Educational and Strategic Master Plan 2020-2023

A Three-Year Plan for Implementing Guided Pathways at LACC

Table of Contents

I. Background

a. College Mission

Los Angeles City College empowers students from the diverse communities it serves to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs.
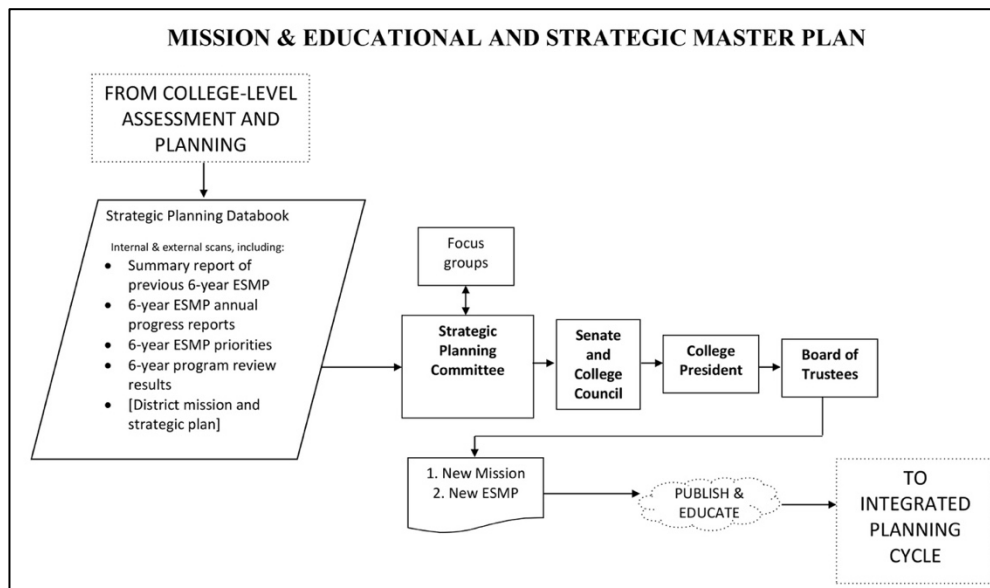
b. The Purpose and Development of the ESMP

The Los Angeles City College Educational and Strategic Master Plan (ESMP) 2020-2023 defines the goals and objectives associated with educational master planning, technology planning, matriculation planning, student equity planning, enrollment management, and other forms of goal setting that have a direct impact on student learning, achievement, and success.

The ESMP aligns with the California Community Colleges and Los Angeles Community College District strategic plans and guides the allocation and use of College resources. Completion of the activities described in the ESMP requires engagement by all College constituencies and participation of all governance committees.

Although the ESMP is for three years, the emphasis of this document is on the first year and the plan will be reviewed annually with additional activities to be defined at the end of each year.

Both college-wide and local unit planning help the campus meet ESMP objectives. The ESMP is developed using the following process (Integrated Planning Handbook, pp.7 and 34):

MISSION & EDUCATIONAL AND STRATEGIC MASTER PLAN

c. Summary of Outcomes from the 2014-2020 ESMP

Starting in 2014, the Strategic Planning Committee (SPC) used a combination of online processes to track implementation of the primary College plans. An online tracking tool allowed for the review, evaluation, and assessment of the ESMP, as well as related accreditation activities. Supporting plans including the Enrollment Management Plan, Marketing Plan, Distance Education Plan, Guided Pathways Plan, Student Equity Plan, and Facilities Master Plan were monitored by an appropriate oversight committee.

Twelve committees and workgroups were assigned to monitor and report on completion of ESMP activities. Outcomes of these planning efforts were documented in committee minutes and annual assessments, and shared with parent committees and posted online. The College Council and Academic Senate engaged in annual summaries that described how recommendations from those committees improved College operations.

In the final year of the ESMP, SPC members were assigned to each committee/workgroup to finalize and close-out each action plan.

	Action plans towards goals, objectives, and strategies	Completed action plans
Goal 1: Access	22	15
Goal 2: Student Success	64	33
Goal 3: Organizational Effectiveness	25	18
Goal 4: Resources	13	5
Total:	124	71

Of the 53 plans that were not completed, 38 were designated as ongoing and are included within the goals of the 2020-2023 ESMP. All objectives associated with the action plans from the 2014-2020 ESMP that are not ongoing are included within the goals of the 2020-2023 ESMP.

A full report of all progress made towards all 2014-2020 ESMP action plans is available on the SPC website.

II. The Framework for the 2020-2023 ESMP

A. The Case for Change: Economic mobility, equity, and social justice

Los Angeles City College (LACC) creates value for its students by helping them achieve their individual potential and increasing their employability. By changing the lives of its students, LACC influences the economy of its service area and Los Angeles County as a whole.

