ACADEMIC PLAN
2024-2030

Los Angeles City College
May 2024

Contents

1) Introduction

a) Mission Statement

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) History of the College

Established in 1929, Los Angeles City College is one of the oldest community colleges in California. One of nine college campuses of the Los Angeles Community College District, what is now LACC was originally a farm outside of Los Angeles. When the Pacific Electric Interurban Railroad connected downtown Los Angeles and Hollywood in 1909, the area began to develop rapidly. In 1914, the Los Angeles Board of Education moved the California State Normal School, a school to train teachers, from downtown Los Angeles to Vermont Avenue in Hollywood. In 1919, the campus was reopened as the Southern Branch of the University of California, what is today UCLA.

In need of more space, UCLA moved to its present location in 1929, and the Los Angeles Board of Education bought the Vermont site. On September 9, 1929, Los Angeles Junior College opened its doors for the first time with Dr. William H. Snyder serving as the institution's first director. During its first year, the school offered only first semester courses. The "semi-professional courses" were for students who wanted to limit their college education to two years, and the "certificate courses" were for those looking to continue toward university work. There were more than 1,300 students taught by some 54 faculty.

In 1931, the governance of the College changed when the electorate voted to establish a separate Los Angeles Junior College District. In 1938, the Board of Education changed the name of the College to Los Angeles City College.

c) Purpose

The purpose of the Academic Plan 2024-2030 is to describe the long-term planning of each of the individual units at the college with the intent to support the College in achieving its Educational and Strategic Master Plan. This plan is in line with the California's "Vision 2030: A Roadmap for California Community Colleges", LACCD District Strategic Plan. This academic plan should support LACC to be aligned with Vision 2030 goals and outcomes: 1) Equity in Success - ensure the academic and career success of all Californians who are current and prospective California community college students, 2) Equity in Access - broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college, 3) Equity in Support - partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

2) Environmental Scan

Environmental scanning plays a pivotal role in shaping this plan by enabling us to gather, synthesize, and analyze both internal and external factors affecting LACC. By conducting this thorough examination, we can identify and understand the various forces and trends that will impact higher education within the timeframe of this plan.

a) General Overview of the LACC's service area and its Demographics

LACC is located on a site of 48 acres, northwest of downtown Los Angeles, near the 101 Freeway and the southeast edge of Hollywood. It is a richly diverse community in income, cultures, and neighborhood character. LACC is the major educational institution in the region. Its location and size provide an opportunity for it to be a major influence on the region's development.

Facilities

The college facilities include more than a dozen multi-story classroom buildings including a library, twenty-five computer labs, a fitness center, theatre, and TV/film studios. The oldest buildings were constructed in 1935 and the newest building in 2009. Several buildings have undergone major renovations such as: Kinesiology North/South, Da Vinci Hall, MLK Library, Herb Alpert Music Center, and the Student Union buildings to name a few. Upcoming renovations include the Administration building, Theater Arts and Chemistry (Fig. 1).

Building Name	Year Built	Year Renovated	Assignable Sq. Ft.	Classrooms	Class Labs/ Specialized Labs
Administration	1962	Planned	54,346	13	3
Chemistry	2005	2011	24,054	2	15
Child Development Center	2008		19,502	5	6
Communications	1980		33,880	1	13
Da Vinci Hall	1964	2019	39,406	5	13
Franklin Hall	1962	2010	64,847	33	14
Herb Alpert Music Center	1964	2013	33,066	6	7
Holmes Hall	1938	2016	16,867	13	2
Jefferson Hall	1959	2011	30,863	26	3
Kinesiology North	1935		24,891	2	3
Kinesiology South	1959		24,902	1	5
Life Science Hall	1937	2011	13,431	5	2
MLK Jr Library	1935		47,922	0	1
Radiologic Technology	1973		4,132	1	2
Science and Technology	2009		56,675	4	27
Theater Arts	1965	Planned	27,881	0	4
Total			**516,665**	**117**	**12**

Figure 1: LACC Facilities Description, Source: LACC College Fact Book 2022

Demographics

LACC's service area encompasses a significant portion of Central Los Angeles, including vibrant neighborhoods like Hollywood, Koreatown, Little Armenia, and Thai Town, among others. These areas are characterized by diverse and concentrated populations representing various ethnic and linguistic backgrounds. As a result, LACC plays a vital role in serving these communities and addressing their unique educational needs.

As of 2022, the population in LACC's service area has experienced an 8.0% decline since 2017, representing a decrease of 63,510 individuals. Projections indicate that this trend will continue, with an anticipated additional decline of 5.2% between 2022 and 2027, resulting in a further loss of 38,021 residents within the service area.

▼**6.9%**

Population Decline

By 2030, the population in LACC's service area is projected to continue its decline, reaching a total of 668,347 residents, as depicted in Figure 2. The total population decline projected between 2024 and 2030 for LACC's service area is estimated to be 6.9%.
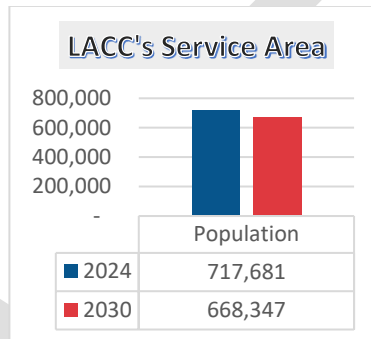
Figure 2: LACC's Service Area Population Projection, 2024-2030, Source: Lightcast

LACC's Service Area	Population
2024	717,681
2030	668,347

Currently, the male population outnumbers the female population in this area, with males exceeding females by 21,744 individuals. However, both genders are expected to experience a decline in population in the coming years. Specifically, compared to 2024, the male population is projected to decrease by 5%, while the female population is expected to decline by 9%.

The age distribution of LACC's service area, as well as its forecast for 2030, is depicted in Fig. 3. The largest segment of the population in LACC's service area falls within the age range of 35 to 54 years old, accounting for 31.5% (225,882 individuals). Following this group, those aged 55 and older make up 27.1% (194,331 individuals) of the total population. Individuals under the age of 20 represent 16.4% (117,741 individuals) of the population, while those between 20 and 24 years old comprise 5.2% (37,642 individuals). Finally, individuals aged 25 to 34 years old make up 19.8% (142,086 individuals) of the total population.
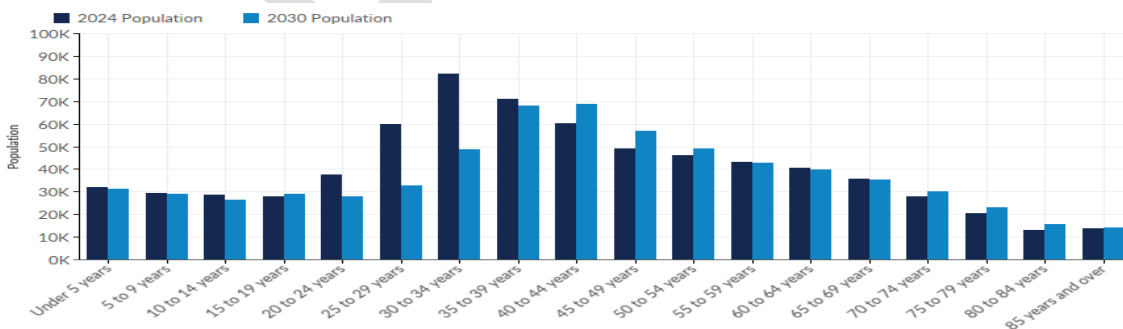
Figure 3: LACC's Service Area Population Projection by Age, 2024-2030, Source: Lightcast

The service area encompassed by LACC reflects a diverse racial composition, as illustrated in Fig. 4. Hispanics constitute the largest ethnic group in this area, comprising 41% of the population. Despite an overall decline in population, Hispanics are projected to remain the largest group in 2030, accounting for 43% of the population. The second-largest ethnic group in this area is White individuals, constituting approximately 31% of the population. However, they are expected to experience the largest decline (11.38%) among all ethnic groups in this area.

Population Projection by Race/Ethnicity

	2024 Population	2030 Population
Hispanic	296,225	285,008
White	223,476	198,043
Asian	139,869	130,117
Black	41,993	38,947
Two or More Races	13,855	14,138
Am. Indian/ Al. Nat.	1,259	1,142
Nat. Haw./ Pac. Is.	1,003	952
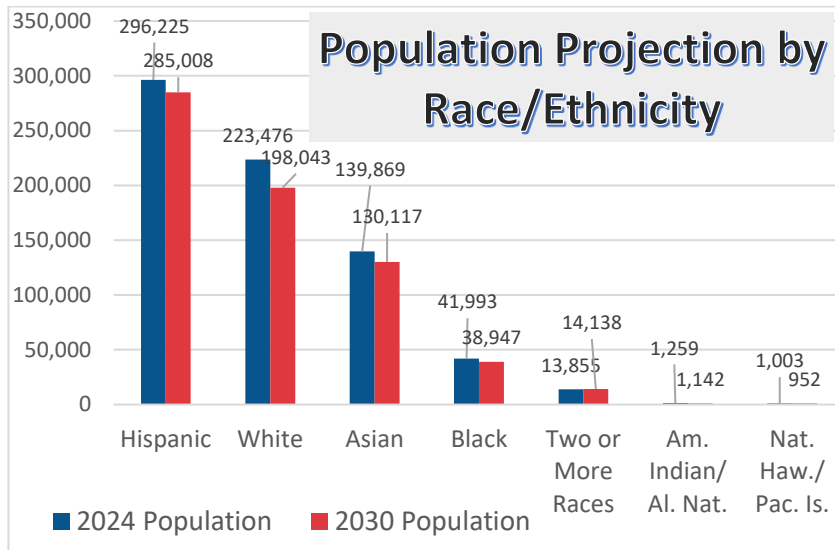
Figure 4: LACC's Service Area Population Projection by Race/Ethnicity, 2024-2030, Source: Lightcast

The sole demographic group exhibiting a positive population trend is the segment identifying with two or more races. Despite their low representation in this area, their numbers are projected to increase by 2%. Conversely, all other ethnic and racial groups are anticipated to experience population declines from 2024 to 2030: Asians by 6.97%, Blacks by 7.25%, and American Indians or Alaskan Natives by 9.32%, and Native Hawaiian or Pacific Islanders by 5.06%. Overall, the population of nearly all ethnic and racial groups in LACC's service area is anticipated to decline.

In LACC's service area, according to 2022 data, 30.7% of individuals aged 25 and older report holding a bachelor's degree as their highest level of education, while 14.5% hold a graduate or professional degree. Additionally, 11.8% of the population have not completed the 9th grade, and 6.5% have completed high school (9th to 12th grade) without obtaining a diploma.

30.7%

Bachelor's Degree Holders

In LACC's service area, high school graduates represent 16% of the population, followed by individuals with some college no degree (15.1%), and those holding associate's degrees at 5.4%.

71.38%

Enrolled in public Institutions

In 2022, 71.38% of the population aged 3 years and over who enrolled in school or post-secondary education institutions attended public educational institutions (schools, colleges, universities), while 28.6% enrolled in private educational institutions. Among those who enrolled in kindergarten through 12th grade, 82.3% attended public schools and 17.7% attended private schools. Furthermore, 75.2% of the population enrolled in public colleges or undergraduate institutions, while only 40% enrolled in public graduate or professional schools.

In LACC's service area, more than half of the population (56%) speak a language other than English at home, while only 44% of the population speaks only English at home. Additionally, 34% of the population speak Spanish at home, and 14% speak Asian and Pacific Islander languages at home.

In the LACC's service area, the native population makes up 55%, which is much lower than in LA County or California. Among the native population, 62% were born in California, 36% were born in other U.S. states, and only 2% were born outside the U.S.

The unemployment rate was 7.4% in 2022, and the median household income was $74,032. Furthermore, 11.28% of the population lives below the poverty level.

b) Scan of Conditions External to LACC

1) Demographic factors

While California remains the nation's most populous state, its population growth has slowed significantly in the 21st century. The pandemic has further exacerbated California's population decline, a trend equally observed in Los Angeles County.

1.8% ▼

Population Decline, California

According to the U.S. Census Bureau, California's total population declined by more than 500,000 between April 2020 and July 2022. Lightcast predictions suggest that California's total population will continue to decline during the period 2024-2030, with an estimated decrease of 1.8%.

Los Angeles County, the nation's most populous county, also experienced a population decline of almost 300,000 between April 2020 and July 2022. The population decline in Los Angeles County is projected to continue in the upcoming period. By 2030, the county is expected to lose around 6.8% of its residents.

6.8% ▼

Population Decline, LA County

The figures below (Fig. 5&6) display population projections for both California and Los Angeles County for the periods 2024 and 2030.

Population Trend, LA County

	LA County
2024	9,507,601
2030	8,858,539

Population Trend, California

	California
2024	38,761,774
2030	38,046,033
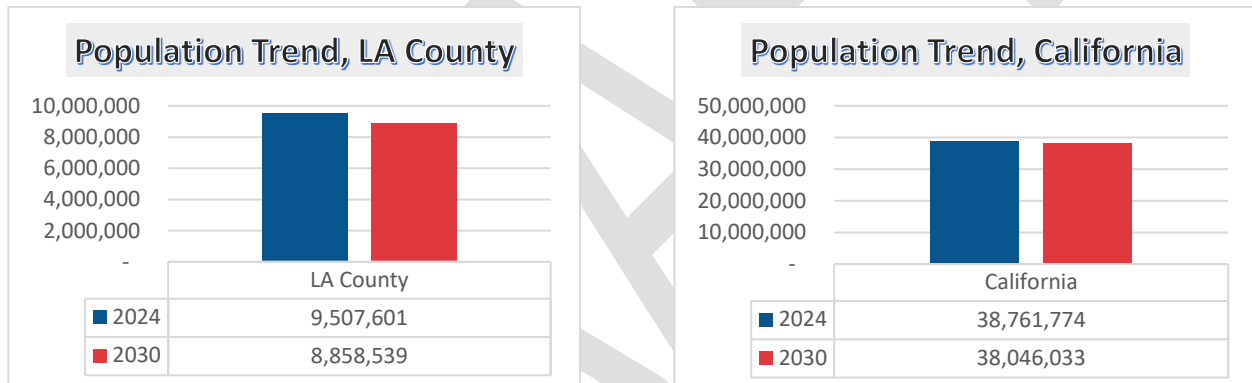
Figure 5: Population Trends for LA County and California, 2024-2030, Source: Lightcast

In both California and Los Angeles County, slightly above 22% of the population aged 25 years and older indicate that their highest level of education is a bachelor's degree (Fig. 6). However, in LACC's service area, as previously mentioned, this percentage is notably higher, comprising 30.7% of the population.

