



LONG BEACH  
CITY COLLEGE

2011—2016

EDUCATIONAL MASTER PLAN

# TABLE OF CONTENTS

Acknowledgements.....	i
Introduction .....	1
LBCC Educational Master Plan 2011-2016 Development Process.....	3
Criteria for the Educational Master Plan .....	6
Long Beach City College Mission and Values .....	7
Long Beach City College Goals, Measurable Objectives and Strategies	
Student Success .....	8
Equity .....	11
Community.....	13
Resources.....	15
Appendices.....	see tabs
A – 2011-2016 Educational Master Plan Measurable Objectives Baseline and Targets	
B – Methodology for Data-Based Educational Master Plan Objective Measures	
C – LBCC Educational Master Plan Community Survey Results Presentation	
D – Educational Master Plan 2011-2016 Community Listening Sessions	
E – Educational Master Plan 2011-2016 Environmental Scan 2010	
F – Long Beach Community College District Facilities Master Plan Update 2025	

## ACKNOWLEDGEMENTS

### **Educational Master Plan Oversight Task Force**

Kevin Ryan, *Instructor, Mathematics; Academic Senate Appointee (co-chair)*  
Eva Bagg, *Associate Dean, Institutional Effectiveness (co-chair)*  
Lou Anne Bynum, *Vice President, Economic & Resource Development*  
John Downey, *Assistant Professor, Life Science*  
Baruch Elimelech, *Department Head, English as a Second Language*  
Kenna Hillman, *Counselor; Director, Leaders Across Campus*  
Maria Narvaez, *Planning Systems Analyst I*  
Mark Taylor, *Interim Director, College Advancement, Public Affairs & Governmental Relations*  
Bobbi Villalobos, *Dean, Student Success*

### **Educational Master Plan Targets Workgroup**

Eva Bagg, *Associate Dean, Institutional Effectiveness*  
Karyn Daniels, *Assistant Professor, Social Sciences*  
Donna Fletcher, *Instructor, Reading*  
John Hetts, *Director of Institutional Research*  
Kenna Hillman, *Counselor; Director, Leaders Across Campus*  
Maria Narvaez, *Planning Systems Analyst I*  
Ruben Page, *Counselor; Coordinator, LAC Transfer Center*  
Kevin Ryan, *Instructor, Mathematics;*  
Sigrid Sexton, *Professor, Registered Nursing*  
Jeff Wheeler, *Professor, English*

### **College Planning Committee (Spring 2011 members; positions listed are from 2010-11)**

Kevin Ryan, *Instructor, Mathematics; President, Academic Senate (co-chair)*  
Don Berz, *Executive Vice President, Academic Affairs (co-chair)*  
Eva Bagg, *Associate Dean, Institutional Effectiveness*  
Rudy Besikof, *Professor, English as a Second Language; Curriculum Committee Chair*  
Byron Breland, *Associate Vice President, Pacific Coast Campus*  
Lou Anne Bynum, *Vice President, Economic & Resource Development*  
Alta Costa, *Senior Administrative Assistant, Honors Program; President, AFT*  
Rose DelGaudio, *Vice President, Human Resources*  
John Downey, *Assistant Professor, Life Science; Assistant President, Academic Senate*  
Cynthia Frye, *Adjunct Instructor, English; President, CHI*  
Ann-Marie Gabel, *Vice President, Administrative Services*  
Shauna Hagemann, *Counselor, DSPS; Secretary/Treasurer, Academic Senate*  
Rigo Ibarra, *Department Head, Foreign Language; LAC Representative, Academic Senate*  
Chris Jacobs, *Professor, Child & Adult Development; LAC Representative, Academic Senate*  
Lynne Misajon, *Department Head, Speech Communication*  
David Morse, *Professor, English; Legislative Liaison, Academic Senate*  
Maria Narvaez, *Planning Analyst*  
Greg Peterson, *Vice President, Student Support Services*  
Nicole Santiago, *Student Representative, ASB*  
Winford Sartin, *Department Head, Manufacturing Technologies; PCC Representative, Academic Senate*  
Lynn Shaw, *Professor, Electronics/ Electricity; Faculty Professional Development Coordinator*  
DeWayne Sheaffer, *Department Head, Counseling; President, CCA*  
Janice Tomson, *Professor, Physical Science; President Elect, Academic Senate*  
Bobbi Villalobos, *Dean, Student Success*