The benefit to students can be calculated in terms of projected annual earnings. The average LACC associate degree graduate from FY 2018-19 will see annual earnings that are $10,400 higher than a person with a high school diploma or equivalent working in California. The impact of LACC can also be calculated in the increase in earnings by a single student over a working lifetime and through the cumulative higher future earnings of all LACC students. LACC improves the lifestyles of its students and the economic base of its communities.

Students recognize the value of higher education, with a majority of students in the United States indicating that they chose higher education because they believe that education will improve their ability to find a good job with good pay and opportunities for career advancement. Education for the sake of economic mobility, however, continues to be more readily available to the wealthiest of Americans, and there is a significant connection between income inequity and access to higher education.

Given the high tuition of four-year schools and the challenges that lower-income students have developing the skills necessary to meet strict college entrance requirements, students with low income levels tend to choose educational options that are the most readily accessible to them, most commonly through the open access, low-cost community college. LACC has over 70% of its students coming from families with incomes in the lowest two quintiles, while the most prestigious colleges in the country have fewer than 10% of its students coming from those households. As an extreme example of how access to higher education favors the wealthy, the most prestigious colleges in the nation accept more students from the top 1% wealthiest Americans than from the bottom 50% combined.

Despite increased educational opportunities and an improved economy having provided significant benefits for all Americans in recent years, the increase in median net worth has not been equally distributed between Hispanic, Black, and White families. As seen in the recent pandemic, people of color also are disproportionately affected by a downturn in the economy.

Opportunities for economic mobility are particularly relevant for the LACC community. Nearly 3 in 10 (28.7%) people and 4 in 10 children (42.7%) in LACC's high enrollment residential areas live below the poverty level, and nearly half of the population lives within 150% of the poverty level. Of the population age 16 years and over who live below the poverty level, 43.5% did not work in the past 12 months, 28.6% worked part-time or part of the year, and only 8.3% worked full-time, year-round. The average per capita income is $24,371, but the percentage of households making less than $25,000 annually is 34%, or 1 in 3 households. The average unemployment rate is near 10%.

Students of color succeed at a lower rate within higher education across the nation. At LACC, the two most significant equity gaps in success rates are with Black/African-American (over 10% lower than the average and over 20% lower than the most successful ethnic group) and Hispanic/Latinx (over 5% lower

than the average and over 15% lower than the most successful ethnic group) students. The lower success rates of Hispanic/Latinx students is especially notable for LACC in that over 50% of the student body identifies as Hispanic/Latinx.

The case for change at Los Angeles City College is thus one of social justice: LACC has a moral obligation to help students enter programs, complete programs, and continue in higher education or enter the workplace. LACC must embrace its pivotal and central role in allowing its local community to reap the benefits of an educated and skilled citizenry. LACC must strengthen its role as a pillar within the community and define itself and guide its actions in support of the noble goals of providing all students with opportunities for a secure economic future that will provide them and their families with a living wage, thereby reducing and ultimately eliminating the inequities that impact our community.

B. The State Expects Us to Move the Needle

Activities documented in the ESMP support moving the needle on our local goals and metrics in support of the CCCCO Vision for Success:
- **Goal 1:** By 2022, increase by 20% the number of students receiving AA degrees, AD-T degrees, and state-approved certificates.
- **Goal 2:** By 2022, increase by 35% the number of students transferring to a UC or CSU.
- **Goal 3:** By 2022, decrease by 10% the average number of units accumulated by students earning associate's degrees over 5 years.
- **Goal 4:** By 2022, increase by 10% the percent of exiting career technical education (CTE) students who report being employed in their field of study over 5 years.
- **Goal 5:** By 2022, reduce equity gaps by 40% within 5 years. Fully close those achievement gaps for good by 2027.

C. Performance/Equity Measures

The college will use a combination of performance/equity measures derived from the institution-set standards and aspirational targets, Vision for Success, and funding formula to gauge the effectiveness of its ESMP activities (see Performance Measures, p.24).

D. Guided Pathways as the Framework for Improvement

The essential practices of Guided Pathways will enable the college to implement and sustain the type of large-scale transformational change required to meet the targets of the CCCCO Vision for Success.