Conversely, the LACC's service area has a much lower share of high school graduates (16%) compared to Los Angeles County or California, where both have 20.5% of the population with high school diplomas. Additionally, 14.4% of individuals in California and 12.9% in Los Angeles County indicate their highest level of education as a graduate or professional degree.
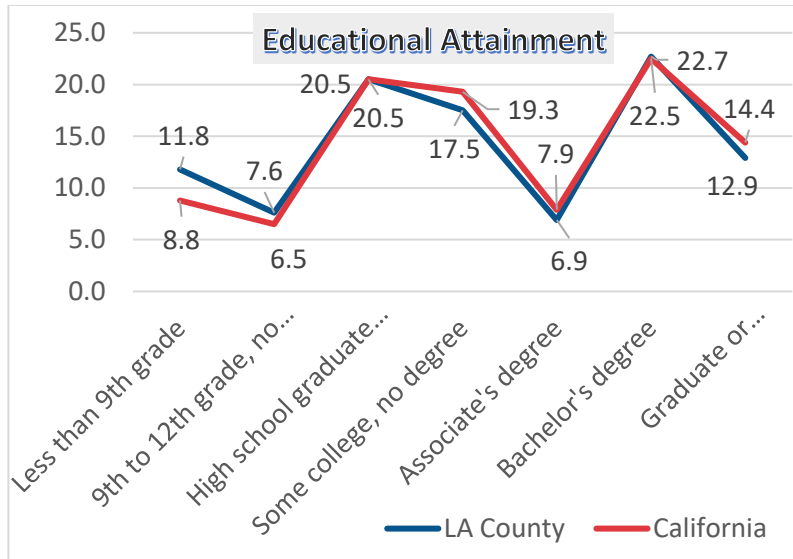
Figure 6:Educational Attainment, LA County and California, 2022, Source: U.S. Census Bureau

In California, 8.8% of the population and in Los Angeles County, 11.8% of the population have not completed the 9th grade. Additionally, 6.5% of individuals have achieved a high school level (9th to 12th) but have no diploma. Furthermore, in California, some college, no degree makes up 19.3% of the population, while in Los Angeles County, it comprises 17.5% of the population.

Similarly, individuals with an associate's degree as their highest level of education represent 7.9% in California and 6.9% in Los Angeles County.

In California, 55.6% of the population speaks only English at home, while 44.4% speak a language other than English. In Los Angeles County, more than half of the population (54.8%) speaks a language other than English at home, while 45.2% speak only English.

Regarding language breakdowns, 28.3% of California's population speaks Spanish, compared to 37.7% in Los Angeles County. Additionally, 10% of individuals in California and 10.6% in Los Angeles County speak Asian and Pacific Island languages.

According to the 2022 U.S. Census data, the majority of California's population is native (73%). Among natives, 78% were born in California, 20% in other U.S. states, and 2% outside the U.S. Similarly, Los Angeles County has a majority native population (67%), with 79% born in California, 19% in other U.S. states, and 2% outside the U.S.

The average household size in Los Angeles County is 2.79, with an average family household size of 3.44. In California, the average household size is slightly higher at 2.82, while the average family size is slightly lower at 3.39.

Enrollment

The number of undergraduate students enrolled in US universities peaked in the 2010–11 academic year at 18.1 million. Subsequently, it began to steadily decline, with a significant drop during the first full academic year of the pandemic. As of autumn 2022, there were just under 15.1 million undergraduate students enrolled, indicating a decrease of approximately 1.23 million students since 2020, representing a 4% decrease.

Public K-12 enrollment plays a crucial role when considering the external environment for LACC. Unfortunately, public K-12 enrollment in both California and Los Angeles County, as well as in the LA Unified School District (LAUSD), the largest contributor of first-time college student enrollment at LACC, is projected to decline in the upcoming period (refer to Fig. 7, 8, 9).

In California, public K-12 enrollment is expected to decline annually by an average of around 28,000 students, equivalent to a 1.15% decrease. Over the period from 2022 to 2030, it is projected that public K-12 enrollment will decrease by a total of 455,048 students, representing a 7.8% decline. This reduction will adversely affect all 116 community colleges located in California.

▼ **7.8%**

Drop in Public K-12 Enrollment in CA

California Public K-12 Enrollment Projections

Values shown: 5,852,544 | 5,810,993 | 5,762,586 | 5,746,479 | 5,650,609 | 5,571,378 | 5,485,431 | 5,397,496

Legend:
- 2022-2023(actual)
- 2023-2024
- 2024-2025
- 2025-2026
- 2026-2027
- 2027-2028
- 2028-2029
- 2029-2030
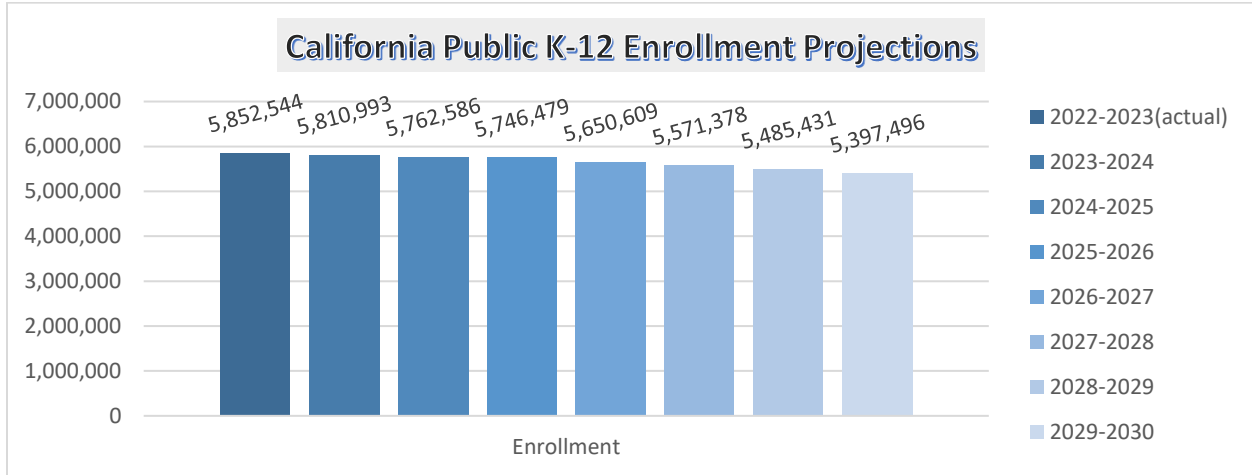
Figure 7: Public K-12 Enrollment Projections, California, Source: California Department of Finance

Los Angeles County, which represents more than 20% of public K-12 enrollments in California, is expected to experience a larger decline in public K-12 enrollment compared to the statewide trend. On average, public K-12 enrollment in the county will decrease annually by around 24,600 students, equivalent to a 1.9% decrease. Over the period from 2022 to 2030, the public K-12 enrollment in Los Angeles County is projected to decrease by 197,148 students, representing a 15% decline. This reduction will have a negative impact on all 21 community colleges located in Los Angeles County.

▼ **15%**

Drop in Public K-12 Enrollment in LA County

LA County Public K-12 Enrollment Projections

Values shown: 1,313,935 | 1,292,806 | 1,271,421 | 1,255,439 | 1,215,146 | 1,182,337 | 1,148,567 | 1,116,787

Legend:
- 2022-2023(actual)
- 2023-2024
- 2024-2025
- 2025-2026
- 2026-2027
- 2027-2028
- 2028-2029
- 2029-2030
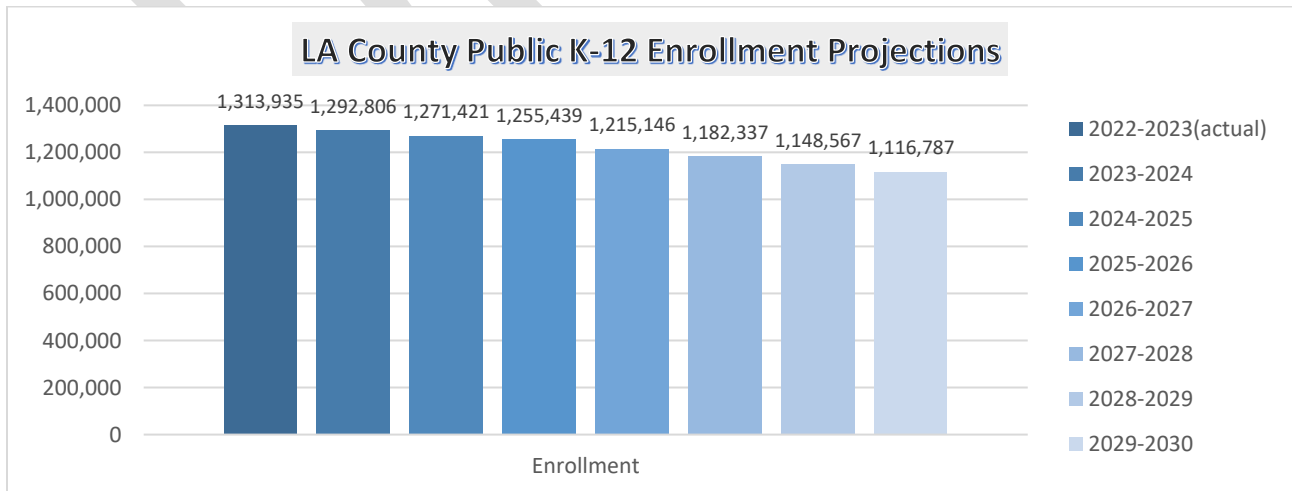
Figure 8: Public K-12 Enrollment Projections, LA County, Source: California Department of Finance

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The majority of LACC's first-time college students come from the LA Unified School District (LAUSD). While the LAUSD will also experience an enrollment decline, it is not expected to be as sharp as that of Los Angeles County or California. Conversely, the LAUSD is projected to experience a small yearly increase after 2027. The average annual enrollment decrease for LAUSD will be 0.5%, with the total enrollment drop between 2022 and 2030 estimated to be 3.6%.

▼ **3.6%**
Drop in LAUSD Enrollment
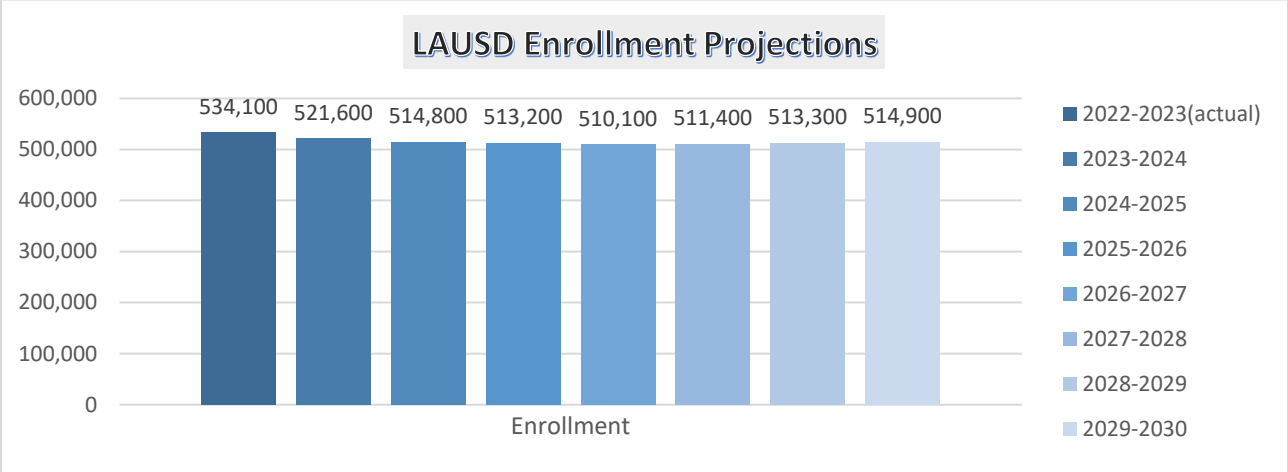
Figure 9: Public K-12 Enrollment Projections, LAUSD, Source: California Department of Finance

2) Technological factors

This academic plan focuses on Artificial Intelligence (AI) in this chapter as it has expanded rapidly in recent years and is expected to advance even further in the upcoming years. The concept of AI has existed for decades, with the term first being used in the 1950s. Progress in AI since the 1950s has been characterized by periodic cycles of breakthroughs and massive investments (referred to as "AI springs") and periods of disappointment and little funding (known as "AI winters"). Many consider the modern "AI Spring" to be the period since the 2010s, viewing the current era as a "Golden Age." A notable area of recent advancement has been in generative AI (GenAI), which involves machine learning (ML) models trained on large volumes of data to generate content. Technological advancements in the underlying models since 2017, coupled with the open availability of these tools to the public in late 2022, have led to their widespread use.

AI is a fast-evolving technology with great potential across all fields. It can enhance worker productivity and organizational efficiency, as well as automate existing jobs. While previous technological advances in automation primarily affected "routine" tasks, AI has the potential to automate "non-routine" tasks as well, posing a risk of disruption to vast new segments of the workforce.

▲250%

AI-related Spending Growth

According to the 2023 AI Index Report conducted by the Stanford Institute for Human-Centered Artificial Intelligence, there has been an increased focus on AI by the U.S. government in recent years. AI-related contract spending by the U.S. government has increased by 2.5 times since 2017. Additionally, in 2022, 10% of all federal AI bills in the United States were passed into law, compared to only 2% in 2021. Similarly, in 2022, 35% of all state-level AI bills were passed into law.

The same report highlights that AI specialization is on the rise. The share of AI-specialized computer science PhD graduates from U.S. universities jumped from 10.2% in 2010 to 19.1% in 2021. A higher share of these graduates tend to work directly in the industry rather than staying in academia. In 2011, 40.9% of new AI-specialized PhD graduates took jobs in industry, while in 2021, this number jumped to 65.4%. Interest in K–12 AI and computer science education is growing in both the United States and the rest of the world. Since 2007, the number of AP computer science exams has increased ninefold. According to the Office of Educational Technology, many of the priorities for improving teaching and learning are currently not being met, creating a gap that AI can help fill. Educators are actively seeking technology-driven solutions to address these priorities in a

19.1%

The share of AI specialized computer science PhD graduates

manner that is safe and efficient. However, they are also concerned about data privacy, security risks, biases, and other potentially harmful impacts associated with AI use. Therefore, there is a pressing need to expand AI possibilities while simultaneously working to mitigate potential risks.

The rise of AI is impacting all sectors and industries, including education. Students are increasingly using popular chatbots to complete their tasks, while educators are incorporating AI tools into their learning environments. According to a survey conducted by BestColleges, 43% of college students have utilized ChatGPT or similar AI applications. While 4 in 10 students believe that using AI undermines the purpose of education, a majority (61%) anticipate that AI tools like ChatGPT will become commonplace. Interest in AI from the public, industry, and government is expected to continue rising in the near future, particularly in light of recent developments

61%

Think AI will become the New Normal

and the widespread use of generative AI. Higher education stands to benefit greatly from the remarkable new capabilities that generative AI offers. College students are increasingly utilizing applications like ChatGPT, raising questions about how learning might be undermined, but also presenting new opportunities to enhance learning. The Vision 2030 document highlights

numerous areas of opportunity for AI, including:

• Increasing adaptive teaching and learning. AI is capable of creating a customized and highly engaging learning experience by adapting to a student's learning process in real time.

• Expanding the ability to provide crucial feedback to learners. AI can greatly increase the quantity of highly germane feedback, expanding opportunities for students to learn and improve their skills.

• Offering innovation and new capabilities to educators and learners. Educators can customize and design additional tools that utilize AI to improve the speed with which they accomplish routine tasks, freeing up time to engage and support their students.

