Educational Master Plan 2010-2015
Goals – WORKING DRAFT

1. PROVIDE SUPPORT TO ENSURE STUDENT RECRUITMENT, RETENTION AND SUCCESS.

1.1. Develop a policy to optimize student opportunity and access linked to the Strategic Enrollment Management plan.

1.2. Continue to institutionalize an emphasis on basic skills education.
   1.2.1. Encourage earlier development of math, writing and reading skills.
   1.2.2. Broaden participation in the Basic Skills Initiative across disciplines.

1.3. Broaden participation in critical areas such as course pre-requisites, assessment and placement, counseling, class climate, and student support.

1.4. Pursue cohesive program planning for incoming students.
   1.4.1. Establish a sophomore-year program for high school recruits.
   1.4.2. Establish a “Writing (& Reading)Across the Curriculum” program.
   1.4.3. Encourage students to develop Educational Plans early in their college careers.

1.5. Enhance student awareness of and participation in financial planning.
   1.5.1. Offer student financial planning workshops.
   1.5.2. Increase the participation of eligible students in Financial Aid.

1.6. Pursue dedicated funding to enhance recruitment and for recruitment staff development.

2. EFFICIENTLY ALLOCATE RESOURCES TO PROVIDE QUALITY PROGRAMS AND COURSES THAT MEET STUDENT NEEDS.

2.1. Continue to analyze and adjust program and course offerings in response to student and community needs.
   2.1.1. Continue to stress accountability (budget, curriculum currency, faculty evaluation, program review and follow-up, etc.) to allow growth in thriving areas and to allow less productive areas to address their issues with the Educational Planning Committee’s and Academic Affairs’s full support.
2.1.1.1. Continue to improve and implement the Program Viability Review process in order to recommend appropriate program and course changes.

2.1.1.2. Update campus staffing plan and faculty hiring plans annually to reflect staffing and faculty needs as prioritized by the Academic Senate and Academic Affairs.

2.1.2. Staff and administrative resources should be planned to correspond to enrollment increases so that there is adequate support for program growth.

2.1.2.1. Consider the hire of a dedicated administrator for community education and contract education.

2.1.2.2. Consider the hire of a dedicated administrator to be directly involved in the Strategic Enrollment Management.

2.1.3. Provide support for a service learning component as part of the student experience.

2.1.3.1. Consider release time for faculty members to foster campus-wide service learning opportunities.

2.1.3.2. Consider joining Campus Compact.

2.2. Continue to analyze and adjust course scheduling practices.

2.2.1. Align scheduling with the Strategic Enrollment Management goals.

2.2.2. Evaluate (and, if desirable, implement) alternative scheduling (e.g., short-term classes, block scheduling, weekend courses, open entry/open exit classes, online and hybrid classes, telecourse, ITV, late start classes).

2.2.3. Continue investigation into campus-wide use of two- and three-year planning grids that will facilitate completion of degree and certificate requirements.

2.2.4. Consider retention strategies when establishing schedules.

2.3. Continue to optimize use of classroom and laboratory space.

2.3.1. Develop and implement a plan to assess and respond to changing technology needs campus-wide.

2.4. Develop a process for the long-term planning of new buildings and programs.

2.4.1. Establish a user-group (with appropriate constituencies) for each building to guide planning.

2.5. Strengthen links between facilities planning and program review.
2.5.1. **Align the Facilities Master Plan with program expansion needs as prioritized by Academic Affairs and the Educational Planning Committee.**

2.5.2. **Support the Facilities Planning Committee’s role in ensuring physical resources are used well.**

   2.5.2.1. Incorporate one representative from each building’s user-group (see 2.4.1.) and one from Council of Instruction into the Facilities Planning Committee membership.

2.6. **Seek alternative revenue resources to support high quality academic programs.**

   2.6.1. Strengthen links between educational planning and the search for alternative funding.

      2.6.1.1. Coordinate the search for funding with Academic Affairs’ funding priorities list.

      2.6.1.2. Coordinate the search for funding with the goals set by the Educational Planning Committee and the Budget Committee.

   2.6.2. Broaden efforts to secure outside funding and additional grants funding.

      2.6.2.1. Consider discipline-specific support in addition to Title V and Workforce grants.

      2.6.2.2. Broaden administrative support for attaining grants that are not Title V or Workforce related (e.g., NIH, NEH, arts grants, research grants, grants that foster academic collaboration between 2 and 4-year campuses, and STEM grants).

3. **ASSESS AND MODIFY EDUCATIONAL PROGRAMS, DISCIPLINES, AND COURSES TO PROMOTE STUDENT LEARNING AND MAINTAIN APPROPRIATE ACADEMIC STANDARDS.**

3.1. **Continue to utilize and improve the Program Review process.**

   3.1.1. Continue and complete the 3-year Program Review cycle.

   3.1.2. Continue to tie program review and recommendations responses to annual unit planning, budgeting, scheduling and other critical areas.

   3.1.3. Modify the reporting mechanism for ease of use by departments.

   3.1.4. Add a section for detailed report of curriculum status.

   3.1.5. Add a process for annual updates on recommendations made at initial program review.

   3.1.6. Review the need for additional data and encourage greater analysis of data in decision-making and planning.

   3.1.7. Include additional data on student success rates and grade distributions so that maintenance of academic standards is a strong focus and a basis for departmental work on teaching effectiveness.
3.1.8. Provide additional data and reporting mechanism so that departments can analyze the impact of incoming math and English skills on retention and student success rate and connect this data to curriculum development and pre-requisites.