1. Clarify the path. Create clear curricular pathways to employment and further education.
Program relevancy through program review
Clear pathways through programs that can be completed in a timely manner, including: • Major courses in the first semester • Transfer math & English in the first year • Appropriate and contextualized GE courses • Meta-majors to support undecided students • Integrated basic skills Catalog and website

Marketing plan

Alignment of courses and programs with transfer institutions

Dual enrollment (pathways with a purpose)

Pipeline from the college including transfer and a living wage job

2. Enter the path. Help students choose and enter their pathway.

K-12 bridge

Basic Skills

Adult non-credit

Outreach

Placement using multiple measures

Matriculation: application, financial aid, orientation, registration, career exploration, education planning, First Year Experience/College Promise, supporting more students in receiving Pell

Useful technology and operations, including MyPath

Ensure accessibility and utilize assistive technology when needed

3. Stay on the path. Help students stay on their path.

Instructional support including tutoring centers, SI, embedded tutoring

Counseling

Tutoring support

Success teams (meta-major teams and affinity groups)

Mentoring

Contextualized concurrent credit/non-credit courses

Useful technology and operations, including a progress tracking system, student communication system, and early alert

Schedule based on the needs of students and to support completion

Opportunities for working adults and non-traditional students

Second Year Experience

Addressing food insecurities

Addressing insecurities that impact student progress

4. Ensure learning. Ensure that learning is happening with intentional outcomes.

Ensuring alignment of CSLO to PSLOs to ISLOs

Institutional effectiveness integrated planning, program review, academic planning

Professional development

Low-cost textbooks/open education resources

Coop Ed/internships/work experience

Review and address disproportionate impact

II. Year 1 (2020-2021): Goals, Objectives, Oversight, Action Plans, and Measures

GOAL #1: Clarify the path for students. Ensure that programs will help students meet their educational goals.		

Objective 1-1
Ensure quality of programs
	Objective 1-1a
	Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
		Primary oversight of objective
		• Vice President of Academic Affairs
		Oversight committee
		• EPPIC (program review)
		Team/expertise needed to determine and complete action plans
		• Curriculum Committee
		• Student Services
		    ○ MyPath
		    ○ Career Center
		• Onboarding success team
		• Program Mapping/Scheduling
		• CTE
		• Department Chairs
		• ISLOs/PSLOs (program outcomes)
		• Student representative
		
		Possible action plans
		• *Complete Program Mapper project*
		• *Align scheduling & Program Maps (schedule blocks), especially in regards to general education*
		• *Determine program success measures through program review and use the results to increase quality of programs and ensure program viability and completions*
		Performance/equity measures
		• #2, 3, 3a, 3b, 4, 4a, 5, 5a, 6, 12, 13, 14, 14a, 14b, 15, 16, 17

	Objective 1-1b Ensure required math and English courses are appropriately aligned with the student's field of study.	***Primary oversight of objective*** • Vice President of Academic Affairs ***Oversight committee*** • Curriculum Committee ***Team/expertise needed to determine and complete action plans*** • Math and English faculty • Counseling • Curriculum Tech Review

		• Rep from each IDWG • FYE advisory group rep • STEM group • Student representative ***Possible action plans*** • *Consider whether all programs have the most appropriate math course for the specific major* • *Collect and use data on whether success and other metrics may differ by equity group relative to each math/English path.* • *Bring math/English faculty together with each meta major and Institutional Effectiveness (for example, the FYE advisory group)* ***Performance/equity measures*** • #11
Objective 1-2 *Clear communication of programs*	***Objective 1-2a*** Ensure programs are organized and marketed in broad career-focused academic and communities or "meta-majors."	***Primary oversight of objective*** • Vice President of Academic Affairs ***Oversight committee*** • Guided Pathways Congress workgroup ***Team/expertise needed to determine and complete action plans*** • Marketing • Program mapper • MyPath • Website • Success Teams • Counseling • Outreach • Career Center • Student representative ***Possible action plans*** • *Pilot implementation of Success Teams (Meta major teams, affinity groups)* • *Complete Program Mapper project* • *Program-specific marketing materials* ***Performance/equity measures*** • #1, 1a, 1b, 13, 16

| | **Objective 1-2b** Ensure detailed information is provided on the website on the employment and further education opportunities targeted by each program. | ***Primary oversight of objective***
 • Vice President of Academic Affairs
 Oversight committee
 • Guided Pathways Congress workgroup
 Team/expertise needed to determine and complete action plans
 • Articulation
 • Industry advisory
 • Marketing
 • Webmaster
 • Program mapping
 • Career/Transfer Center
 • MyPath
 • CTE
 • Student representative

 Possible action plans
 • *Complete Program Mapper project.*
     o *Add which schools students transfer to within each program and which jobs are available*
 • *Consider cost implications of time to completion or average unit load to finish in 4 semesters*
 • *Website and program pages are easy to navigate and understand for students without prior experience with higher education.*
 • *Access to and use of all information is equitable for all students*
 • *Program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment*

 Performance/equity measures
 • #5, 5a, 6, 7, 14, 14a, 14b, 15 |
| | **Objective 1-2c** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key | ***Primary oversight of objective***
 • Vice President of Academic Affairs
 Oversight committee
 • Guided Pathways Congress workgroup
 Team/expertise needed to determine and complete action plans
 • Department chairs (Reps from each IDWG)
 • Program mapping
 • MyPath
 • Counseling
 • Webmaster |

| | progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website. | • Student Representative