3) Social-Political Factors

Each year, hundreds, and even thousands, of bills are passed by California's legislature, the majority of which are signed by the governor. Among these bills, dozens have a direct impact on California's Community Colleges (Fig. 10).
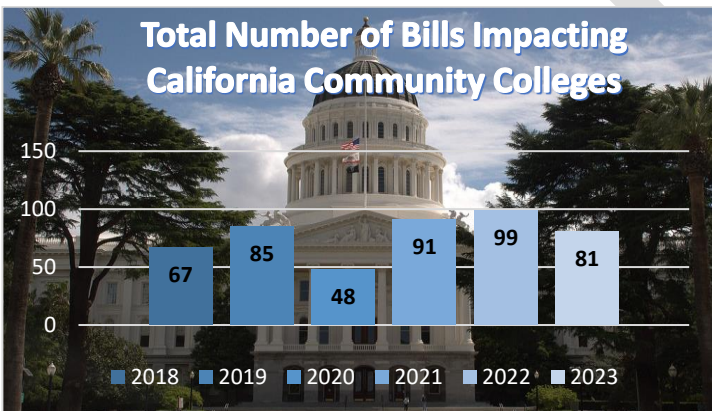
Figure 10: Total Number of Chaptered Bills Impacting California Community Colleges, 2018-2023, Source: California Community Colleges Chancellor's Office

For example, in 2023, the Legislature sent 1,046 Assembly and Senate Bills to Governor Newsom, who signed into law 890 of those. A total of 81 bills pertaining to California Community Colleges were signed. These bills have both direct and indirect effects on the California Community Colleges, students, faculty, staff, as well as impacting state or local agency operations or educational partners, such as UC, CSU, K-12, etc.

In the table below (Fig. 11), there is a list of several important legislations impacting the LACC and District adopted and chaptered during the recent years:

Bill Number (Sponsor)	Title	Purpose	Year Chaptered
AB 789 (Berman)	Student financial aid: Cal Grants: satisfactory academic progress.	The purpose of this bill is to remove financial aid barriers by requiring institutions to adopt flexible satisfactory academic progress (SAP) policies.	2023
AB 1096 (M. Fong)	Educational instruction: language of instruction.	The purpose of this bill is to allow community college students to enroll in courses taught in their non-English native language without being required to concurrently enroll in an English as Second Language (ESL) course.	2023
AB 1705 (Irwin)	Student Success Act of 2012: matriculation: assessment.	The purpose of this bill is to clarify the placement and enrollment practices for students whose major, degree, or educational goal require, or are best supported by, transfer-level courses. This bill makes several clarifying changes and amendments relative to the placement and enrollment of students into transfer-level English and math courses,	2022
AB 2880 (Bonta)	Taxation: credits: College Access Tax Credit.	The purpose of this bill is to continue to provide direct support to students who receive Cal Grants by extending the College Access Tax Credit (CATC) by five years (1 January, 2028).	2022
AB 928 (Berman)	The Student Transfer Achievement Reform Act	Creates a singular, lower-division General Education (GE) pattern for both California State University and University of California transfer admissions. This pattern, called Cal-GETC, will be applicable starting fall 2025, based on which California Community Colleges would no longer offer the current CSU General Education Breadth and Intersegmental General Education Transfer Curriculum patterns.	2021
AB 1111 (Berman)	Postsecondary education: common course numbering system.	This bill would require the California Community Colleges, on or before July 1, 2024, to adopt a common course numbering system for all general education requirement courses and	2021

		transfer pathway courses, and require each community college campus, on or before July 1, 2024, to incorporate common course numbers from the adopted system into its course catalog. The bill would require the common course numbering system to be student facing and ensure that comparable courses across all community colleges have the same course number.	
AB 927 (Medina)	Public postsecondary education: community colleges: statewide baccalaureate degree program.	The purpose of this bill is to allow the expansion of baccalaureate degree programs by extending the operation of the statewide baccalaureate degree pilot program indefinitely and by removing the requirements that the program consist of a maximum of 15 community college district programs.	2021
AB 2884 (Berman)	California State Lottery: revenue allocation.	This bill authorizes school districts and community colleges districts to utilize 50% of any increase in California State Lottery revenues above what was provided in the 1997-1998 fiscal year to offer food and housing assistance to community college students, in addition to the purchase of instructional materials.	2020
AB 356 (Santiago)	Los Angeles Community College District: best value procurement: pilot program.	This bill establishes a pilot program that authorizes the Los Angeles Community College District (LACCD) to utilize a best value procurement process for bid evaluation and selection of public projects over $1 million. Specifically, this bill allows the LACCD to select bidders based on the best value to the district, requires the district to adopt and publish procedures and required guidelines for evaluating the qualifications of bidders to ensure a fair and impartial process, and requires that the newly developed procedures and guidelines are mandatory for the district and conform to this bill.	2019

Figure 11: List of Some Chaptered Bills impacting California Community Colleges, 2018-2023, Source: CCC Chancellor's Office

Budget: From 2018 to 2024, the total budget of LACC increased by 35% (refer to Fig. 12). This rise occurred predominantly within the last three years. The increase in restricted funds significantly outpaced the increase in unrestricted funds. Specifically, the restricted fund amount grew by 72%, from $25,254,784 to $43,482,742 between 2018-2019 and 2023-2024, while the allocation of unrestricted funds grew by 19.7% during the same period.
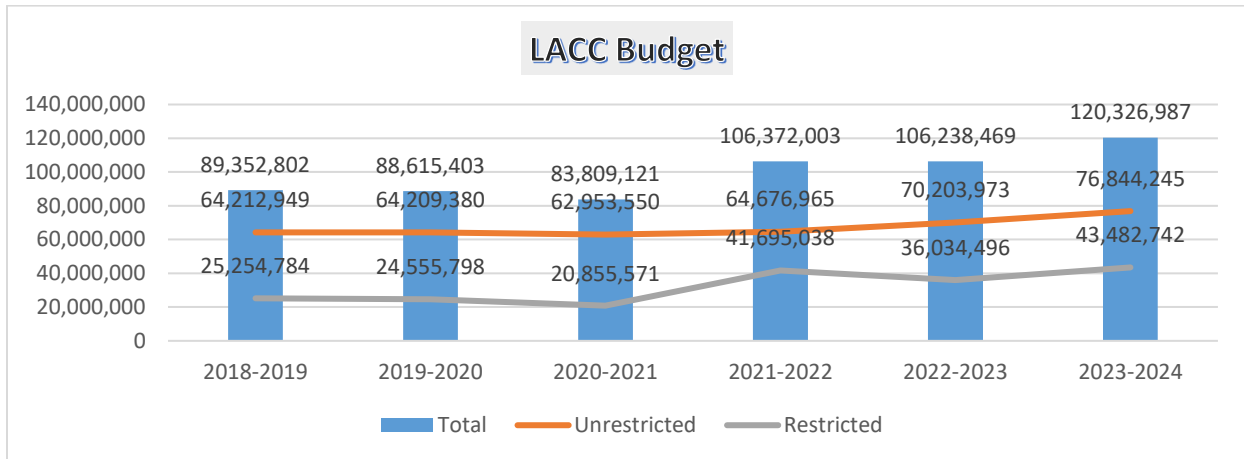
Figure 12: LACC Budget, including Restricted and Unrestricted Funds, 2018-2024, Source: LACCD

In addition to its yearly allocations, LACC will also secure funding from Measure LA bonds aimed at bolstering infrastructure and technology improvement projects. Los Angeles voters overwhelmingly approved Measure LA in November 2022, sanctioning the issuance of a $5.3 billion bond, financed through a new property tax. This bond is dedicated to enhancing infrastructure, technology, and job training facilities across the district. Projects encompass updating buildings, integrating new technology into classrooms, upgrading athletic fields, and improving essential infrastructure such as sewer lines, outdoor lighting, and sidewalks. Another pivotal aspect regarding budget allocation is the Student-Centered Funding Formula, implemented in the 2018–2019 school year. This formula signaled a significant shift in community college funding priorities, embracing a multifaceted approach. It considers not only enrollment levels but also student socioeconomic status (e.g., the number of students receiving federal or state financial aid, the number of undocumented students) and student success outcomes (e.g., degree attainment, transfer to a four-year university). This funding model supplants a previous one predominantly based on district enrollment levels. A three-year "hold harmless" provision was included in the legislation to ease the transition to this new funding model. During this period, a district's funding level could increase but not decrease compared to its level under the previous formula. This "hold harmless" provision has been extended multiple times due to the Covid-19 pandemic and is currently scheduled to expire after the 2024–2025 academic year.

4) Economic Factors

U.S. National level: According to a McKinsey report, the US labor market saw 8.6 million occupational shifts during the pandemic period from 2019 to 2022, marking a 50% increase compared to the preceding three years. The most significant declines were observed in fields such as food services, customer service and sales, office support, and production work. Conversely, notable increases were witnessed in occupations such as health aides, business and legal professionals, and STEM (Science, Technology, Engineering, and Mathematics) professionals.

This transition occurred not only due to changes in employers but also as a result of individuals shifting into entirely different occupations.

8.6M
Occupational Shifts

30%
Automation Potential by 2030

Automation continued to play an important role in changing the demand for various occupations. The nature of work has undergone significant changes due to a shift towards remote or hybrid work patterns, coupled with an increased emphasis by employers on leveraging automation technologies. This trend is expected to reshape the labor market significantly.

Figure 13: Share of Automated time spent on work activities by Occupations, 2030, Source: McKinsey Global Institute

It is projected that up to 30% of hours worked in the US economy could be automated by 2030, a transformation facilitated by the advancements in generative AI (Fig. 13). However, rather than outright eliminating numerous occupations, generative AI has the potential to enhance the work processes of STEM, creative, business, and legal professionals. Consequently, by 2030, it is estimated that around 12 million additional occupational transitions may be required in the US.

Estimated future US job growth and current educational attainment by occupational category
Midpoint automation scenario, with generative AI acceleration

■ Resilient and growing occupations　■ Stalled but rising occupations　■ Hit and declining occupations

Occupational category	Net change in labor demand, 2022–30, %	Share of workers with bachelor's degree or above,[5] 2022, %	Employment, 2022, million
Health professionals	30	77	6.5
Health aides, technicians, and wellness	30	21	11.6
STEM professionals	23	73	7.9
Builders	12	8	7.0
Managers	11	64	9.7
Creatives and arts management	11	66	2.2
Property maintenance	10	9	4.6
Transportation services	9	11	5.6
Mechanical installation and repair	7	10	6.6
Business and legal professionals	7	68	16.0
Community services	7	44	6.8
Education and workforce training	3	75	9.9
Agriculture	2	12	2.1
Production work	−1	10	13.3
Food services	−2	11	13.7
Customer service and sales	−13	22	14.7
Office support	−18	28	20.1

Figure 14: Job Growth in the US., 2022-2030, Source: McKinsey Global Institute

According to McKinsey, the healthcare sector is projected to see the largest job gains in the future, particularly notable given the sector's existing shortage of 1.9 million unfilled job openings as of April 2023. The demand for roles such as health aides, health technicians, and wellness workers is expected to reach 3.5 million nationally, with an additional 2 million openings for healthcare professionals. Furthermore, there is anticipated to be a 23% increase in demand for STEM occupations by 2030. Additionally, industries such as banking, insurance, and pharmaceuticals are undergoing digitalization trends, leading to a heightened demand for tech workers with advanced skills.

**LA County level:**　In LA County, as of 2022, the majority of jobs are found in the Sales and Related Occupations Industry Sector (11%), followed by the Office and Administrative Support Occupations sector (10.7%), Transportation and Material Moving Occupations (8.3%), Management Occupations (8%), Business and Financial Operations Occupations (7.5%), and Healthcare Support Occupations (6.7%). Over the period from 2017 to 2027, job growth in all industries in LA County is projected to reach 10.8%. Among the occupations expected to experience the largest growth are Astronomers (100%, albeit with a limited number of astronomers), Career/Technical Education Teachers (39%), Metal and Plastic Patternmakers (33%), Couriers and Messengers (33%), Medical Dosimetrists (30%), Nurse Practitioners (26%), Veterinary Technologists and Technicians (24%), and Physical Therapist Assistants (24%).

In 2023, the most demanded occupations in LA County included Registered Nurses, Wholesale and Manufacturing Sales Representatives (Except Technical and Scientific Products), Software Developers, Retail Salespersons, Managers, Computer Occupations, and Secretaries and Administrative Assistants.

From 2017 to 2022, jobs in the LACC's Service Area increased by 0.8% (from 443,043 to 446,457). However, this growth rate fell short by 3% compared to the national growth rate of

3.8%. The top three industries in 2022 in LACC's service area were Restaurants and Other Eating Places, Individual and Family Services, and General Medical and Surgical Hospitals.

Top Industry
Health Care and Social Assistance

LACC's Service Area level: In LACC's service area, there are three industries that are particularly competitive. Those industries include Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, (Fig. 15).

Most Competitive Industries in LACC's Service Areas	Health Care and Social Assistance
	Retail Trade
	Accommodation and Food Services

Figure 15: Most Competitive Industries in LACC's Service Area, 2024-2030, Source: Lightcast

Fastest Growing Industries in LACC's Service Area	Health Care and Social Assistance
	Real Estate and Rental Leasing
	Transportation and Warehousing
	Professional, Scientific, and Technical Services
	Accommodation and Food Services
	Finance and Insurance
	Information
	Education Services
	Retail Trade

Figure 16: Fastest Growing and Most Competitive Industries in LACC's Service Area, 2024-2030, Source: Lightcast

The 10 fastest growing industries in LACC's service area for the period 2024-2030 are projected to be Health and Social Assistance, Real Estate and Rental Leasing, Transportation and Warehousing, Professional, Scientific and Technical Services, Accommodation and Food Services, Finance and Insurance, Information, Education Services, Retail Trade.

Fastest Growing Occupation
Software and Web Developers, Programmers, and Testers

The concept of the fastest-growing occupation used in this plan refers to the occupation that experiences the largest increase in the number of jobs in absolute terms.

Fastest Growing Occupations in LACC's Service Area (requiring Associate degree)	Software and Web Developers, Programmers, and Testers
	Therapists
	Broadcast, Sound, and Lighting Technicians
	Preschool and Kindergarten Teachers
	Paralegals and Legal Assistants
	Health Practitioner Support Technologists and Technicians
	Miscellaneous Diagnosing or Treating Technicians
	Computer Support Specialists
	Diagnostic Related Technologists and Technicians
	Physical Therapist Assistants and Aides

Figure 17: Top 10 Fastest Growing Occupations in LACC's Service Area, 2024-2030, Source: Lightcast

For the period between 2024 and 2030, the fastest-growing occupation requiring an associate degree in LACC's service area is Software and Web Developers, Programmers, and Testers. This occupation is also considered to be the largest occupation and the highest-paying occupation in this area, with a median hourly earnings of $57.83 in 2022. Following closely are Therapists, Broadcast, Sound, and Lighting Technicians Preschool and Kindergarten Teachers, Paralegals and Legal Assistants, Health Practitioner Support Technologists and Technicians, Miscellaneous Healthcare Diagnosing or Treating Practitioners, Computer Support Specialists, Diagnostic Related Technologists and Technicians, Physical Therapist Assistants and Aides.

Most Competative Occupations in LACC's Service Areas (requiring Associate degree)	Paralegals and Legal Assistants
	Preschool and Kindergarten Teachers
	Occupational Therapy Assistants and Aides
	Embalmers and Crematory Operators
	Morticians, Undertakers, and Funeral Arrangers
	Forest and Conservation Technicians
	Environmental Science and Geoscience Technicians
	Nuclear Technicians
	Desktop Publishers
	Chemical Technicians

Figure 18: Most Competitive Occupations in LACC's Service Area, 2024-2030, Source: Lightcast

Most Competitive Occupation
Paralegals and Legal Assistants

The most competitive occupation requiring an associate degree in LACC's service area is that of Paralegal and Legal Assistant. The competitive effect indicates how much of the job change within a given region is the result of some unique competitive advantage of the region.

