Changes Everything"

• EAST LOS ANGELES COLLEGE • LOS ANGELES CITY COLLEGE • LOS ANGELES HARBOR COLLEGE
LOS ANGELES MISSION COLLEGE • LOS ANGELES PIERCE COLLEGE • L.A. SOUTHWEST COLLEGE
L.A. TRADE TECHNICAL COLLEGE • LOS ANGELES VALLEY COLLEGE • WEST LOS ANGELES COLLEGE

2012-2017 District Strategic Plan

DRAFT MISSION

The mission of the Los Angeles Community College District is to provide an excellent education that prepares our students for transfer to four-year institutions, successful careers in the workplace, lifelong learning, and civic engagement.

DRAFT VISION

Over the next five years, the Los Angeles Community College District will 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 make a lasting contribution to the regional economy. The District will do so by creating a culture of continuous improvement driven by data and by closing persistent equity gaps.

DRAFT CORE VALUES

Access & 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.
Excellence & 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 & Success. All of our institutional efforts and resources are dedicated to one central purpose—the support of all 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, democratic discourse.

The Power of Diversity. We embrace diversity as a central part of our civic and institutional identity and as a powerful element in the education and development of every individual.

Equity. We will eliminate 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.

Questions? Comments?

We need your input!

Visit our website at www.laccd.edu



The screenshot shows the LACCD.edu website homepage. At the top left is the LACCD logo and the text "LACCD.edu". To the right are two green buttons: "APPLY ONLINE" and "REGISTER NOW". Below this is a navigation menu with links: Home, About Us, Our Colleges, Student Information, Faculty & Staff Resources, District Resources, and Contact Us. The main content area is divided into three columns. The left column has a "Select a College" dropdown and a "Go" button, followed by "Quick Links" with sub-sections: "About Us" (Meet the Chancellor, Board of Trustees, Fast Facts and more.), "Academic Calendar" (The term dates, holidays, and non-instruction days for the current academic year.), "Office of the Inspector General" (Bond Program Oversight, Audits, Investigations, and Whistleblower Hotline.), "Students" (Learn about admissions, financial aid, enrollment, and other student services.), "Faculty & Staff" (Directories, forms, health benefits information, tip sheets and other resources.), and "Human Resources" (Information about Employment Opportunities, HR Guides, New Employees, Union Contracts and other links and resources related). The middle column features a photo of three students with a laptop, captioned "NINE CAMPUSES, ONE APPLICATION" and "Class Offerings", followed by a "Welcome to the Los Angeles Community College District" section. The text says: "We are the largest community college district in the United States serving more than 250,000 students annually at nine colleges, spread throughout 36 cities in the greater Los Angeles area." Below this is a search bar and a "Search" button, and a link "Meet the Chancellor" with a right-pointing arrow icon. The right column is titled "What's New" and lists several updates: "District Strategic Planning, Achieving the Dream and Student Success Initiatives", "LACCD Builds Green" (with a green leaf icon), "Sustainability Institute", "The Dolores Huerta Labor Institute", "District Citizens' Oversight Committee", "Financial Aid Awareness Day", "March 29, 2012 Chancellor's Budget Update", "January 12, 2012 Building Program Review Panel Report", and "January 11, 2012 Chancellor's Update".