## VP Level Planning Groups 2010-11

Marianne Allen, *Counselor, Financial Aid*  
Marty Alvarado, *Director, Institutional Resource Development*  
Diane Bangs, *Manager, Human Resources*  
Ginny Baxter, *Director, Foundation*  
Don Berz, *Executive Vice President, Academic Affairs*  
Rudy Besikof, *English as a Second Language*  
Byron Breland, *Associate Vice President, PCC*  
Lou Anne Bynum, *Vice President, Economic & Resource Development*  
Fran Cahill, *Professor, English as a Second Language*  
Deborah Chow, *Department Head, Registered Nursing*  
Michael Collins, *Director, Business Support Services*  
Paul Creason, *Dean, School of Health, Science & Math*  
Casey Crook, *Instructor, Physical Education & Athletics*  
Rose DelGaudio, *Vice President, Human Resources*  
John Downey, *Assistant Professor, Life Science*  
Jay Field, *Associate Vice President, Instructional & Information Technology Services*  
Jeri Florence, *Department Head, Counseling*  
John Fylpaa, *School of Physical Education & Athletics*  
Ann-Marie Gabel, *Vice President, Administrative Services*  
Blanca Galicia, *Counselor*  
Kelly Garcia, *Senior Administrative Assistant, Instructional & Information Technology Services*  
Stacey Gutierrez, *Professional Development*  
Shauna Hagemann, *Counselor, DSPS*  
Cindy Hanks, *Deputy Director, Academic Computing & Multimedia*  
Karen Harada, *Executive Assistant, Human Resources*  
Kenna Hillman, *Counselor; Director, Leaders Across Campus*  
Lillian Justice, *Associate Registrar – PCC, Admissions & Records*  
Chi-Chung Keung, *Community Relations & Marketing*  
Peter Knapp, *Department Head, Music & Radio/ TV*  
Alicia Kruizenga, *Associate Director, Scholarship*  
Julie Kossick, *Director, Human Resources*  
Mike MacCallum, *Professor, Physical Science*  
Colleen Maldonado, *Outreach & Recruitment*  
Franc Menjivar, *Supervisor, Financial Aid/ Veterans Affairs*

Ross Miyashiro, *Dean, Enrollment Services*  
David Morse, *Professor, English*  
Heidi Neu, *Department Head, Academic Support & Development*  
José Ramón Nuñez, *Dean, School of Language Arts*  
Diana Ogimachi, *Counselor*  
Yolanda Padilla, *Counselor, EOPS*  
Velvet Pearson, *Department Head, English*  
Dan Perkins, *Department Head, Aviation Maintenance*  
Greg Peterson, *Vice President, Student Support Services*  
Rena Powell, *Professor, Computer & Office Studies*  
Veronica Rodriguez, *Workforce Development Program Specialist*  
Kevin Ryan, *Instructor, Mathematics*  
Sabrina Sanders, *Student Affairs*  
Winford Sartin, *Department Head, Manufacturing Technologies*  
Greg Schulz, *Dean, School of Trades & Industrial Technology*  
Gail Schwandner, *Workforce Development*  
Gary Scott, *Dean, School of Creative Arts & Applied Sciences*  
Ramchandaran Sethuraman, *Professor, Library*  
Lynn Shaw, *Professor, Electronics/ Electricity; Faculty Professional Development Coordinator; President, CCA*  
DeWayne Sheaffer, *Department Head, Counseling*  
Meena Singhal, *Dean, Academic Services*  
Wendy Slater, *Academic Administrative Assistant, School of Health & Science*  
Michelle Thomas, *Instructor, DSPS*  
John Thompson, *Director, Fiscal Services*  
Dele Ukwu, *Department Head, Library*  
Bobbi Villalobos, *Dean, Student Success*  
Cindy Vyskocil, *Associate Vice President, Human Resources*  
Laura Wan, *Dean, School of Business & Social Science*  
Sheneui Weber, *Executive Director, Economic Development*  
Cheryl Williams, *Custodial Supervisor, Operations*  
Tim Wootton, *Director, District Facilities*