The second on the list of most competitive occupations requiring an associate degree are Preschool and Kindergarten Teachers, followed by Occupational Therapy Assistants and Aides, Embalmers and Crematory Operators, Morticians, Undertakers, and Funeral Arrangers, Forest and Conservation Technicians, Environmental Science and Geoscience Technicians, Nuclear Technicians, Desktop Publishers, Chemical Technicians.

d) **Scan of Conditions Internal to LACC**

▼17%

Drop in Enrollment

The LACC experienced a decline in enrollments between 2018 and 2023.

The average annual enrollment number was 74,665 for that period, with an average annual unduplicated headcount of 24,565.
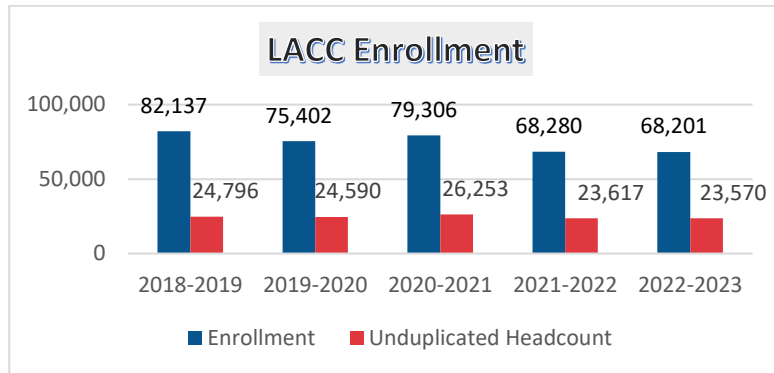
Figure 19: LACC Enrollment and Unduplicated Headcount, 2018-2023, Source: LACC

The unduplicated headcount also decreased during the same period, including the unduplicated headcount for the fall semester only. The unduplicated headcount in the 2018-2019 academic year was 24,796, and by the 2022-2023 academic year, it had decreased by 1,226. The five-year average annual unduplicated headcount was 24,565.

The unduplicated headcount for the fall semester decreased from 15,259 in the 2018-2019 academic year to 13,145 in the 2022-2023 academic year. This decrease represents a 13.9% decline. The average annual unduplicated headcount for the fall semester was 14,229. The share of unduplicated headcounts for the fall semester accounts for more than half (58%) of the total annual unduplicated headcounts.

58%

Share of Unduplicated Headcounts for Fall

The total number of awards granted by LACC increased between 2018 and 2023. In the 2018-2019 academic year, there were 3,284 awards, followed by 3,458 in 2019-2020, 3,854 in 2020-2021, 3,804 in 2021-2022, and 3,965 in 2022-2023. On average, there were 3,673 awards annually during this period. This represents an increase of 681 awards or 20.7% over the five-year period.

Regarding associate degrees specifically, including associate degrees for transfer, there were 1,258 awarded in the 2018-2019 academic year, 1,253 in 2019-2020, 1,642 in 2020-2021, 1,674 in 2021-2022, and 1,728 in 2022-2023. On average, there were 1,511 associate degrees awarded annually. Below is a graphical representation illustrating the total number of awards over the last five academic years.
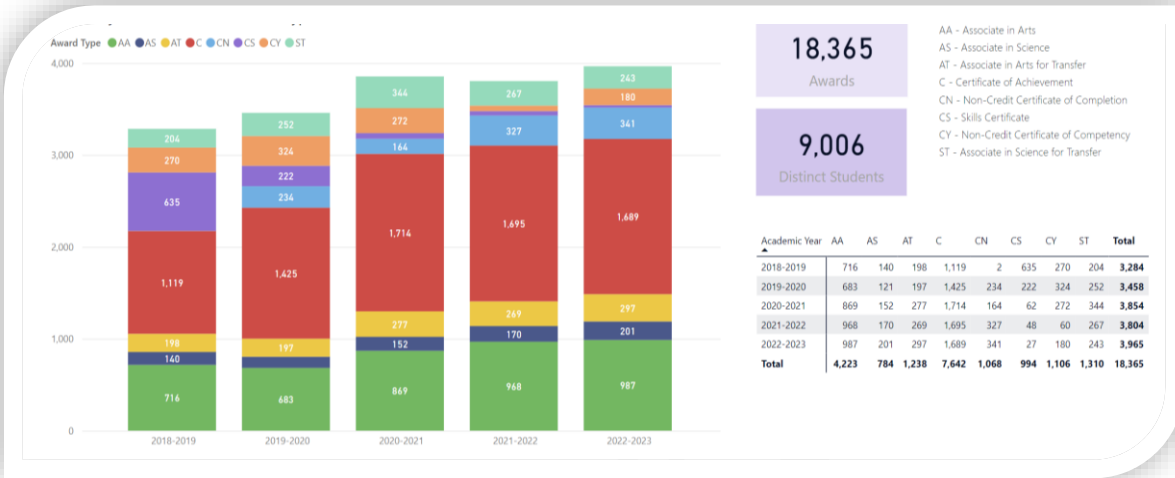
Figure 20: : LACC Awards, 2018-2023, Source: LACC

The LACC observed a decline in fall-to-spring and fall-to-fall persistence rates. The fall-to-spring persistence rate was 72% in the 2018-2019 academic year, but it dropped to 64% in 2022-2023. The five-year average annual fall-to-spring persistence rate was 68%. Similarly, fall-to-fall persistence worsened over time. In the 2018-2019 academic year, the fall-to-fall persistence rate was 58%, which decreased to 46% in the 2021-2022 academic year. The average fall-to-fall persistence rate over the five-year period was 41%.

68%
Fall to Spring Persistence
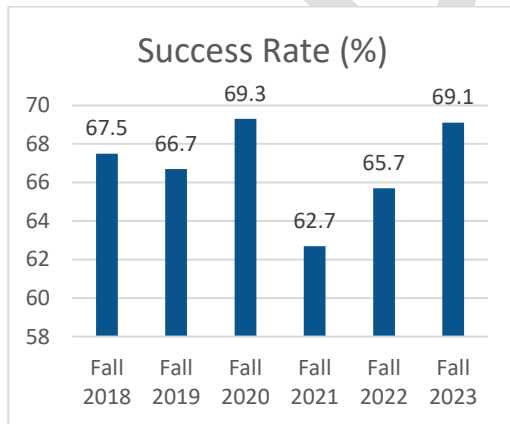
Figure 21: LACC Success Rate, Fall 2018-Fall 2023, Source: LACC

From 2018 to 2023, LACC's average success rate stood at 66.8%. However, this success rate was not consistent, experiencing fluctuations over the years. The sharpest decline was observed during the pandemic in Fall 2021, marking the lowest success rate among the nine colleges in the District.

Despite this setback, LACC steadily improved its success rate over the recent three years. With a 69.1% success rate, LACC nearly reached the fall 2020 success rate level of 69.3% and improved its position within the district, securing the third place.

3) Institutional Effectiveness

The Institutional Effectiveness at LACC is upheld through the provision of data and analysis to facilitate decision-making and planning across all levels of the college, to fulfill external reporting mandates, and to provide the college community and the public with information about LACC students and their outcomes. The aim is to produce accurate and timely information that contributes to the pursuit of the college's mission of excellence in teaching, and student services.

LACC has established institution-set standards of performance regarding student achievement and student learning. These standards are directly linked to the Educational Master Plan (ESMP) and are aligned to LACC's mission. Here are the six areas where standards have been approved:

1. *Course completion (rate)*: Three year minimum
2. *Associate degrees (award numbers, including ADT's)*: Three-year minimum
3. *Chancellor-approved credit certificates (award numbers):* Three-year minimum
4. *Transfers to four-year institutions (number of transfers):* Three-year minimum
5. *Job placement (rate):* Three-year minimum
6. *Licensure/certification (exam passing rate):* Program Accreditation.

The LACC has consistently met standards for the majority of these components in recent years, with only a few specific programs falling slightly behind in terms of job placement and licensure/certification rates.

The LACC has also set aspirational goals in these areas, and while there has been some tangible progress, full realization of all objectives remains outstanding. Nonetheless, LACC is dedicated to striving for excellence in every field.

	2021-2022	*Institution-Set Standard*	*Aspirational Goal*
Course completion rate	67%	67%	75%
Number of associate degrees	1,674	1,253	1,674
Number of Chancellor-approved certificates	1,695	1,425	1,714
Number of transfers to four-year institutions	813	813	901

5) Key Strategic Priorities

This plan prioritizes "Vision 2030: A Roadmap for California Community Colleges" by placing it at the top of the strategic hierarchy. The Vision 2030 is a collaborative action plan that provides focus, equity, and direction to California's community colleges. Vision 2030 aims to pursue transformational change through three goals: equity in success, equity in access and equity in support. To achieve those goals Vision 2030 established 12 actions described in three strategic directions: Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and Generative AI and the Future of Learning. These directions are essential for this academic plan.

This plan also aligns with the LACCD strategic plan, which focuses on access to educational opportunities, premier learning environments, student success and equity, organizational effectiveness, and fiscal integrity.

The LACC's Educational and Strategic Master Plan (ESMP) 2023-2026 serves as the top-level local strategic document for this academic plan. It outlines overarching goals and directions essential for this plan.

Moreover, this plan clarifies resource requirements while consolidating staffing, technology, facilities, and funding needs. It serves as a foundational document to guide the development of strategic resource planning documents.

6) Programs and Services
a) Academic Affairs
1) Athletics
i. *Introduction*

The Athletics department provides a pathway for students to achieve an AA, Transfer to a University or a Certificate in any discipline on campus as our student-athletes are required to take and pass a minimum of 12 units every semester in order to remain eligible. On top of the strict 3C2A, we as a department recruit the student-athletes to campus with the goal that they transfer to a university.

Our first year back with Athletics was 2021. We started in 2021 with two sports, Women's Soccer and Men's Soccer, then in 2023-24 we added Women's Volleyball and Men's Basketball. We have done a great job implementing the new sports and the infrastructure required to run the programs. All the coaches on the staff have been part-time coaches, which presents a big challenge. These coaches have other full-time jobs that takes a lot of time away from them in regard to being the best mentor for our student-athletes. Time helps create a culture and the culture could be better with full-time coaches.

We had to make a coaching change in our Women's Soccer program due to the lack of numbers (Student-Athletes) in Spring 2023. The new coach has the program heading in the right direction.

We are at a point now where we will be able to recruit a higher-level student-athlete that will make our numbers increase in the following years (units completed, GPA, AA degrees, certificates, and transfers).

Counseling has been a big problem since we brought sports back. We have had a lot counseling changes over the 3 years which leads to inconsistency. We feel the success and class selection has been compromised due to the constant change. We just made a change in Spring 2024 which we feel is going well. The current counselors are doing a great job learning about what it takes to be a counselor for Athletics. It is not the same as general counseling.

The Athletic Field has been in terrible shape since we returned soccer. The playing surface and the idea that the athletic field is a community park has cost our coaches several Student-Athletes and valuable time. Our coaches are the ones who constantly have to ask people to leave the facility during class time and games. They are not hired to do that, and we need Administration's support with this. Our fear is that something very bad will happen to one or some of our Student-Athletes due to the unsafe and unpatrolled facility. Our teams practice and play in the evening.

The Athletic Field needs to be secured and the general population has to be informed this is not an open facility. From the confrontations asking people to leave the athletic field to various forms of misconduct and vandalism it is hard to go a day without one of these things occurring and impacting our programs.

We are in the works for a new playing surface that will be ready in Spring 2025. We also hope that Administration will be able to create a safe and protected environment on the Athletic Field.

The Kinesiology North Gym was resurfaced and created a great playing surface for our Women's Volleyball Team and Men's Basketball Team.

The Kinesiology South Gym needs the floor to be resurfaced. New lines to meet the regulations and a proper playing surface.

The ability to have access to the Kinesiology North Gym on the weekends will help us with scheduling games, practices, clinics, and camps. These will help out current Student-Athletes and create a great environment for future Student-Athletes. Human Resources has been great. Athletics always has high academic numbers compared to the regular student population due to the nature of the athletic eligibility rules. We are behind from where we want to be due to starting the programs from nothing and needing numbers (Student-Athletes). We are past that now and the expectations are for our Student-Athletes to raise the bar each year in terms of academics and on field performance.

Counseling has also been an issue with the numbers being low, but we think we have sorted that issue out with the changes made in Spring 2024.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Our demographics will remain consistent until more sports are added. Enrollment will stay consistent with four sports: 80 will be the average, but that number could move a little higher. Men's Soccer will Average 30 rostered Student-Athletes. Women's Soccer will average 23 rostered Student-Athletes. Women's Volleyball will average 15-18 rostered Student-Athletes. Men's Basketball will average 15-18 rostered Student-Athletes. During the off-season the sports will have more than the average. These will be prospective Student-Athletes that may not make the actual roster.
Curriculum in response to student, transfer and/or community/industry/ business demands	Athletics has the 3C2A and LACCD guidelines to follow in regard to curriculum. Our Student-Athletes can only practice if they are in an Athletic class. Each sport has separate class for the Student-Athletes. We are creating a few certificates (Coaching and Athletic Training) that will help our Student-Athletes gain knowledge and Interest in fields related to Athletics.
Teaching methodologies & AI	There is a lot of analytics in athletics now. We are behind in this area due to the cost of the systems, but we will follow the trends and move when we are able to. We would love to have the resources and time to have our coaches go to as many conferences/ events as possible to improve their knowledge. This is also something that we will keep our eye on.
Cross departmental/unit initiatives	We have worked with Cinema and Music to enhance our gameday programs and plan to continue in the future.

New partnerships with the community, business and/or industry and educational institutions	This is an area that we need to work on and to do that we need more staffing. The current staffing does not provide enough hours to do an efficient job in this area. Athletics and Community are very important, and we hope to have better engagement with the community in the future.
Ensure accessibility	We will always do our best to ensure we are doing everything to make our programs accessible to everyone.

iii. *Summary of resources needed to implement the above developments*

Staffing	Athletic Secretary. A part-time Sports Information Director (SID) to run and maintain the website (Currently being done by the Athletic Director). Security Presence at each home Game.
Technology	Updated analytic equipment for each sport. Keep the laptops the coaches have up to date.
Facilities	New Athletic Field Playing Surface. Safe and Secure Athletic Field. Resurface the Kinesiology South Gym.
Funding, including other revenue streams	We have had 3 great years with meals being provided to our Student-Athletes on Gamedays from other funding sources on-campus. The funding source for these meals has shifted of the 3 years and we are very appreciative of the meals and would like to continue. It would be great if we could have this funding source each year.

2) Break It to Make It
   i. *Introduction*

The Break It to Make It program provides counseling, financial support, and information about and access to college and external resources for the vulnerable population of formerly incarcerated students. One unique feature of LACC's program, which has grown out of the founding counselor's commitment to these students, is to raise all our students' ambitions to include transfer and the pursuit of bachelor's and graduate degrees.