3.1.9. Add reporting of collaborative work between departments and area deans regarding degree currency.

3.2. Academic Affairs/EPC to explore opportunities to assess general education as a discreet program.

3.3. Academic Affairs/EPC to explore opportunities to assess the Basic Skills Initiative as a discreet program.

3.4. Continue to assess Student Learning Outcomes (SLOs) at the course level, and proceed with assessment at the discipline, program and institutional level and implement changes as identified.

3.4.1. Complete current program assessment initiative by Fall 2011.

3.4.2. Promote seamless learning outcomes between sequential and other discipline related courses and continue to support ongoing assessment of these within the discipline.

3.4.3. Include discipline-only learning outcomes in the 2011-12 catalogue.

3.4.4. Academic Affairs/EPC to develop timeline cycle for assessment of institutional learning outcomes, beginning with Written and Oral Communication 2010-11. (see 3.2 below)

3.5. Academic Affairs and EPC to assess institutional goal “Written and Oral Communication” 2010-11 and initiate a “Writing Across the Disciplines” project in collaboration with faculty.

3.5.1. Fall 2010 Academic Affairs to work with the SLO Coordinator and EPC to design an all-campus assessment of Written and Oral Communication to take place Spring 2011.

3.5.2. Utilize data gathered from the assessment above to develop a “Writing Across the Disciplines” initiative through Academic Affairs in collaboration with leadership and representation from each department/discipline.

3.5.3. Utilize data gathered from assessment above to guide LRC and Writing Center support of writing within the disciplines.
3.6. All transfer and CTE programs will examine current certificates and degrees to ensure that students have a clear and viable transfer pathway and that programs represent current approaches to disciplines and fields.

3.6.1. Continue to review all degrees for ability to provide students transfer readiness and revise as needed, anticipating SB 1440 changes to be announced by State Chancellor.

3.6.1.1. Address current legislation pointing towards seamless transfer.

3.6.1.2. Seek to provide our students with an admissions edge through informed advising on recommended courses and on preparation beyond the minimum requirements.

3.6.1.3. Pursue greater dialogue with four year campuses regarding new and innovative approaches to degree offerings such as interdisciplinary degrees.

3.6.1.4. Submit all certificates and degrees to Curricunet by July 1, 2011.

3.7. Continue critical curriculum work.

3.7.1. Continue updating course outlines of record.

3.7.2. Promote reflective curriculum work.

3.7.2.1. Institute an annual curriculum retreat for Academic Affairs, chairs, and Senate representatives.

3.7.3. Continue to assess the use of Prerequisites, Corequisites and Advisories.

3.7.3.1. Support the Curriculum Committee’s focus groups in their analysis of key issues outlined in the “Los Angeles Community College District Policy on Prerequisites, Corequisites and Advisories”.

3.7.3.2. Create a sub-committee of EPC to review state and local guidelines, success data, and discipline level student preparation needs and build on recent work regarding the pre-requisite challenge process.

3.8. Assess how we meet the needs of high performing students and foster under-represented groups to transfer and graduate studies.

3.8.1. Promote UCLA Tap Alliance Honors Program and additional honors transfer agreements to qualified students.

3.8.2. Devote additional resources to departmental efforts to establish internships and research opportunities.
3.8.3. Participate in national organizations that foster attainment of graduate work by under-represented students.

3.8.4. Pursue STEM and other grants.

3.9. Institute periodic validity studies of placement test scores through analysis of student success data.

3.9.1. English, ESL and Developmental Communications to develop timetable for collaborations on review of annual placement cut scores.

4. IMPROVE STUDENT SUCCESS IN EARNING CERTIFICATES AND DEGREES, CONTINUING THEIR EDUCATION, SEEKING EMPLOYMENT AND ATTAINING PERSONAL GOALS.

4.1. Increase the percentage of students making the successful transition from basic skills courses to college level courses.

4.1.1. Increase resources dedicated to concurrent enrollment programs, early college programs, and other opportunities for high school students to transition to college.

4.2. Increase the percentage of students earning certificates.

4.2.1. Review all certificates for currency so that certificates represent actual skills needed according to current industry standards and workplace needs.

4.2.2. Ensure that all advisory committees meet regularly and that they serve to enhance student retention and opportunity.

4.2.3. Review all current certificates and submit all certificates for state approval so that low-unit certificates appear on transcripts (they currently do not).

4.2.4. Participate in key regionalization initiatives so that campus opportunities to offer current and relevant certificates is enhanced.

4.3. Increase the percentage of students earning degrees and the variety of degrees earned.

4.3.1. Review all degrees to ensure they offer students the best preparation for transfer, representing current discipline approaches at four year campuses.

4.3.2. Review scaffolding of skill sets in Certificate programs so that they support continued academic work towards a degree.

4.3.3. Review current PACE format and reconfigure to represent current multiple options in delivery method options that were not in place at the time PACE programs were developed. Create new accelerated adult program format that allows for greater access to courses through combination of delivery methods and provides enhanced student support.
4.4. Increase the percentage of students transferring to universities.

   4.4.1. Promote programs offering priority registration (such as honors transfer agreement programs and four-year schools' outreach and retention initiatives) to qualified students.

   4.4.2. Strategic Enrollment Management to lead analysis of what we offer and our target audiences, leading to more effective marketing, strategic growth of new programs, and targeted development of services needed to facilitate success.