## INTRODUCTION

Long Beach City College is committed to an integrated and ongoing process of planning and review to improve the efficiency and effectiveness of the college, to support evidence-based decision making for the allocation of resources, and to ultimately enhance student learning and increase students' successful completion of their educational outcomes. Planning at Long Beach City College is comprehensive, collaborative, informed by all levels of the institution, and designed to support the effective advancement of its strategic priorities and fulfillment of its mission.

The development of the *2011-2016 Educational Master Plan* began in spring 2010 under the guidance of the College Planning Committee. The Educational Master Plan Oversight Task Force engaged the college and its broader community in a process that collectively identified college-wide strategic goals, documented the measurable or observable outcomes associated with each goal, and set forth the strategies it intends to implement in order to achieve those goals. In addition, the process included a review and revision of the college's mission statement and the articulation of its core values.

The process began with the development of a set of criteria which the new Educational Master Plan needed to meet. Among these criteria was the requirement that both an internal and external environmental scan be conducted to inform the new Master Plan. The environmental scan involved a web-based survey that was administered in fall 2011 and collected input from 2184 respondents, including community members, current and past students, and LBCC faculty and staff. Further community input was received during four community forums, two held at the Liberal Arts Campus (LAC) and two held at the Pacific Coast Campus (PCC) in September 2010. Research utilizing a variety of resources was carried out by the Office of Institutional Effectiveness which resulted in a report on key demographic, educational, policy, economic, workforce, technology and social trends that impact the college's strategic planning.