Break It did not participate in the 2018-24 Academic Plan because state support for these students had not been institutionalized in state legislature at that time. However, here are some of the major achievements of the program, which did receive funding from two state grants, during that time period:

-outreach efforts to recruit students through Homeboy Industries, local re-entry homes, visits to jails/prisons, and participation in college enrollment events

-a $150 voucher for use in the bookstore each semester for each participating student

-extensive networking with other on-campus support programs (EOPS, OSS, etc.) to maximize the support each of our students can receive from the college

-monthly meetings for our students during which we bring in speakers from the campus (such as financial aid, OSS, EOPS, and various academic departments) as well as external speakers from the local universities, particularly UCs' Underground Scholars and CSUs' Project Rebound, which also support formerly incarcerated students

-visits to 1 – 2 universities per semester, including UCLA, UC Riverside, UC Irvine, CSUN, Cal State LA, and Cal State Long Beach

-the creation of the Break It to Make It Center in Holmes Hall, which allows space for our students to have immediate access to our counselors, to use computers in the Center, and to relax.

-the initiation of a scholarship fund by one of the Foundation donors, which will be awarded for the first time this Spring.

One challenge that we encountered this year was an increase in tension among some of our students. We think this was partially due to the students spending more time in close proximity with each other, which can exacerbate some personality differences, and partially due to our failure to recognize that we needed to proactively work with students to address such issues as conflict resolution and successful communication strategies. We met with one of the psychology professors to discuss this, we gathered some information about the students' needs, and we held an initial workshop to address some of these challenges. We hope to continue to expand this type of support in future semesters.

The most significant change in the legislation, which positively impacted the program and the students, was the creation of the "Rising Scholars Program" funding at the state level, which supports incarcerated and formerly incarcerated students. While this has not yet been made a categorical program, the hope is that this stable source of funding will continue.

The extensive need for technology by all students in all classes has been problematic for many of our students. Depending on how long the students have been incarcerated, they may have little or no experience with a computer. In addition, very few of the students are able to afford a laptop. We have added some computers to our Center and provide assistance with registration and computer usage. We will be purchasing laptops for use on campus. However, this does not fully address the need.

Two positive changes over the past three years in terms of human resources issues have been the ability to have two counselors work with our students (covering four days per week) and also the ability to work with Rick von Kolen in District HR to get approval to hire students in the program. This is a tremendous benefit in terms of building their resumes and earning needed money.

We were able to establish our Break It to Make It Center in Holmes Hall, which has become a hub for the counselors and students. The only negative is that the room floods when it rains!! Overall, it has been a great benefit to new and continuing students.

We currently serve about 150 students and look forward to receiving more detailed information about their coursework and outcomes.

     ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	Ideally, increase the current number of students we serve by 10 – 15%, with a special focus on increasing the number of women served.
Resources and services in response to student, campus, and community needs	We want to expand our recruitment efforts and ensure that our counseling services address the specific challenges being faced by our students.
Use of technology & AI	In addition to the 3 desktops in the center, we plan to purchase laptops for students for use on campus and will look for additional resources to expand the availability of laptops for students to be able to take home.
Cross departmental/unit initiatives	We will be creating an advisory committee that includes representatives from Student Services and Academic Programs. This will formalize existing relationships that have brought many speakers to our students.
New partnerships with the community, business and/or industry and educational institutions	Build on our current partnerships with Homeboy Industries, Underground Scholars at the UCs and Project Rebound at CSUs, to include additional universities; continue outreach to the re-entry facilities in the area of the college.
Ensure accessibility	Using Facebook and Instagram as well as participation efforts in outreach events to increase the visibility of the program.

iii. *Summary of resources needed to implement the above developments*

Staffing	Continue to have counseling readily available to students and to be able to provide jobs to 3 – 5 students each year. Our current levels of professional staffing are great for the current size of the program.
Technology	Maximize our students' access to computers both on campus and to use at home. Continue to assist students in how to use Canvas, Zoom, and online resources effectively.
Facilities	Ensure that our students continue to have access to a space that allows for them to spend time with counselors and each other.
Funding, including other revenue streams	Continue to work with the foundation to increase support for our students and look to partner with other organizations on relevant grant opportunities.

3) Business Administration
i. *Introduction*
The Business Administration Department provides learner-centered pathways to success for students interested in transfer, CTE, and foundational skills. The department is comprised of four major academic areas: Accounting, Business Administration, Economics, and Real Estate. Within the academic area of Business Administration, there are four concentrations: Business, Finance, Management and Marketing. The department offers an Associate Degree for Transfer (AD-T) in both Business Administration and Economics; AA degrees in Accounting and Business

Administration; and seven certificates of achievement and two skills certificates across the four major academic areas. Within the College, the department is first in total degrees and certificates awarded, and is one of the most efficient and cost-effective departments on campus. They represent 22% of total College AD-T completion. The department currently has pathway relationships with many local 4-year universities and several local high schools through their dual enrollment program.

The Business Administration Department is very healthy and performing well. We've seen an increase in enrollments over the last six years and are currently at a high in 2024. Business courses are highly adaptable to online learning. And the result of offering more online courses has led to an increase in enrollments, success rates, retention, and completions. In fact, the number of completions more than doubled over the last six years. The department has been very successful with its fully online AD-T degree, and has since updated all their programs to be completed fully online. The decision to establish a heavy footprint in online education was based on student demand and the College goal of improving student access. The department now offers 85% of its courses online, in the asynchronous, synchronous and hybrid formats that are schedule over a typical 16-week term, and 8-week and 5-week short-term sessions. The short-term scheduling allows students to finish a program quicker, compared to a traditional 16-week scheduling pattern. This ultimately leads to quicker employment. The online learning modality has also been very popular among our international students, which has led to a huge enrollment increase from that population. In addition, we have seen department-wide efficiency rates, retention rates and success rates increase over the last six years. There has also been an overall improvement in success rates among DI groups. And we will continue to look for ways to make our programs and course content more inclusive for a broader group of students.

Significant staffing changes have occurred with the hiring of two full-time faculty in Accounting and Business Administration. The department replaced computers in its lab, and faculty and staff offices. Portable laptop computers and projectors were also updated in the classrooms. The emergence of hybrid and stay-at-home occupations (due to COVID) provided more flexibility for people to attend college. The pandemic forced us to offer all of our courses online. In doing so, we became more proficient using that modality to deliver our content and service to students. It also encouraged us to think of ways to promote fully online programs and the possible development of cross-disciplinary continuing education programs. Additionally, we found that many programs and courses in the department lend themselves to micro- and mobile-learning modalities and digital badges, particularly in continuing education. As the Department expands and diversifies its programs, we will continue to focus on quality content delivery as competition and student expectations increase.

The Scan of Conditions External to LACC reveals many opportunities for both program and delivery modality expansion. Over the last six years, there has been a 15% increase in Business Administration program completions among community colleges in the service area. We have also seen occupational growth in many related jobs. Seven of the most competitive and fastest growing industries in LACC's service area that provide opportunities for existing and new program growth are: Market Research Analysts, Financial Managers, General and Operational Managers, Human Resources Specialists, Management Analysts, Data Scientists, and Operations Research Analysts. Additional opportunities for new program development include Accounting

and Auditing (Tax, CFA, CPA, and CFP preparation), Human Resources Management, and Social Media. Likewise, opportunities for short-term credit, noncredit, and continuing education certificate programs exist for Real Estate and Community Association Managers (including Airbnb); Event Planners; and business-management-tailored programs for gig economy workers/freelancers. Furthermore, a cross-disciplinary program in Social Media with CSIT, English, and the Communications departments appears to be viable based on external information. Also, new programs in Business of the Arts and Healthcare Administration would best be served in a cross-disciplinary platform with the VAMA IDWG and Allied Health IDWG. Offering these programs fully online, hybrid, or in a continuing education format would make such programs distinctive.

With regards to the occupations mentioned above, below are the average salaries grouped by general area. These figures are based on 2020 salaries, and are most likely higher in today's dollars:

Accounting: $46,540
Business Administration: $36,594
Economics: $40,162
Finance: $45,108
Marketing: $25,028
Management: $49,078
Real Estate: $47,900

Even though we have seen an increase in various types of employment, there is the concern in the advancement in technology and AI that could lead to the replacement people with automation. Moving forward, we will monitor the impact of automation on business administration occupations that have a significant probability of being affected.

The Scan of Conditions Internal to LACC revealed that several programs in the Business Administration department have a large proportion of older students: Banking and Finance, Management, and Marketing. Within these programs, retention, persistence, and success rates are above the College average. This may be due to the fact that older students have more life experience in business. Since the fastest growing age demographic in the workforce are people of a mature age, tailoring formalized continuing education programs may be merited. This is especially true since most are taking courses for professional enrichment and advancement, and not for a degree or certificate, or to transfer to a four-year school. However, we do have a sizeable population of younger students seeking our AD-T in Business Administration with the goal to transfer to a four-year school. But regardless of the student population, our overall retention, success, and completion rates are at an all-time department high. And our success is due to improving student access from offering more online courses and creating short-term scheduling patterns, and working with counseling to keep students on a successful path. Regional persistence and completion rates are relatively high which is an indication that students are taking courses at multiple campuses and completing degrees at other colleges, even though having completed courses at LACC. Further analysis is recommended. This may be an opportunity to implement actions to "incentivize" multiple course enrollment at LACC, to support student mobility, and increase completions. A strategy such as 'Credit When its Due", a model program for granting degrees upon completion of degree requirements at more than one institution might be considered. We will also continue to work with Counseling and provide

program information to all interested students on a regular, semester basis. It would also behoove us to continue to inform Counseling and students with future course scheduling patterns and possible course substitution options.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	The department predicts an increase in student enrollment due to its increased distance education offerings, fully online programs, and condensed five- and eight-week scheduling patterns
Curriculum in response to student, transfer and/or community/industry/ business demands	Expand offerings to out of state and international students, develop an AD-T in Accounting and Finance disciplines, and utilize the advisory board when updating curriculum.
Teaching methodologies & AI	All new instructors will need to be Canvas certified. We are predominantly an online department and will continue to grow as technology improves and the online environment becomes more accessible. We will also need to incorporate more social media and technology into our content and classrooms. Instructors will have to stay current in their specialized areas and understand the most current technological mechanisms used in the business world. Ultimately, we will have to embrace AI as a research tool and expect that it will become more powerful and widely used.
Cross departmental/unit initiatives	Partner with other academic departments that may have business components, including Allied Health, CSIT, Music, Theater, Cinema, and Modern Languages.
New partnerships with the community, business and/or industry and educational institutions	Continue to promote student internships to the community and seek advice from them about programs they would like us to offer. This includes but is not limited to working with local businesses, high schools, advisory committees, and city government offices.
Ensure accessibility	Continue to grow our online courses and programs, and develop class schedules that improve enrollment, retention, and success.

iii.   Summary of resources needed to implement the above developments

Staffing	A dedicated liaison with the Counseling department and the Online Education department.

Technology	Regular updates to equipment (computers) and software in faculty and staff offices, classrooms, and the computer lab. Continuous Canvas training for faculty.
Facilities	A larger computer lab (45 seats rather than the current 22); access to a large lecture hall for 80 students; 4 classrooms with 45 seats and newer technology; 3 offices for adjunct faculty; larger offices for full-time faculty; a separate waiting area for students; and a secure counter for classified staff to interact with students.
Funding, including other revenue streams	Funding for regular equipment updates and promotional marketing.

4) Chemistry

i. *Introduction*

Our program serves two purposes; to prepare students in transfer to STEM fields, and very soon to prepare students in our new CTE Program, Food Chemistry.

We have been in the forefront of the post-pandemic recovery. Understanding that the STEM fields do not lend themselves to online/distance education, we were fully in-person for lecture and laboratory courses since the Fall 2021 semester. Simultaneously, we have been awarded a USDA grant to allow us to prepare students for vocational employment, our new Food Chemistry Program. We are well underway with three courses already written and one being currently offered.

We are unaffected by legislative changes (aside from the mathematical prerequisites removals) and are still waiting for our Audio-Visual systems in our classrooms to be updated (they are from about 2009). If the lack of basic mathematical preparations is not course corrected success rates will drop even further.

In general, our department services STEM students. Our total retention rates and success rates are on par with our expectations post-pandemic. Our enrollments are also higher than those of the average in-person Departments.

ii. *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	It is difficult to predict enrollments, but we can comfortably state that we do not see demographic changes as our service area remains the same.
Curriculum in response to student, transfer and/or community/industry/ business demands	Our new Food Chemistry Program will provide a new dimension for our students to be gainfully employed after two years' study.

Teaching methodologies & AI	AI does not impact our courses as we are in person and do not allow electronics in labs and lectures.
Cross departmental/unit initiatives	Our discipline does not lend itself to working with many Departments, however, we will be collaborating with the Dietetics Department on our Food Program.
New partnerships with the community, business and/or industry and educational institutions	Our Food Chemistry program is now affiliated with two 4-year schools, and we anticipate more relationships soon. We are also affiliated with the USDA, and industrial representations.
Ensure accessibility	Our programs are as accessible as the District's means allow.

iii.   *Summary of resources needed to implement the above developments*

Staffing	None
Technology	Upgraded A/V equipment in SCI.
Facilities	Building of a new Food Chemistry Lab
Funding, including other revenue streams	Funding the laboratory project and funding for expensive analytical equipment used in the Food Industry

5) Child and Family Studies (Child Development and Dietetics)
i.   *Introduction*

Overall responsiveness of our faculty and follow-through with students increases engagement and participation. Our support services such as tutoring, our Child Development (CD) Instructional Assistant, our Dietetics Instructional Assistant, our well-equipped food lab, and our 2 CD labs really facilitate student success through on campus engagement and virtual engagement. We serve students by providing quality instruction through professional development and dialogue about best practices. Both of our disciplines are highly relationship-based. Our faculty strive to improve course instruction and manage all of the issues with cheating and AI in the online environment. We request funding from Perkins to upgrade our equipment and instructional materials. We offer tutoring in both Dietetics and Child Development on-campus and through Zoom. Through careful analysis of data, we strive to meet the needs of our students and engage in practices that will address any gaps in our DI students. Both of our disciplines work closely with the CSUs, community partners and employers to create pathways to higher education and gainful employment.

The pandemic definitely put a dent in the college experience during the past 6 years. At the beginning we saw increases in enrollment as education was more accessible through online

instruction and more people were at home with time to take courses. Our department fared rather well during the pandemic as our faculty quickly embraced converting courses to online and learning best practices. We were able to even offer student teaching in the virtual environment in partnership with our Child Development Center. Lab support was offered virtually. Cooking kits were purchased for students to be able to complete food preparation at home. Our enrollment in 22-23 was almost the same as in 18-19, but in the years between, it grew at the beginning of the pandemic, dropped, and has been creeping back up. Fall of 2023 we were up 14% from the previous year and spring of 2024 we are up 22% from the previous year. We continue to work to balance our course offerings to meet the needs of all students while maintaining quality. We have been working to rebuild community in our program on campus through in-person courses, engagement and support in our child development labs and dietetic lab, tutoring and students resources, and by chartering a Child Development Club.

We were able to update our lab and instructional computers through Perkins funding and all faculty and staff received laptops from college funding. The Wi Fi in our building was also upgraded which has been so helpful to students and faculty.

The narrative about, and implementation of, online classes has most definitely changed since 2018. Where there was doubt that online courses could be effective, now there are best practices for online delivery and a large portion of our courses are still offered online post-pandemic.

One of the greatest challenges we have faced is losing enrollment to other sister colleges who continue to offer some of the classes fully online even through our district discipline has agreed they should be offered in-person or at a minimum, synchronously. It seems to have created this competitive environment for enrollment, often and the cost of quality training. Another challenge has been BOT students in both Child Development and Dietetics courses that have taken up space of genuine students.