Possible action plans
• *Consider as part of the new College website.*
• *Continue efforts districtwide to implement MyPath. Use data and lessons learned from the program mapping to inform these efforts.*
• *Consider the implications for curriculum development and change; scheduling considerations; transfer and career preparation considerations; counseling considerations; Financial Aid and working-student considerations, etc.*
• *Develop/market skills certificates as milestones towards program completion*
• *Website and program pages are easy to navigate and understand for students without prior experience with higher education.*
• *Financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) are made clear for prospective students*

Performance/equity measures
• #2, 4, 4a, 11, 12, 13, 17 |

GOAL #2: Help students enter the path. Support students in choosing and beginning a program of study.		
Objective 2-1 *Help students choose a program of study*	**Objective 2-1a** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	***Primary oversight of objective*** • Vice President of Student Services ***Oversight committee*** • Guided Pathways Congress workgroup ***Team/expertise needed to determine and complete action plans*** • Success Teams • Counseling • Financial Aid • Career/Transfer Center • CTE • MyPath • Welcome Center • IDWG reps • Student representative ***Possible action plans*** • *MyPath exploration of majors and careers; decide what additional "cards" we want to add; determine where to place noncredit; finalize linkages to student services and instructional department webpages; ensure formatting and information presented on these entry pages is appropriate and student-centered* • *Complete work of the IEPI SEM team* • *Success Teams convene and discuss operational philosophy and structure.* • *Use meta-majors for marketing.* • *Proactive partnerships with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college* • *Dual enrollment opportunities are available to high school students who are deemed "not yet college ready"* • *Evidence that the college is building bridges to high-opportunity college programs for students in adult basic skills programs* ***Performance/equity measures*** • *#3, 3a, 3b, 4, 4a, 5, 5a, 13*
	Objective 2-1b The college works with high schools and other feeders to motivate	***Primary oversight of objective*** • Vice President of Student Services & Vice President of Academic Affairs ***Oversight committee*** • Guided Pathways Congress workgroup

	and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Team/expertise needed to determine and complete action plans* • Outreach/dual enrollment • IDWG reps • Counseling • FYE • CTE • Student • OSS *Possible action plans* • *Develop a strategy and pilot activities which involve instructional faculty in connecting with high school personnel and students for recruitment and preparation purposes. Expand on existing program-specific coordinated curriculum (e.g. AB 288 agreements).* • *Pilot coordinated Dual Enrollment course sequences and "packages." Develop marketing strategy and materials for these more coordinated and intentional DE offerings, which go beyond specific AB 288 agreements and update existing ones.* • *Dual enrollment opportunities are made available to high school students who are deemed "not yet college ready"* *Performance/equity measures* • #1b, 5a
Objective 2-2 *Help students enter a program of study*	*Objective 2-2a* Provide special support to help underprepared students to succeed in the "gateway" courses for the college's major program areas.	*Primary oversight of objective* • Vice President of Academic Affairs *Oversight committee* • Guided Pathways Congress workgroup *Team/expertise needed to determine and complete action plans* • Noncredit • Success Teams • FYE • Counseling • IDWG reps • OSS • Other academic support services • Onboarding success team • Student representative • Writers Block

		Possible action plans • *Consider Intro course to each meta-major.* • *Consider additional use of embedded tutoring.* • *Expand use of Counseling 040 and noncredit.* • *Assessment of which types of programs historically underrepresented and high needs students enroll in and the types of careers they choose* • *Consideration of support for underrepresented students to raise their educational and career expectations while at the same time meeting their more immediate economic needs* • *Disaggregate enrollment, pass rate, and subsequent success data by student characteristics in critical program courses. Review strategies used to improve overall student success in these courses.* • *Scale FYE/LA College Promise pilot activities for all students. Consider a "first year experience for all" and two-year case management and success coaches for all implemented through Success Teams within affinity groups and meta majors.* • *Noncredit supports need greater student participation and to coordinate models currently under investigation/pilot between math and English: promotional campaigns, incentives, structured onboarding.* *Performance/equity measures* • *#4a, 12, 13*
	Objective 2-2b Provide special support to help underprepared students to succeed in math, English, and other "gateway" courses by the end of their first year.	*Primary oversight of objective* • Vice President of Academic Affairs *Oversight committee* • Guided Pathways Congress workgroup *Team/expertise needed to determine and complete action plans* • Math faculty (+ Pi Shop) • Success Teams • FYE • English faculty (+ tutoring program and Writing Center) • Noncredit • IDWG reps • Counseling • Welcome Center • Student representative • OSS *Possible action plans* • *Consider program relevant math support services.* • *Continue reviewing equity impact and how Special Programs can be leveraged to increase participation.* • *Settle on incentives, requirements, nudges, and informational campaigns to increase participation.*