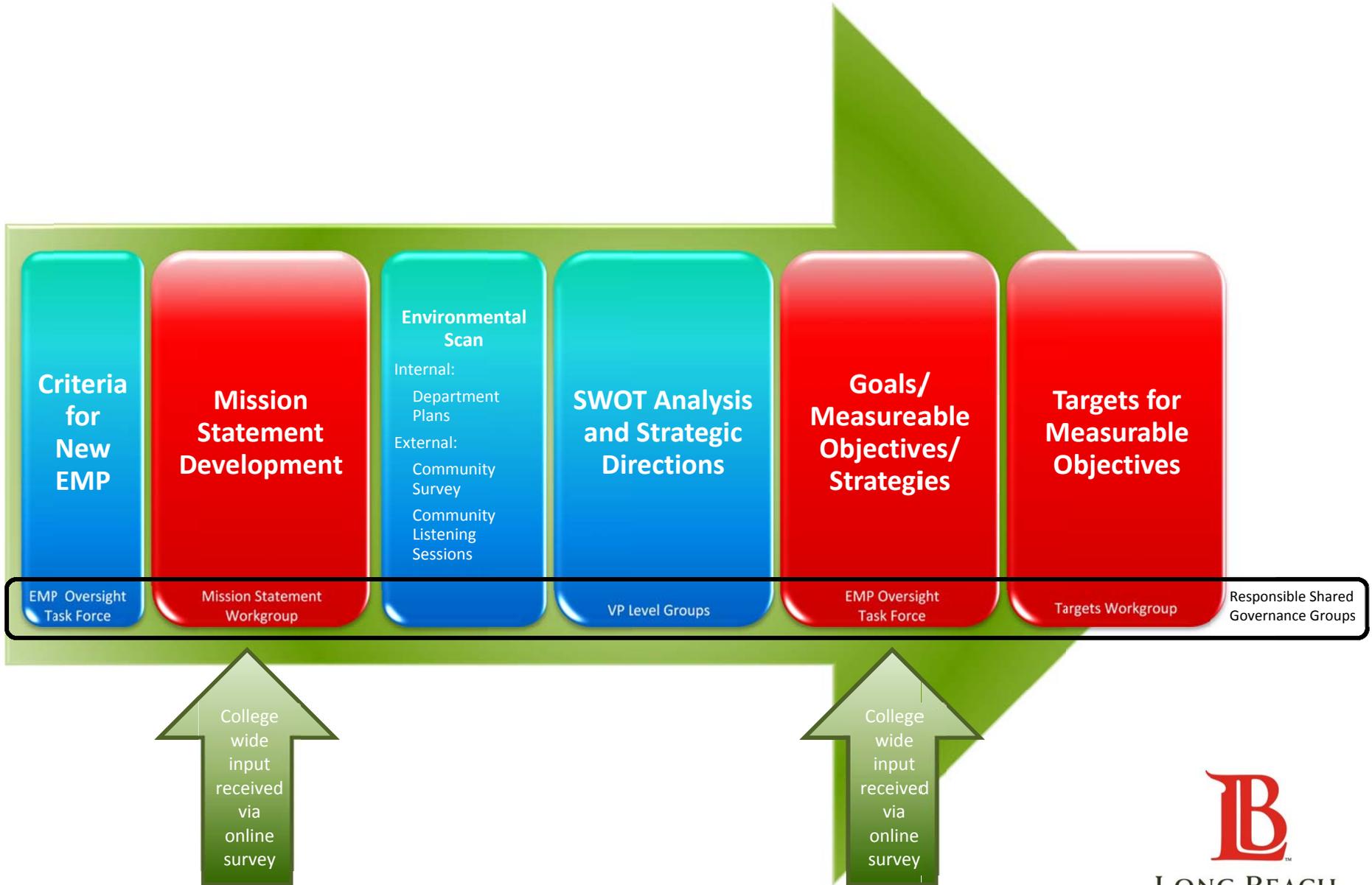
In addition to the external scan, an internal scan was conducted based on plans that were created through the college's planning and review process which was launched in fall 2009. Through this process, plans developed at the department level informed school level plans which ultimately fed into the Vice President-level plans for Academic Affairs, Student Support Services, Economic and Workforce Development, Human Resources, and Administrative Services. The resulting Vice President-level plans and the environmental scan were used to inform an in-depth analysis of the college's strengths, weaknesses, opportunities and threats. This analysis was a key component used to develop the strategic goals of the Educational Master Plan and was carried out by over 60 faculty and staff of the Vice President planning groups.

As part of the 2011-2016 educational master planning process, an update to the *2006 Resource and Facilities Master Plan* was commissioned to Cambridge West Partnership. While the goals of this plan remained unchanged, the objective was to create a long-term vision for meeting academic growth and addressing facility needs at both campuses that extends to the year 2025. This update provides

projections for the total number of sections offered, the average seats per section, Weekly Student Contact Hour (WSCH) per section, the total WSCH, the full-time equivalent students (FTES) and the total lecture and laboratory hours for LAC and PCC. The data is used to plan for sufficient facilities that effectively accommodate projected enrollments, improve the teaching and learning environment, address new program development, integrate technological innovations, and provide adequate and flexible space configuration that support multiple teaching methodologies. The *Long Beach Community College District Facilities Master Plan Update 2025* is included here as an appendix to the *Educational Master Plan*.

As part of the college's efforts to cultivate a culture of evidence-based decision making, measurable objectives were developed for each of the major strategic goals. Where possible, baseline data was collected for the objectives and shared with a working group of faculty, researchers and administration charged to establish reasonable "stretch" targets. Annual progress reports will be provided to the College Planning Committee showing the outcomes of the college's ongoing efforts to meet and exceed the targets established. Based on the regular evaluation of performance data, strategies of the plan will inevitably be adjusted in order to focus college-wide resources on optimally achieving the 5-year goals established under the plan.