Some other achievements have been assessing SLOs, updating all of our curriculum, and starting our new AST in Nutrition and Dietetics.

With the removal of remedial English, we find that more students are passing English 101 but many are still struggling in coursework with writing and understanding.

We had a faculty member retire in 2021 and then were able to replace her position this year which really helps us to provide more support to students and attention to department activities.

We were provided with a Secretary before the pandemic began and she was so helpful. We gave half of her time to the Welcome Center during Covid to support students. She left last year after finishing her Master's degree and was not replaced. We have requested to replace her with .5 Secretary as it essential for assisting with contracts, ordering, and having a consistent face in our office to greet students and support them. This is very important to us as a program that is committed to bringing more students into the classroom and to participate on campus.

The CSUs, with our consultation, have been working on the new Preschool-3rd Credential that is being developed in the State of California. We want to create a seamless pathway for our students to transfer into their programs.

With regard to technology, we were able to get a Hyflex Classroom, but still have challenges getting all parts of the equipment to work together. We have replaced our lab computers and

instructional laptops with Perkins, the Wi-Fi has been upgraded in our building, and faculty and staff were provided with laptops.

Facilities issues have continued to be a concern. HVAC issues with our classrooms and offices being too hot and too cold. We have had several leaks from our ceiling that have caused damage which needs repair.

Looking at the data, our department was equal in enrollment in 22-23 to what we had in 18-19, with ups and downs in between. This year we are 14% higher in fall and 22% higher in spring than 22-23 so we are trending upward. Overall, the college was lower in 22-23 than in 18-19 so we seem to be growing back at a faster rate comparatively. We have worked diligently to be responsive to the scheduling needs of students, while holding on to quality instruction and in-person classes leading to quality training. We capitalize on enrollment in our courses such as CD1 and FCS 21 which enroll to capacity to balance the courses with smaller numbers. Our efforts to continue to rebuild on campus reengagement seem to be working thus far.

Regarding retention, success in gateway courses, and overall success our department has been fairing well, always with room for improvement.

The 5-year averages for child development are 88% retention, 77% success in gateway courses, and 78% overall success. The 5-year averages for Dietetics are 90% retention, 81% success in gateway courses, and 81% overall success. All of our metrics are higher than the overall college rates of 86% retention, 68% success in gateway courses, and 70% overall success.

We are overall lower in unduplicated headcount at the end of the 6 years even though our enrollment has remained consistent. In general, our fall enrollment is higher than spring enrollment.

With regard to student in 9+ CTE Units, we are working on encouraging more students to enroll. It seems as if during the height on the pandemic this metric soared and now is slowing coming back up from a low point 3 years ago. More students seem to be working now and are taking fewer classes.

The child development AST degree has remained relatively consistent with a 5-year average of 55. In 20-21 we had a peak of 67 as more people had access to complete with online courses. Our new AST in Nutrition and Dietetics is catching on with 7 awarded so far and we expect this to continue to grow. One area we have seen growth is also our AA in Child Development as more students were able to come back and take the final courses, including Practicum, in the online format. Availability of online education has made courses more accessible to working students and student parents.

Child development has consistently awarded a healthy number of certificates, often the most in the college. We averaged 164 over the past 5 years. At the beginning of this 6-year period we only awarded 109, so we have seen significant growth as we converted all of our skills certificates to certificates of achievement. We also offer workshops and information sessions for our students and assist them in the application process.

Dietetics has awarded an average of 7 certificates, but we expect to award 10-15 per year now that our classes are back in person and students are in the field. This year we anticipate about 12 students will qualify.

Occupations in both disciplines are in high demand. Early childhood programs and school districts are reaching out almost daily with hiring opportunities. DSS/CDM students are in high demand in the community as well.

Enrollment and student demographics	Child Development: We hope to continue to see increases in enrollment and most likely will continue to have students in all age brackets. We will continue to engage student in on-campus classes and activities. Hopefully now that the BOT issue is addressed with ID Me, we will see those issues fade away. The development of a new certificate and alignment with the Preschool-3rd credential should help increase and maintain enrollment. Dietetics: Enrollment in our in-person classes has started to rebound and we have doubled the enrollment in our food prep courses. We expect to continue to grow the DSS/CDM program and which will increase enrollment. FCS 21 is the class that brings high enrollment and improves our efficiency.
Curriculum in response to student, transfer and/or community/industry/ business demands	Child Development: We have been and will continue to work with the CSUs with regard to the new Preschool-3rd Credential that is in development. We will make sure our curriculum and practices are aligned so that students can have a smooth transition into this pathway if they choose. We are also currently looking into a new curriculum certificate for early childhood education which is something requested by our advisory board. Other areas of specialization that could be developed are education/skills to work with multi-language learners. We are beginning the process of updating our ADT in Early Childhood Education. Dietetics: We expect to see a growing number of awards in the AST in Nutrition and Dietetics which is still a relatively new degree. This degree provides a pathway to the 4-year university for those who are seeking to become Registered Dieticians or other nutrition related fields. We continue to work with the ANFP to make sure our program is approved, and our students can take the CDM exam. Chemistry has collaborated to include our classes in a new Food Chemistry program.
Teaching methodologies & AI	Child Development: We are working toward bringing more students back to campus for in-person classes. As a relationship-based field, it is essential to learn to work and collaborate together which is an essential job skill. We are hoping that there will be more agreement within our district discipline about how classes are offered so that enrollment is not being taken away from other campuses by offering all classes online. AI needs to be addressed. It is taking so much time out of instruction for faculty to deal with students who are using AI instead of creating their own assignments. Students and Faculty need training on what is appropriate and what is not with regard to AI. We hope to use our HyFlex classroom for instruction in the upcoming

	years. We have a faculty who has volunteered to work on the AI taskforce. Dietetics: Same issues with AI and cheating as child development. Our instruction will still include hands on course work in the food lab for FCS 24 and FCS 151 which is essential to learn the skills of the field. We will also continue to offer appropriate classes online to assist working students, student parents, and CSU/UC students taking nutrition.
Cross departmental/unit initiatives	Child Development: We collaborate extensively with the Child Development Center for student training and are looking to potentially work with Dietetics and Kinesiology on a health certificate. We work with CTE to organize workshops and career fair events. Dietetics: Two dietetic classes have been included in the new food chemistry program that is in development. There are potential collaborations with Kinesiology and child development to create a health certificate.
New partnerships with the community, business and/or industry and educational institutions	Child Development: We are currently working with the CSUs on aligning our program to the new Preschool-3rd credential when it comes online. We work with business and industry partners to help our students get employment and to participate in career fairs, workshops, and our advisory. Dietetics: We keep reaching out to form new partnerships with healthcare facilities who can become placement sites for our students to complete their required practice hours. We work with groups such as Project Angel Food and The Gas Company to provide opportunities for our students
Ensure accessibility	Child Development: Our faculty are very engaged in training and quality control initiatives that will ensure that our programs and classes are accessible to all. We plan intentionally to offer our classes in varying modalities to meet the needs of all students. We will continue to engage in training to ensure our online instruction passes accessibility checks. We review data to see which DI groups are not achieving to their potential and provide services to address the needs such as workshops and tutoring. Dietetics: Dietetics will be getting a brand new Foods Lab in the new Cesar Chavez building, hopefully within these next 6 years. All aspects of accessibility for students have been considered in the planning phases to meet the needs of our students.

iii.   *Summary of resources needed to implement the above developments*

Staffing	.5 Secretary, tutoring for CD and Dietetics

Technology	Classroom Tech Upgrade for Safety 20k
Facilities	HVAC Balancing in the CD Building
Funding, including other revenue streams	Perkins – request funding each year for department needs. Fees for CDM Exam for students 2,000

6) Cinema/TV
   i. Introduction

The Cinema/TV department offers the following programs:
- Degrees: Cinema Production AA; Film, TV Electronic Media AS-T, Television Production AA
- Certificates of Achievement: Cinema Production, Cinema/Video Production, Cinematography, Directing, Post Production, Producing, Screenwriting, Television Production, Beginning Cinema and Television Production
- Skills Certificates: Entertainment Industry: Production Assistant, Television Studio Production Level 1 (Archived in Spring 2024).

The Cinema/Television Department at LACC plays a pivotal role in preparing students for careers in the dynamic entertainment industry, particularly in the heart of filmmaking, Los Angeles. Through a comprehensive curriculum spanning various aspects of filmmaking and television production, the department equips students with the skills and knowledge necessary to thrive in roles such as director, cinematographer, screenwriter, producer, and more. Faculty diversity and industry experience contribute to a rich learning environment, inspiring students from diverse backgrounds to pursue careers in the industry.

The department's commitment to accessible and equitable learning is evident in courses such as Intro to Screenwriting and Intro to Directing, which provide foundational knowledge and practical experience essential for aspiring filmmakers. Advanced production courses, supported by grants and industry partnerships, offer students real-world experience on professional film sets, enhancing their technical skills and career prospects.

Despite notable achievements, the department faces challenges, including faculty and staff shortages, facility renovations, and the need for updated equipment to keep pace with technological advancements. The impact of legislation, technology, and human resources on the department's operations underscores the importance of strategic planning and resource allocation to address these challenges and ensure continued growth and relevance. Our annual advisory committee responds to current trends in the entertainment industry, technological innovations, and current job market, and advised our department curriculum revisions, creating courses, degrees, and certificates with an emphasis on employable skills.

The Cinema/TV Department has seen significant growth in the number of AA, AS-T, and Certificates of Achievement awarded annually. Since the approval of the transfer degree in 2019, students have earned a total of 89 transfer degrees. Notably, the department's Certificates of Achievement have increased from 15 in 2020 to 80 in 2023, indicating a remarkable upward trend.

Cinema/TV department's Retention and Success Rates continue to perform at or above the college average. Cinema/TV Combined Success Rate (3 Yr. Average) is 73%. Cinema/TV Combined Retention Rate (3 Yr. Average) is 85%.

Course-specific data:

CIN 001: Female students consistently outperform male students in both retention and success rates.

CIN 002: Overall success rates are well below departmental standards. For instance, the online asynchronous section of Cinema 002 had a success rate of 51%, while the hybrid and in-person classes performed slightly better with success rates of 53% and 83%, respectively.

CIN 004 (Sp 23): This course had particularly low success rates (47%) in the online asynchronous 15-week section.

CIN 032-1: Success rates improved from Fall 2022 (48%) to Winter 2023 (63%). Notably, online editing classes performed better in short-term classes (5 weeks) compared to long-term classes. During the pandemic semester, success rates were high at 92%, with Black students achieving a success rate of 91% and Hispanic students at 88%. Multi-ethnic students had the highest success rate at 95%. Hispanic students exhibit lower retention rates in introductory courses (low 60s) but higher rates in advanced courses, suggesting potential adaptation to individual learning styles as courses progress.

The department acknowledges the need for enhanced promotion of certificate and degree programs from the students' initial enrollment through to graduation. Strategies such as direct outreach in the gateway courses providing information about program outcomes, proactive counseling, mid-program check-ins, and employment-focused initiatives are essential for improving retention and success rates and facilitating career pathways.

Cinematography program has retention rate of 84% (average across courses) and success rate of 76% (Average across courses). Specific course breakdown include:

•   Cinema 006: Retention Rate: 88%, Success Rate: 80%
•   Cinema 007: Retention Rate: 90%, Success Rate: 89%
•   Cinema 38-1: Retention Rate: 78%, Success Rate: 70% (partial data)
•   Cinema 38-2: Retention Rate: 84%, Success Rate: 70% (partial data)
•   Cinema 017: Retention Rate: 80%, Success Rate: 67% (partial data)

These figures indicate areas of strength within the Cinematography Program, highlighting the strong success rates and completion rates. The Cinematography Certificate Awards have increased dramatically over the 2018-2024 Academic Plan for a total of 43 certificates over a three-year period of 2021-2024 compared to 56 certificates over a five year period of 2015-2020. This brings the combined total of 99 awarded during the period. This is the highest number of certificates for a specific discipline area in the Cinema / TV program.

During this period the build of a post finishing lab complete with 11 DaVinci Resolve workstations that is an industry leading for color grading and post finishing for film and television. This provides an opportunity for our students to not only learn color grading and post finishing but also to create the necessary industry standard deliverables for film festival distribution. Currently in the works is to become a DaVinci Resolve certified training partner through Blackmagic and to offer the Blackmagic Color Certification 1 as part of successful course completion.

An emphasis has been placed on utilizing lab time for hands-on instruction and practice in Cinema 001. This includes proper setup and use of Dracast LED light kits, rolling cables, camera exposure functions including ISO, Shutter Speed, and F/T-stops, use of zoom audio recorders and boom mics, and setup and use of Adobe Premiere Pro. Students work in groups to recreate scenes from existing films. These exercises help to make the lessons learned in lecture more practical.

The Television Program curriculum was revised during Fall 2023 to update all of the course names, descriptions, learning objectives and learning outcomes. The revised courses will include high demand content such as podcasting and live streaming. The programs were revised to create a distinction between unscripted and scripted television production, which will help students understand the difference between the production modalities and techniques. This was a major accomplishment for the department as the TV Certificates and TV courses have not been updated to reflect the changes in the industry in the past five years. Students have started learning and applying new skills, such as live streaming the LACC Basketball games, and live streaming our annual awards show. Enrollment and Completion data will be closely monitored in the television discipline over the next six years.