		• *Consider program relevant English support services.* • *Build bridges to high-opportunity college programs for students in adult basic skills programs* ***Performance/equity measures*** • #11
	Objective 2-2c Provide special support to assist students in completing the onboarding process	***Primary oversight of objective*** • Vice President of Student Services ***Oversight committee*** • Guided Pathways Congress workgroup ***Team/expertise needed to determine and complete action plans*** • Noncredit • Onboarding success team • Success Teams • FYE • Counseling • Financial Aid • Admissions & Records • Categoricals including EOP&S, TRIO, Veteran's, UMOJA, Foster Youth • Support services including Genderversity • Student representative • OSS ***Possible action plans*** • *Streamline financial aid process and improve financial literacy of students* • *Align onboarding process* • *Expand concierge services* ***Performance/equity measures*** #1, 1a, 1c, 8, 9, 10

GOAL #3: Keep students on the path. Provide support for students to complete their program of study.		
Objective 3-1 Students are aware of their progress	**Objective 3-1a** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program.	***Primary oversight of objective*** • Vice President of Student Services ***Oversight committee*** • Guided Pathways Congress workgroup ***Team/expertise needed to determine and complete action plans*** • Meta-major teams • Affinity groups (for special programs) • FYE • Counseling • Data coaches • Special programs • CTE • Department chairs (IDWG reps) • Student representative • Admission and Records ***Possible action plans*** • *Develop/market skills certificates as milestones towards program completion* • *Convene Success Team pilot. Finalize Data Coach LFM project and model. Launch FYE-for-all and begin moving General Counseling toward case management.* • *Utilize Degree Audit data (once process is established) and data dashboard (when available).* • *Develop one-page "maps" for students* • *Develop/market skills certificates as milestones towards program completion* • *Degree audit needs to go live and our college needs to both promote it to students and finalize our strategy for optimizing its use.* • *Currently, students may not be utilizing their SEP's, or there may be an equity gap in who is able to access/make use of them, since they are not optimized for the purpose of tracking progress. We need to do a statistical analysis of access and use.* • *Complete program mapper project* • *Review how the institution supports advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs* • *Review how the college ensures that underrepresented students are not disproportionately directed away from competitive, limited access programs* • *Review how the college integrates academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized* ***Performance/equity measures***

		• *#1, 1a, 3, 3a, 3b, 4, 4a, 5, 5a, 11, 12, 13*
Objective 3-2 Students are provided support to stay on track	***Objective 3-2a*** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	***Primary oversight of objective*** • Vice President of Student Services ***Oversight committee*** • Guided Pathways Congress workgroup ***Team/expertise needed to determine and complete action plans*** • Meta-major teams • Affinity groups (for special programs) • Counseling • Reps from all IDWGs • Student representative • OSS • Admissions & Records ***Possible action plans*** • *Develop Early Alert at both the instructional and Student Services and support ends. Our plan is to utilize the Success Teams in both meta majors and affinity groups to field the alerts. Training and selection of processes and responsible parties will be needed.* • *Define a student communication plan to scale College efforts for utilizing alerts to contact students in ways outside of the 90-unit report. Define responsible parties and allocate resources.* • *Review how the college ensures that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion* ***Performance/equity measures*** • *#2, 3, 3a, 3b, 4, 4a, 5, 5a, 17*
	Objective 3-2b Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career	***Primary oversight of objective*** • Vice President of Student Services ***Oversight committee*** • Guided Pathways Congress workgroup ***Team/expertise needed to determine and complete action plans*** • Meta-major teams • Affinity groups (for special programs) • Counseling • Reps from all IDWGs • Career/Transfer Center • Counseling (Ed Plans)

		• "Limited access program" leads • Student representative **Possible action plans** • *Define "limited access program" in terms of unit loads and career opportunities* • *Bring faculty and administrators from those programs to strategize other assistance efforts* • *Direct utilization of Ed Plans; reach out to students who are deemed to be in limited-access programs.* **Performance/equity measures** • #3, 3a, 3b, 5, 5a
	Objective 3-2c The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	**Primary oversight of objective** • Vice President of Academic Affairs **Oversight committee** • Guided Pathways Congress workgroup **Team/expertise needed to determine and complete action plans** • Program mapper • Counseling • Institutional Effectiveness • Scheduling (IDWG Deans) • Student representative • Department Chairs **Possible action plans** • *Consider different types of students (equity): day/eve/online. Consider as part of program mapping 2.0.* • *Scheduling needs to begin coordinating with marketing/outreach efforts to promote "life-friendly" programs, not just life-friendly courses.* • *Scheduling needs to consider the full program including general education, not just the major courses.* • *Discussion about how to best support swirling students or minimize their need to "swirl."* • *Aligning scheduling & Program Maps (schedule blocks)* • *Identify time blocks when courses are offered campus-wide* • *Align course offerings with student education plans* • *Review how the college ensures that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion* **Performance/equity measures** • #1, 1a, 1b, 1c, 3, 3a, 3b, 4, 4a, 5, 5a