# Development of the 2011-16 Educational Master Plan



**LONG BEACH**  
CITY COLLEGE

# DEVELOPMENT SUMMARY OF THE LBCC EDUCATIONAL MASTER PLAN 2011-2016

## Spring 2010:

- College Planning Committee reviewed 2005-10 Educational Master Plan
- Educational Master Plan Oversight Task Force created by the College Planning Committee

## Fall 2010:

- Educational Master Plan Oversight Task Force developed criteria for the Educational Master Plan (*see p. 2*)
- Internal Scan: Department and School-level plans in development
- External Scan: Environmental Scan, Community Survey, Community & Student Forums
- Mission Statement developed by subgroup of the Educational Master Plan Oversight Task Force:
  - solicited input college-wide
  - approved by the College Planning Committee on 1/13/11
  - submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for review regarding substantive change; ACCJC determined that the Mission Statement does not constitute substantive change and that it meets all the requirements in Standard One.

## Spring 2011:

- VP Level group co-chairs trained on goal writing
- Annual planning process (department, school, VP) continues
- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis with VP Level Group members, using Environmental Scan, input from Community survey and forums, and VP Level Goals
- Strategic Issues identified from SWOT Analysis and external and internal scans and submitted to the Educational Master Plan Oversight Task Force
- Draft Goals and Measurable Objectives developed by the Educational Master Plan Oversight Task Force and presented to the College Planning Committee
  - college-wide survey conducted to solicit initial feedback
- Draft Goals and Measurable Objectives revised
- Strategies for each Measurable Objective developed (used some strategies from VP Level Plans)
- College Planning Committee approved Educational Master Plan on 5/19/11 with understanding that targets for Measurable Objectives would be set in Fall 2011 after baseline measures are determined
- College-wide feedback solicited for revised Educational Master Plan including Goals, Measurable Objectives and Strategies

Summer 2011:

- Trend data collected for measurable objectives by Office of Institutional Effectiveness

Fall 2011:

- Work group comprised of faculty appointed by the Academic Senate and research staff from the Office of Institutional Effectiveness reviewed trend data and established targets for measurable objectives
- Targets and revisions to measurable objectives recommended to the Educational Master Plan Oversight Task Force
- Value statements developed by Educational Master Plan Oversight Task Force
- Final revisions made by Educational Master Plan Oversight Task Force
- Reviewed and *approved* by College Planning Committee
- Presented to Board of Trustees

## CRITERIA FOR EDUCATIONAL MASTER PLAN 2011-2016

Plan should do the following:

- Inform key college efforts and initiatives
- Provide for regular reviews and updates during the period covered by Educational Master Plan
- Include reviews that can be used for periodic reporting to internal and external groups on progress toward achieving goals
- Be dynamic to accommodate revisions if necessary
- Establish integration with Program Review and Planning (including outcomes assessment)
- Inform key performance indicators at the institutional level

Plan should include the following:

- Updated Mission Statement
- Internal and External Environmental Scan (planning assumptions are supported by resource documents)
  - Demographics
  - Socio-Economic Trends
  - Educational Trends
  - Workforce Trends
  - Public Policy
  - Technology
  - Enrollment growth projections by program
- Description of development of plan and individuals (by role) who participated
  - Should involve broad participation
- Goals should
  - Be related to student learning and achieving educational and career goals
  - Be related to achieving economic and workforce development goals
  - Be informed by and inform other major college plans (Facilities, Technology, Distance Learning, Student Success, Staff Equity, PCC, Faculty Professional Development)
  - Align with the president's agendas for the College and with the Board of Trustee goals
  - Be limited in number and focus on key initiatives for the next five years
- Measurable or observable objectives for each goal should:
  - Be amenable to quantitative and/or qualitative assessment
  - Include baseline data when available and targets
  - Be supported by a limited number of objectives that realistically may be accomplished in five years

*Approved by the College Planning Committee on September 30, 2010.*

## 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*<sup>\*</sup> – 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%<sup>†</sup> 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<sup>‡</sup> 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.

---

<sup>\*</sup> 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.

<sup>†</sup> 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.

<sup>‡</sup> 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-preparedness<sup>5</sup> 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.

---

<sup>5</sup> 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.*