The current Cinema-Communication building needs renovations in order to create more useable classroom space and student-centered workspaces and production locations. We have two state-of-the-art screening rooms, video editing and audio editing computer labs, and three amazing sound stages with infrastructure that supports cinema and television production. The building will greatly benefit from a virtual production space and a staff member who is deeply knowledgeable about both the software and hardware that goes with production as production students work with visual and media arts to learn the equipment to tell stories in this current entertainment industry standard. It has been brought to the Cinema/TV Department that our building is on a list of potential buildings at LACC to be replaced. Our department strongly encourages the Administration to do a Cost/Benefit Analysis of designing and building a new Cinema/TV building, versus renovating our building. Our faculty strongly urge LACCD Build to renovate our current building and consult with our department on our needs, which include minor sound stage renovations (power distribution upgrades for all three studios), renovation the upstairs rooms to create teaching spaces, student-centered workspaces, green rooms, foley/sound mixing and mastering, motion capture room, renovating the third Screening Room to be utilized for student use and outside rental, and HVAC upgrades.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	The Cinema/TV Department at the community college is combating declining enrollment by emphasizing industry standards and hands-on skill building, which are not easily accessible elsewhere. By providing access to resources and equipment and offering hands-on learning experiences with professors and industry professionals, students gain practical knowledge and confidence. Improve alternative outreach methods that are not traditional to the community college model of getting the word out such as Movie Maker magazine, ASC magazine, industry podcasts, and annual top

	film school lists These efforts would aim to address enrollment challenges and enhance the program's growth.
Curriculum in response to student, transfer and/or community/industry/ business demands	The Cinema/TV Department at LACC is implementing strategies to boost student success and enrollment. These include integrating certificate and degree pathway information into foundational courses, conducting orientations each semester. Continue updating the TV curriculum to reflect industry trends. Develop a feature script development class. Consider including socioeconomic breakdowns in film history and film genre courses.
Teaching methodologies & AI	The creation of an AA degree in Cinematography in the Cinema / TV Department at LACC would serve the diverse populations of Los Angeles while attracting students from around the country and world to provide leading industry hands on training, skills to satisfy employer demands, opportunity, diversity, and equity with the goal of direct to work skills in the camera, electric, grip, and lighting areas of the industry. The proposed AA degree in Cinematography caters to industry needs by offering specialized training and emphasizing direct-to-work skills.
Cross departmental/unit initiatives	The Cinema/TV department promotes student engagement and creativity by updating teaching methods to discourage reliance on AI for creative work. While acknowledging AI's role in production workflows, students are encouraged to draw from personal experience rather than using AI prompts. The department emphasizes ethical considerations and teaches students to leverage AI tools for efficiency while maintaining creativity.
New partnerships with the community, business and/or industry and educational institutions	The department is seeking funding for two collaborative Certificates of Achievement: Virtual Production and Production Design. The Virtual Production certificate prepares students for the rapidly growing field by combining cinema courses with visual arts, offering hands-on experience in virtual production. The Production Design certificate, developed by faculty from Television, Theater, and Visual and Media Arts (VAMA), trains students in set and lighting design for various productions. Collaborations with the Music Department for "Sound for Film" and the English Department for a book adaptation course are underway to enhance student learning and industry connections.
Ensure accessibility	Our department is actively engaged as the 2024 Academic Delegation of New Filmmakers Los Angeles, providing LACC students opportunities to participate in festivals, panels, and networking events. Additionally, we receive 100 student memberships for Film Independent annually, and we aim to establish a sponsored writing program for exclusive opportunities for LACC Cinema students or alumni. We are also focused on formalizing collaborations to provide

	on-set production training in grip, electric, and camera departments, fostering increased networking and job potential, while continuing outreach and partnerships with industry leaders like Panavision, JL Fisher, Light Iron, Cine Power and Light, Illumination Dynamics, and ARRI.

iii.   Summary of resources needed to implement the above developments

Staffing	The department has experienced attrition in faculty and staff over the years, with positions left vacant, including the absence of a faculty lead in audio production and an unfilled Video Engineer position since 2022. Additionally, there is an ongoing need for an Instructional Assistant and/or part-time department secretary, which has been requested annually during program reviews for the past five years.
Technology	Our department plans to install Final Draft software on all lab computers, while also seeking funding to create four state-of-the-art audio and video editing suites for student use, providing increased access to industry-standard equipment and resources. We want to continue our Avid Learning Partnership with ongoing professional development for faculty in Avid Media Composer and Avid ProTools.
Facilities	The Cinema-Communication building urgently needs HVAC repairs to ensure a comfortable learning environment, as the current temperature control issues hinder teaching and learning. Additionally, renovations are necessary to optimize classroom space and create student-centered workspaces, with plans for upgrades including a virtual production space and dedicated staff support for students learning industry-standard equipment and software.
Funding, including other revenue streams	Our department regularly and consistently proposes and receives grant funding from the following sources: • Perkins/Strong Workforce (approx $80K annually) • HFPA/Golden Globes Foundation (approx $45K annually) • Disney General Entertainment (approx $10 annually) • Emeritus Faculty Donations (approx $5K annually)

7) Communication Studies

i.   Introduction

The Communication Studies department empowers students from diverse communities to be competent communicators with all courses directly supporting the majority of the College's institutional learning outcomes. The department offers an AD-T that is growing in popularity. The department also manages the highly honored Forensics team that competes and consistently wins at the national level. The department is working on a certificate program.

The Communication Studies department has increased its Dual Enrollment courses with local high schools. However, the success rates have been low. Additionally, our department has significantly increased our distance education courses due to the online shift during the COVID-19 pandemic. These courses are highly requested, however our department—as well as the college—has struggled with bots enrolling.

With the COVID-19 pandemic, there has been an increase in the number of class sections offered in various modalities. Due to student demand, more online sections are in demand that face-to-face courses. There is interest in developing Hyflex courses to capture more enrollment.

There have been two full-time hires to assist with the Forensics team and the development of a Communication Lab. We lost the Communication Lab located in the Life Sciences building to the Noncredit department.

The English department has offered office space and classrooms on the 2nd and 3rd floor of Jefferson Hall. It has been beneficial to have classrooms in close proximity to faculty offices. However, we are still sporadically spread out and will be in need of additional classrooms and a communication lab.

The AB 928 legislation will take effect in Fall 2025. This will significantly increase enrollment in the department as all students will be required to take a Communication Course in order to transfer.

Our overall retention has a five-year average of 86% however the average success rate for the gateway course is 68% and all courses is only 70%.

The data from the CCP states that our students have a 25% transfer rate. The data is showing from "Speech Communication" and this information seems much lower than what we know anecdotally frow working with our students. There have been concerns related to how accurate state-level data is for our discipline since the name has changed to Communication Studies over ten years ago. Additionally, the data from the External Data pack is from a "Communication and Media Studies" discipline which is different than Communication Studies. Communication Studies is not a CTE discipline, so expectations for various media sectors is irrelevant.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Increase in enrollment due to AB 928. All students who will attend a UC or CSU will be required to take a communication course.
Curriculum in response to student, transfer and/or community/industry/ business demands	Increase offering of sections that meet the new CalGETC Oral Communication requirements.
Teaching methodologies & AI	Online, hyflex, hybrid; develop a response to AI generative work

Cross departmental/unit initiatives	Establish learning communities with other disciplines and offer themed Public Speaking courses (Health, STEM, Business, Law)
New partnerships with the community, business and/or industry and educational institutions	Develop and open Communication lab to the community
Ensure accessibility	Update technology and classroom furniture

iii. *Summary of resources needed to implement the above developments*

Staffing	Need to establish a tutor and staff to run a Communication Lab
Technology	Need updated technology to maintain relevance; need recording equipment for lab
Facilities	Need dedicated space where all offices, classrooms, and lab are in close proximity; need to sound proof classrooms; re-wire Jefferson Hall to update all technology; update furniture for classrooms to be more equitable
Funding, including other revenue streams	Continued funding for the Forensics team

8) Computer Science, Information Systems, and Applications (CSISA)
i. Introduction

The Computer Science, Information Systems, and Applications (CSISA) department offers programs related to Computer Science, Computer Technology, and Office Applications to prepare students for transfer to four-year universities or provide needed training for careers related to technology and business applications. The department serves critical needs to prepare diverse students for transfer and high-demand technology and business jobs related to Cybersecurity, Cloud Computing, Data Analytics, Machine Learning, Software and Web Development, Information Workers, and other. The department strives to create an equitable learning environment that support students' diversity.

During the previous academic plan, major achievements included development of new programs to address market needs including programs related to Cloud Computing, Cybersecurity, Full-Stack Development, Data Analytics, and Machine Learning. Challenges include the need to hire new faculty to teach new programs and replace three retired faculty and planned additional retirees.

The district-wide Computer Science and Computer Technology disciplines have finished converting all CO SCI and most CO TECH courses to common CS & CIS course numbering which

will greatly facilitate changes to meet the statewide common course numbering requirements of AB 1111. The department had a net loss of two full-time Computer Science faculty and is expected to lose an additional CS faculty at the end of the 2024-2025 academic year and a second faculty at the end of the following academic year, which can be detrimental to its ability to support the Computer Science programs and students' needs. Additionally, two of our computer labs are in urgent need of upgrade to replace over eight-year outdated computers. The environmental scan shows there is a significant increase in K-12 AI and computer science interest with the number of AP computer science exams increasing ninefold. The economic factor also shows considerable 8.6M occupational shifts during the pandemic with notable increases in occupations related to STEM with projected 23% increase in in demand by 2030 and additional demands in the banking, insurance, and pharmaceuticals industries for tech works with advanced skills. In addition, the environmental scan list "Software and Web developers, Programmers, and Testers" as the largest growing occupation in LACC's service area. Indeed, according to the Bureau of Labor Statistics, overall employment in computer and information technology occupations is projected to grow much faster than the average for all occupations from 2022 to 2032 with 377,500 openings projected each year with the median annual wage for this group being much higher than the median annual wage for all occupations.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Due to the much higher than average expected growth in jobs related computer and information technology, we expect enrollment in our program to steadily increase over the next 6 years.
Curriculum in response to student, transfer and/or community/industry/ business demands	We expect a significant increase in demands for workforce to fill jobs related to technology. The department plans to update its programs to include curriculum related Artificial Intelligence and Machine Learning, Data Analytics, Gaming, and Quantum Computing.
Teaching methodologies & AI	The department will provide more online and flex courses to enable distant-education students to complete all our programs online. The department will also explore the use of AI to enhance instructions and productivity.
Cross departmental/unit initiatives	The department is collaborating with the Physics/Engineering department on robotics, and infusing AI data analysis into science courses.
New partnerships with the community, business and/or industry and educational institutions	We seek to develop partnership with feeder high-schools, local colleges, and industries to address the need of the community and increase enrollment, completion, and success in our programs.

Ensure accessibility	The department is currently working on converting key CS courses into zero-cost accessible courses. We hope to extend our work in the coming years to convert all CS & CIS to zero-cost. These conversions will enhance instructions and make our courses and programs affordable and accessible to our students.

iii. *Summary of resources needed to implement the above developments*

Staffing	Hiring to replace retired faculty & staff. 1. Three full-time Computer Science instructors. 2. One Instructional Assistant. 3. Tutors to support students in our programs.
Technology	Replacing outdated computers in FH202 & FH206 with high performance computers to support computationally intensive programs such as gaming.
Facilities	1. Equipping FH 202 & 206 with high performance computers to support computationally intensive applications such as gaming, and AI. 2. Hiring tutors to support students in our labs.
Funding, including other revenue streams	Additional budget is needed for requested faculty and staff hiring. Funds from Perkins and Strong Workforce to replace the computers in FH 202 & FH 206.

9) Cooperative Education
i. *Introduction*

Cooperative Education Work Experience at Los Angeles City College is aligned with the college's mission of promoting accessible and equitable learning for our diverse community. By partnering with industry leaders such as Snapchat, SoFi Stadium, Netflix, Children's Hospital, and JP Morgan Chase bank, we empower students to achieve their educational and career goals through immersive, real-world experiences, well preparing them for today's workforce. These opportunities not only support students in completing their associate degrees, certificates, and transfer requirements but also enhance their career readiness by providing valuable pathways to success in today's rapidly evolving job market. Through our commitment to equipping students with practical skills and competencies, we contribute to the college's overarching mission of empowering individuals and enriching our local and global communities.

The implementation of cooperative education work experience initiatives has marked a substantial advancement in our program's efficacy, through heightened student engagement with real-world employers and the integration of practical skills into academic curricula. This integration not only enriches students' educational experiences but also equips them with

invaluable competencies sought after by employers. However, as we strive to ensure equitable access to these opportunities, challenges persist, particularly in fostering inclusivity and diversity within our partnerships and ensuring all students have equal access to experiential learning opportunities. Maintaining robust partnerships with industry stakeholders remains essential for the success of our program, underlining the ongoing need for collaborative efforts and continual improvement in achieving our objectives.

Over the past five years, changes in legislation, technology, human resources and facilities have influenced our department/unit by needing updates to compliance measures and adjusting program requirements to align with new workforce standards, particularly in response to the dynamic challenges posed by the COVID-19 pandemic. Advancements in technology have transformed our teaching methodologies, facilitating online learning platforms and virtual work experiences, which became essential during periods of lockdown and remote work mandates. However, the pandemic also significantly impacted internship opportunities for our students, with many companies scaling back or suspending their programs temporarily, leading us to innovate alternative virtual internships and foster stronger partnerships with organizations offering remote work experiences. Looking forward, these changes will continue to shape our department's strategies, emphasizing resilience and adaptability to navigate unexpected disruptions while maintaining our commitment to providing meaningful work-based learning opportunities for our students.

With a success rate of 72% and a retention rate of 96%, our program demonstrates a strong track record of supporting students in achieving their educational and career goals. These findings underline the effectiveness of our department in providing high-quality support services to our students. These results are a testament to the dedication and commitment of our adjunct faculty coordinator and staff, as well as the effectiveness of our programs and CTE support. Moving forward, we remain committed to ensuring that students receive valuable work experience to strengthen their skills and prepare them for high-wage earning jobs. By continuing to provide opportunities for hands-on learning and professional development, we aim to empower our students to succeed in the competitive job market and achieve their full potential.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Over the next six years (2024-2030), we anticipate Cooperative Education department will prioritize flexible and accessible learning models to accommodate diverse student demographics which will then create an increase in enrollment as we continue to adapt to changing educational landscapes and student needs and workforce.
Curriculum in response to student, transfer and/or community/industry/ business demands	Evolving student, transfer, and industry demands, our department will continuously refine and expand its curriculum, integrating emerging technologies and real-world experiences to ensure graduates are well-prepared for the demands of the workforce and the needs of the community and industry.

Teaching methodologies & AI	We expect our department will increasingly combine AI-driven teaching methodologies to enhance personalized learning experiences, promote critical thinking, and prepare students for an AI-driven workforce, fostering innovation and adaptability in education.
Cross departmental/unit initiatives	Over the next six years, our department will expand cross-departmental and unit initiatives, particularly in integrating work-based learning opportunities into various disciplines, development of collaboration with industry partners to ensure students gain practical skills and experiences relevant to their career paths, by this means enhancing their employability and contributing to the development of a skilled workforce
New partnerships with the community, business and/or industry and educational institutions	In the next six years, our department will cultivate new partnerships across community, business, industry, emphasizing work-based learning as a key strategy for promoting equity by providing all students with inclusive access to practical experiences and opportunities essential for success in their academic and professional journeys
Ensure accessibility	Our department will ensure accessibility with implementing inclusive practices and leveraging technology to accommodate diverse learning needs and provide equal opportunities for all students.

iii.   Summary of resources needed to implement the above developments

Staffing	Hiring a full-time experienced faculty member dedicated to fostering employer engagement and program enhancement will be crucial in creating a strong, robust program. Alongside career advisors, job coaches, and industry liaisons, this faculty member will play a pivotal role in facilitating meaningful partnerships, mentorship, and placement opportunities for students, ensuring their success in the workforce and reinforcing our commitment to excellence in education.
Technology	To support the implementation of work-based learning initiatives, investments in technology infrastructure, including virtual collaboration tools and remote access platforms, (Career) (Digital Portfolios) are crucial for enhancing student engagement and facilitating seamless integration between academic coursework and real-world experiences
Facilities	In conjunction with partnerships with other Career and Technical Education (CTE) programs, these facilities, including specialized labs and equipment, will create learning environments that strengthen student experience, fostering interdisciplinary collaboration and

	preparing students with comprehensive skills for success in their chosen career paths.
Funding, including other revenue streams	Utilizing resources like the Perkins funding through the CTE department or work-based learning grants from the Chancellor's office will enable us to strengthen our efforts in providing work-based learning stipends for students, enhancing accessibility and equity while fostering valuable experiential learning opportunities essential for their academic and career advancement

10) Dental Technology

i. Introduction

The Dental Prosthetic Technology Program at LACC is dedicated to continuous improvement and adherence to high educational standards. With a vision centered on state-of-the-art equipment and comprehensive learning experiences, the program prepares students for successful careers in restorative prosthetic dental laboratory technology. By integrating prosthodontic theoretical knowledge, technical skills, and basic business principles, the program aims to meet industry standards and ensure student success.