GOAL #4: Ensure students are learning. Ensure that programs support learning through intentional outcomes.		
Objective 4-1 Programs are designed to support student success upon leaving the school	**Objective 4-1a** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	**Primary oversight of objective** • Vice President of Academic Affairs **Oversight committee** • EPPIC (program review) **Team/expertise needed to determine and complete action plans** • SLO&A • Curriculum • CTE (including advisory committees) • IDWG reps • Career/Transfer • Articulation • Student representative **Possible action plans** • *Additional training is needed for faculty to rewrite PSLOs and improve alignment with CSLOs to increase relevance and validity of learning outcomes towards student success and associated equity considerations. Improved communication must occur on the alignment of PSLOs/SLOs and how to use outcomes assessments.* • *The reconsideration of PSLOs should occur as part of the next phase of program mapping.* • *The Student Learning Outcomes & Assessment committee will be charged with developing a plan for how to bring this practice to scale.* • *Disaggregate program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps* • *Review how disaggregated data is disseminated and discussed among college staff, with students, and with the outside community* • *The development of Social strengthening skills for out students.* **Performance/equity measures** • #5, 5a, 6, 7, 14, 14a, 14b
	Objective 4-1b Instruction across all programs (especially in program introductory courses) engages students in active and applied	**Primary oversight of objective** • Vice President of Academic Affairs **Oversight committee** • Curriculum **Team/expertise needed to determine and complete action plans** • SLO&A (such as ISLOs)

		learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.	• EPPIC • Curriculum • Professional Development • IDWG reps • Student representative ***Possible action plans*** • *Increased professional development towards active and applied learning, critical thinking, problem solving, and collaboration and communication.* • *Consider the creation of Faculty Learning Communities (FLCs)—using schools like CSU Monterrey Bay as examples—centered around ISLOs: how to teach and assess oral communication, written communication, information competency, ethical values.* • *Consider the creation of a certificate program (local or Districtwide) for active learning pedagogical strategies.* • *Reconsider instruction along with the reconsideration of PSLOs as part of the next phase of program mapping.* • *Foster collaboration among academic departments* ***Performance/equity measures*** • *#2, 17*
	Objective 4-1c Students apply and document the knowledge gained through engagement in a program	***Primary oversight of objective*** • Vice President of Academic Affairs ***Oversight committee*** • Curriculum ***Team/expertise needed to determine and complete action plans*** • Coop Ed • SLO&A • Curriculum • Professional Development • Reps from each IDWG • Study Abroad • Student representative • CTE ***Possible action plans*** • *Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.*	

		• *Help students document their learning for employers and universities through portfolios and other means beyond transcripts.* • *Use results of student engagement survey* • *Collect data on the number of group projects outside of class, service learning, and other experiential learning activities embedded within each of the programs at the College. Begin to use the data to increase opportunities.* • *Faculty training towards increased awareness of the benefits of active and experiential learning opportunities, and practical examples of how to embed these within a program.* • *Consider ways to more directly include Coop Ed in programs* • *Consider ways to expand the inclusion of applied learning in CSLOs and PSLOs. Provide opportunities to rewrite PSLOs to include assessment tasks that more broadly include active and experiential learning.* • *Consider ways to increase study abroad opportunities for students.* • *Additional training for faculty and staff on how the use of portfolios and other means beyond transcripts can benefit the student.* • *Training for students on how to use Canvas (Portfolium) for portfolio creation.* • *Review the approaches of the existing programs that provide portfolio creation services. Consider including in program review. Document best practices towards determining how to bring this practice to scale.* • *Review how the college is ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities* ***Performance/equity measures*** • *#5, 5a, 7, 14, 14a, 14b*
	Objective 4-1d Utilize co-curricular and transformative learning experiences to support student success	***Primary oversight of objective*** • Vice President of Student Services ***Oversight committee*** • Guided pathways (workgroup) ***Team/expertise needed to determine and complete action plans*** • UMOJA • Veterans • Athletics • Students: ASG/Clubs/Leadership Academy ***Possible Action Plans*** • *Assess effectiveness of all student learning experiences and use the results to create targeted professional development.* • *Evaluate student engagement in these support areas* • *Intergrade campus life activities with academic curriculum.* ***Performance/equity measures***

		• #1, 1a, 1b, 1c, 2, 15, 17
Objective 4-2 Learning outcomes assessment occurs and results in meaningful change	*Objective 4-2a* Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.	**Primary oversight of objective** • Vice President of Academic Affairs **Oversight committee** • SLO&A **Team/expertise needed to determine and complete action plans** • SLO&A/Program Review • IDWG Reps from arts and sciences and career/technical programs • Student representative **Possible action plans** • *Faculty/programs assess whether students are mastering learning outcomes and building skills across each program* • *Ensure compliance with assessment cycle in a regular cycle of outcomes assessment.* • *Additional training for faculty on relationship of assignments, CSLOs, PSLOs, and ISLOs* • *Support disciplines to engage in a reflective process of how their programs build student skills* • *Have the SLO&A committee develop a plan for bringing this practice to scale.* • *Use the redesigned program review process to focus on using the results of outcomes assessments.* • *Review evidence that faculty make curricular changes to better align course assignments with program learning outcomes, and that the college supports faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)* • *Provide sufficient opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)* **Performance/equity measures** • #2, 3, 3a, 3b, 4, 4a, 6, 7, 8, 9, 10, 15, 17

GOAL #5: Use resources efficiently. Provide adequate resources to ensure completion of all ESMP goals.	
Objective 5a Human, physical, technological, and financial resources are provided to support strategic planning	*Primary oversight of objective* • Vice President of Administrative Services *Oversight committee* • College Council *Team/expertise needed to determine and complete action plans* • Budget Committee • Work Environment Committee • Facilities Planning Committee • Tech Steering Committee • Strategic Planning Committee (SPC) *Possible action plans* • *Review and evaluate staffing processes to address college priorities.* • *Ensure campus facilities and technology support priorities of student learning and success.* • *Ensure college budget is balanced and achieves maximum efficiency supporting college strategic priorities.* • *Develop and diversify sources of revenue.* • *Initiate and strengthen internal collaborations among campus programs and external partnerships with business and industry, other educational institutions and community groups.* *Performance/equity measures* • #1, 1a, 1b, 1c, 16
Objective 5b Facilities and technology support college functions	*Primary oversight of objective* • Vice President of Administrative Services *Oversight committee* • Facilities Planning *Team/expertise needed to determine and complete action plans* • Work Environment Committee • Facilities Planning Committee • Budget Committee • Tech Steering Committee • Strategic Planning Committee (SPC) *Possible action plans* • *Support completion of ESMP objectives, action plans* • *Meet equity measures*

	• *Efficiency measures* • *Review the fusion index for building maintenance* • *Review the institution standard for replacement of technology* ***Performance/equity measures*** • #1, 1a, 1b, 1c, 16

Performance Measures		1-1a	1-1b	1-2a	1-2b	1-2c	2-1a	2-1b	2-2a	2-2b	2-2c	3-1a	3-2a	3-2b	3-2c	4-1a	4-1b	4-1c	4-1d	4-2a	5a	5b
																				Objective		
1	Full-time equivalent student enrollment [2,3]			x							x	x			x			x			x	x
1a	Credit FTES [2,3]			x							x	x			x			x			x	x
1b	Dual Enrollment FTES [2,3]			x				x							x			x			x	x
1c	Non Credit FTES [2,3]										x				x		x	x			x	x
2	Course completion [3,5]	x				x							x							x		
3	Students Who Earned an Associate Degree (including ADTs) [1,5]	x					x					x	x	x	x					x		
3a	Students Who Earned an ADT [1,5]	x					x					x	x	x	x					x		
3b	Students Who Earned an AA/AS Degree [1,5]	x					x					x	x	x	x					x		
4	Students Who Earned a Chancellor's Office Approved Certificate [1,5]	x				x	x					x	x		x					x		
4a	Certificate > 16 units - student count [2,3]	x				x	x		x			x	x		x					x		
5	Transfer to four-year institution [1,5]	x			x		x					x	x	x	x	x		x				
5a	Transfers to UC/CSU [1,5]	x			x		x	x				x	x	x	x	x		x				
6	Licensure/certification/exam results [4]	x			x											x				x		
7	Job placement/post training [4]				x											x		x		x		
8	AB540 [2,3]										x									x		
9	Promise Grant recipients [2,3]										x									X		
10	Pell Grant recipients [2,3]										x									x		
11	Transfer level math & English in 1st year [2,3,5]		x			x				x		x										
12	CTE, 9+ units [2,3,5]	x				x			x			x										
13	Average Number of Units Accumulated by All Associate Degree Earners [1,5]	x		x		x	x		x			x										
14	Students Who Attained the Living Wage [1,5]	x			x											x		x				
14a	Median Annual Earnings of All Students [1,5]	x			x											x		x				
14b	Exiting CTE Students Who Report Being Employed in Their Field of Study [1,5]	x			x											x		x				
15	Disproportionately Impacted (DI) student groups [1]	x			x													x	x			
16	Efficiency FTES/FTEF [2,3]	X	x																		x	x
17	Retention within term [3]	x				x							x		x		x		x	x		

[1]Vision for Success target   [2]District target   [3]College target   [4]CTE /Strong Workforce target   [5]Student Success target

	Vision for Success/Student Success targets	# in 2016-17	ISS*	Target for 2021-22**	% Change
3	**Students Who Earned an Associate Degree (including ADTs)** ISS is to annually meet the College average of degree completion over five years (*source of data: Datamart*)	878	893	1,054	20% increase
3a	Students Who Earned an ADT	220		297	35% increase
3b	Students Who Earned an AA/AS Degree	536		643	20% increase
4	**Students Who Earned a Chancellor's Office Approved Certificate** (*source of data: Datamart*)	699		839	20% increase
5	**Transfer to Four-year Institution** ISS is to annually meet the College average of transfer over five years (*source of data: Datamart + UC/CSU; base year: 2015-16*)	659	775	890	35% increase
5a	Transfers to UC/CSU (*source of data: Vision for Success metrics*)	995		1,343	35% increase
13	**Average Number of Units Accumulated by All Associate Degree Earners** (*source of data: Vision for Success metrics*)	101		91	10% decrease
14	**Students Who Attained the Living Wage** (*source of data: Vision for Success metrics*)	40%		44%	10% increase
14a	Median Annual Earnings of All Students (*source of data: Vision for Success metrics; base year: 2015-16*)	$25,280		$27,808	10% increase
14b	Exiting CTE Students Who Report Being Employed in Their Field of Study (*source of data: Vision for Success metrics; base year: 2014-15*)	55%		61%	10% increase
15	**Disproportionately Impacted (DI) Student Groups** (*source of data: Vision for Success metrics*)	Indicated in the LACC Local Vision Goals (at NOVA)			

	District/College targets	# in 2018-19	ISS*	Target for 2021-22**	% Change
1	**Full-time equivalent student enrollment** Collaboration between senior staff and District office of finance and accounting based on analysis of trends (*source of data: District; target is based on 2016-17*)	10,830		12,607	16%
1a	Credit FTES (*target is based on 2016-17*)	9,680		11,312	17%
1b	Dual Enrollment FTES	680		680	-
1c	Noncredit FTES (*target is based on 2016-17*)	1,150		1,295	12%
2	**Course completion** ISS is to annually meet the College average of course completion over five years; Target is to be within the top 50% of the state (*source of data: Datamart*)	69.2%	68.4%	71.9%	+2.7%
4a	Certificate > 16 units (student count) ISS is to annually meet the College average of certificate completion over five years (*source of data: Datamart; base year: 2017-18*)	1,018	970	1,222	20% increase (Vision for Success Goal)

6	**Licensure/certification/exam results**	ISS is set with the individual accrediting agency; Target is the average program 3 to 5 year pass rate (*source of data: individual agency*)			
7	**Job placement/post training**	ISS is to annually meet the College average of job placement/post training over five years; (*source of data: Perkins*)			
8	**AB540** Collaboration between senior staff and District office of finance and accounting based on analysis of trends (*source of data: District*)	981		1,138	16% (to align with FTES target)
9	**Promise Grant recipients** Collaboration between senior staff and District office of finance and accounting based on analysis of trends (*source of data: District*)	11,854		13,751	16% (to align with FTES target)
10	**Pell Grant recipients** Collaboration between senior staff and District office of finance and accounting based on analysis of trends (*source of data: District*)	4,555		5,284	16% (to align with FTES target)
11	**Transfer level math & English in 1st year** ISS is to annually meet the 5-year College average completion of math and English; Target is to increase by 35% to meet Vision for Success goal. (*source of data: Vision for Success metrics; base year: 2017-18*)	English + Math: 73 English: 467 Math: 106		English + Math: 99 English: 630 Math: 143	35% increase (Vision for Success Goal)
12	**CTE, 9+ units** Collaboration between senior staff and District office of finance and accounting based on analysis of trends (*source of data: Vision for Success metrics; base year: 2017-18*)	1,595		1,914	20% increase (Vision for Success Goal)
16	**Efficiency FTES/FTEF** Collaboration between senior staff and District office of finance and accounting based on analysis of trends (*source of data: District*)	9,680/675 = 14.3		11,312/675 = 16.8	+2.5
17	**Retention within term** Target is to be within the top 50% of the state (*source of data: District/Datamart*)	84.7%		86.9%	+2.2%

***Institution-set standards (ISS):** The minimum standard is to meet industry-set targets or to reach the five-year College average.

****Aspirational Targets:**
   a. To meet Vision for Success metrics.
   b. Metrics not covered by the Vision for Success: to be within the top 50% of all colleges in the state, based on a five-year average.