The program has made significant strides in reorganizing and updating courses to align with industry standards and accreditation requirements. However, challenges such as limited outreach efforts, COVID-related setbacks, and inadequate faculty and support staff have impacted enrollment and program health. Despite these challenges, ongoing efforts to address issues and implement measures have resulted in positive outcomes for student success and workforce readiness.

Commission on Dental Accreditation standards updates, and National Board of Certification exams changes has rendered necessary changes in curriculum and classroom instructions.

The department' focus is on students' end goals to attain successful program completion and passing of all three required national certification examinations for the Certified Dental Technologist, (NBC/CDT). Continuous efforts are channeled towards helping students eliminate barriers and close the equity gaps by receiving additional support such as: intensive preparatory workshops, coaching, required tools and learning materials for program completion and examination.

Successful program and certification requirements completion will provide the students with strong competencies desired in the restorative prosthodontic industry and open doors to lucrative employment opportunities.

The ongoing demand in the reconstructive prosthodontic dentistry for qualified dental technicians, in the areas of digital restorative dentistry, implant and high-end esthetic dentistry, i.e. 5% projected growth nationally and 20% in California and industry indicators in the immediate area of service, with multiple employment offers including five and six figure salaries and benefits as skills are honed and graduates climb the career ladder.

The Dental Prosthetic Technology program is designed to prepare students for successful careers in Restorative Prosthodontic Dentistry through rigorous academic and technical instruction. Performance indicators demonstrate positive outcomes, with high retention rates (median 94.74%) and 100% completion of postsecondary credentials. The program has seen a

significant increase in AS degree production (40%) and certificate completions (63%) in the last two years. Employment outcomes are favorable, with 7 out of 12 students from the spring 2023 cohort employed in the Dental Industry. Efforts to increase enrollment have resulted in a 36% increase in fall enrollment and an 11% increase in spring enrollment, although summer enrollment trends slightly below target. Despite a slight decrease in job placement, trends suggest positive growth, with a 40% increase in associate degrees awarded and an 8% increase in recognized graduate and specialty exam results. Challenges such as the impact of COVID and international student factors have influenced job placement rates, but overall, the program demonstrates strong performance and upward trajectory.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Enrollment may staidly increase with the college proper support and assistance in program' exposure, marketing, and recruitment. It is difficult to project the student demographics in the next 6 years. Student demographics varies with each new cohort however its composition for the past recent years has been more than 50% female Hispanic age 20-35, 10-15% Asian and remaining mixed. Dominant student population in the program is represented by "Individuals with Economically Disadvantage Families".
Curriculum in response to student, transfer and/or community/industry/ business demands	The department stays updated on prosthodontic field changes through industry collaborations, thus adjusting the curriculum accordingly. Plans are in motion for curriculum reorganization with the focus on digital technology and certification requirements. Collaborative activities aim to enhance student skills. Modernization efforts include distance learning and advanced studies to improve career opportunities, guided by advisory board input.
Teaching methodologies & AI	Digital technologies complete curricular integration and use as platforms for increased real case evaluation, analysis, planning and execution. Expend inclusion of AR/VR creating standardized platforms of learning. Enhance practices on the existing cumulative, dynamic, and hybrid teaching methodologies. Enable access to industry learning resources addressing the equity gaps and completions rates, by providing the students with the necessary tools and support.
Cross departmental/unit initiatives	The Dental Technology Department collaborative efforts with the admission, counseling, financial aid units to help the prospective students to onboard. Collaborate with STEM departments to revisit the plan to establish a predental pathway that helps to serve the educational goals of students pursuing a career in clinical dentistry. This can be achieved by creating a collaborative course bangle hub among multiple

	disciplines which will provide students with an efficient and fast track path to complete required dental school admission requirements.
New partnerships with the community, business and/or industry and educational institutions	Expend and enhance collaborations with the dental laboratories and dental offices with labs on premises to help improve the student's internship experience. Collaborate with dentists to help establish clinical rotations which can significantly improve student's learning and growth. Partner with milling and printing centers to help expended the digital prosthodontic applications and reduce the processing cost, Continued close collaborations with the Dental Industry and coordination with the CTE and workforce unit to help expend the Department' Job Board availability of the employment opportunities. Prepare special populations for high-skill, high-wage, certification passing rate or high-demand occupations.
Ensure accessibility	Based on the program outcomes analysis, and to ensure and increase accessibility, the dental technology department is planning to remove the prerequisites requirement and implement an open entry. Improving access, persistence, thru hybrid learning, focused workshops, implementation of pedagogical technologies and platforms, such as AR/VR and use of AI to improve department management efficiencies.

iii. *Summary of resources needed to implement the above developments*

Staffing	Replacement for FT faculty, laboratory assistant supporting the extensive technology and laboratory classroom equipment maintenance
Technology	Dental Digital scanner and programs, classroom computers replacement to support dental digital programs.
Facilities	Facilities adequate and ongoing maintenance and upgrades to substandard systems.
Funding, including other revenue streams	Perkins, other available federal and state funding targeting CTE programs. Seeking industry support.

11) Earth Sciences

i. Introduction

The Department of Earth Sciences seeks to deliver a contemporary rigorous curriculum in all of our disciplines to prepare students for transfer and the workforce. Pedagogy emphasizes a student-friendly and learning-centered approach to allow students to achieve their goals and meet educational and industry standards. The department offers a range of courses necessary to complete the requirements for students' programs of study or transfer. With Physical Geography (1 and 15) a student can satisfy Physical Science and Lab transfer requirements.

With Physical Geology (1 and 6) a student can satisfy Physical Science and Lab transfer requirements. With Cultural Geography (2) or Geography of California (14) a student can satisfy Social Science transfer requirements. The department also offers opportunities to obtain Geography AA-T and Geology AS-T degrees, as well as courses also contribute to Liberal Arts: Natural Sciences and Mathematics AA degree.

The Department of Earth Sciences now offers Geography AA-T and Geology AS-T degrees. District and College policies for class field trips remain prohibitively cumbersome.

The Department of Earth Sciences participates in participatory governance and complies with Senate, College, and District policies and directives regarding legislation, technology, human resources, and facilities.

5-year averages from 2018-2023 in the Earth Sciences Department show Enrollment of 852, Sections of 35, Credit FTES of 89, Dual Enrollment FTES of 5FTEF of 7.9, Efficiency of 425, Retention w/n Term of 91%, Gateway Success of 79%, and All Success of 79%. 4-year averages Majors Outcomes from 2018-2023 show Unduplicated Headcount of 9, Unduplicated Fall Headcount of 4, SEP of 4, Success in Transfer Math and English of 38%, Fall to Spring Persistence of 66%, Fall to Fall Persistence of 50%, and 1 ADT award in 2022-2023.

5-year averages from 2018-2023 of Geography show Enrollment of 448, Efficiency of 464, Retention w/n Term of 91%, and Success of 76%. 5-year averages from 2018-2023 of Geology show Enrollment of 295, Efficiency of 383, Retention w/n Term of 91%, and Success of 83%. 5-year averages from 2018-2023 of Earth Science show Enrollment of 71, Efficiency of 450, Retention w/n Term of 92%, and Success of 77%. 4-year averages from 2018-2023 of Environmental Science show Enrollment of 36, Efficiency of 321, Retention w/n Term of 84%, and Success of 74%.

Data from 2018-2022 for 10 institutions other than LACC show -26% growth in Geography completions. 95.7% of awards regionally were Associate's degrees. Compared to the national workforce with Associate's or Bachelor's degrees, Geography is 15% above the national average and shows median earnings of $47.15/hr & $98.1K/yr. The highest number of jobs are "Managers" followed by "Computer Occupations" and "Environmental Scientists and Specialists." Data for LACC Geography show that after leaving the community college system, students transferring to a four-year institution the subsequent year has increased from 23% in 2011-2012 to 41% in 2020-2021.

Data from 2018-2022 for 8 institutions other than LACC show -35% growth in Geology completions. 100.0% of awards regionally were Associate's degrees. Compared to the national workforce with Associate's or Bachelor's degrees, Geology is 11% below the national average and shows median earnings of $40.86/hr & $85.0K/yr. The highest number of jobs are "Computer Occupations" followed by "Industrial Production Managers" and "Installation, Maintenance, and Repair Workers." Data for LACC Geology show that after leaving the community college system, students transferring to a four-year institution the subsequent year has increased from 26% in 2011-2012 to 41% in 2020-2021.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Solid enrollments are expected in service of students' transfer requirements. Majors and ADTs are expected to increase.
Curriculum in response to student, transfer and/or community/industry/ business demands	Currently the department has approved curriculum of GEOG 1, GEOG 2, GEOG 4, GEOG 14, GEOG 15, GEOG 20, GEOL 1, GEOL 2, GEOL 6, GEOL 7, EARTH 1, and ENV SCI 1 and is near completion of a GIS course. The department recently completed Title 5 updates as directed by the Curriculum Committee.
Teaching methodologies & AI	Earth Sciences faculty are OE certified and the department balances class schedules and modalities as necessary to meet students' and the College's needs. Laboratory courses are primarily in-person.
Cross departmental/unit initiatives	The Department of Earth Sciences is receptive to facilitating cross-department/unit initiatives. Prof. Farrell continues his involvement with Gold Creek as its Director.
New partnerships with the community, business and/or industry and educational institutions	Dean Rivera promoted development of department advisory boards, but that did not come to fruition before his departure from LACC. We remain open to these considerations in the future.
Ensure accessibility	Department faculty work with OSS to comply with accessibility requirements.

iii.   Summary of resources needed to implement the above developments

Staffing	Existing staffing is currently adequate.
Technology	Geographic Information System (GIS) software
Facilities	Existing facilities are currently adequate except that Geography requires computer lab access for GIS.
Funding, including other revenue streams	Existing funds are currently adequate.

12) English/Credit ESL/Linguistics
i.   Introduction

English. As part of the college mission, the English program has focused on student completion of transfer-level English in the first year. The program has also increased its ADT awards count and expects more growth in program completion with new awards (certificate, associate degree) in Creative Writing.

Over the last two years, the program has seen a sharp decrease in enrollment but has bounced back this year, matching enrollment from a year ago. While the Equity Placement law (formerly

AB 705) has increased enrollment access in its transfer-level course (English 101), retention and course completion rates have significantly declined, and equity gaps have not narrowed but has even widened. Meanwhile, with our ADT in place, the program has increased in awards over the last five years, while the number of AA degrees has decreased, and the degree will need to be archived. With a new certificate and associate degree in Creative Writing, the program expects even more growth in its awards count.

The passage and implementation of AB705 in 2019 remain the program's biggest challenge since many students have dropped or withdrawn or failed from the transfer-level (gateway) course. The state removal of below-transfer-level courses, coupled with the ability for students to self-place, have resulted in a transfer-level-student population with contradictory needs. Instructors must now cram more remedial instruction into the transfer-level course, while still teaching concepts that define the transfer ready, college course. Although AB705 and 1705 were written with the "equitable" goal of speeding up educational plans, the laws instead move vulnerable students into a course that is too advanced for them. The program has implemented support courses (English 108, English 104) in the past and implemented a new course with lab hours (English 101Z), as well as provided embedded tutoring; however, our success rate remains stagnant, and the equity gaps have not narrowed. The law has increased funding to support efforts and we will continue to review data and reform our practices, curriculum and class offers to improve our rate. Since the pandemic almost all our faculty are certified to teach online classes, and though we have returned to campus, half of our courses remain as online options. In the last five years, we hired four new full-time instructors to make up the six retirements during that period. We hired a full-time secretary and employ at least one student worker each year through CalWorks. Because our tutoring program has grown in staff and services, we moved the Writing Support Center to another building (AD100, soon to be in the 2nd Floor of the MLK Library in Summer 2024), which is managed by one of our full-time instructors.

Enrollment data shows a decrease in the last five years, from 8,204 in 2018-19 to 5,079 in 2022-2023. As a result, our section offers have decreased from 838 in 2018-2019 to 484 in 2022-2023, along with our Efficiency from 431 in 2018-2019 to 375 in 2022-2023. While our retention rate within term had a spike of 82% in 2019-2020 during the implementation of AB705, it declined to 75% in 2020-2021 and remained steady at 73% in 2022-2023. Our success rate in our transfer-level course has always been lower than the overall campus average (57% in 2018-2019, compared to the overall campus rate at 67%) but it has fallen to 41% in 2022-2023. As a result, all our English classes have an overall success rate of 47% in 2022-2023, down from the 61% in 2019-2020. Unduplicated headcount has also fallen from 555 in 2018-2019 to 307 in 2022-2023. In good news, students who declared English as their major has seen an improvement in success rate in both transfer-level English and Math, from 9% in 2018-2019 to 18% in 2022-2023. Our award count in ADT has increased from 12 in 2018-2019 to a high of 23 in 2021-2022.

Credit ESL. The Credit ESL Program at LACC is focused on a successful pathway to student completion of transfer-level English within three years.

During the 2023-2024 academic year, we successfully transitioned our entire daytime program to in-person learning. Compared to other large credit ESL programs in the LACCD, we are

scheduling significantly more in-person sections, and our enrollment for 2023-2024 is up 21%. We will continue to offer our evening program entirely on Zoom as this modality meets student demand.

Here is a comparison for Spring 2024. Los Angeles City College (LACC) offers 13 in-person sections, 14 sections conducted via Zoom, and no asynchronous sections. Pierce College offers 5 in-person sections, no Zoom sections, and 21 asynchronous sections. Valley College provides 5 in-person sections, 11 Zoom sections, and 9 asynchronous sections.

We began offering E.S.L. 110 (College Composition for Non-Native Speakers) in Spring 2023. We have also developed two ESL Milestone Certificates in Written and Oral Communication to recognize student achievement in advanced ESL coursework and to prepare English language learners for the academic rigor of degree-applicable coursework.

The ESL Lab provides both in-person and online tutoring services, a study space, computer stations, and a lending library. Faculty members lead weekly workshops and a conversation club.

Due to AB705, we implemented a Guided Self-Placement Survey in Spring 2020 to replace our traditional assessment tool. Our program utilizes a Writing Assessment instrument, which was granted 3-year probationary approval by the CCCCO in Spring 2022, to provide placement recommendations to incoming credit ESL students.

In Spring 2024, we held a successful in-person workshop for faculty members to discuss the results of SLO assessment and the implementation of AB705. We plan to hold these workshops during the fifth week of both the fall and spring semesters moving forward.

In Spring 2021, the ESL classes were reclassified as E.S.L. To better understand our enrollment trends post-pandemic, we here is our enrollment statistics. In the 2021-2022 academic year, we offered 56 sections with an enrollment of 1,192. Due to the surge of Omicron cases, we switched nearly all planned in-person sections to Zoom just before the start of the Spring 2022 semester. In the subsequent academic year, 2022-2023, the number of sections decreased to 53, with enrollment slightly declining to 1,092. During both the Fall 2022 and Spring 2023 semesters, we moved our lower-level sections back to campus, but we experienced low enrollment in the evening sections. In the most recent academic year, 2023-2024, we maintained 53 sections, but experienced an increase in enrollment to 1,323. In Fall 2023, we shifted our daytime program to in-person classes and our evening sections back to Zoom.

Our E.S.L. program retention rate within term has averaged 92% over five years with a high of 96% in 2019-2020. Our success rate has averaged 76% with a high of 81% in 2019-2020. Our success rate has consistently exceeded the overall campus average (67%).

Linguistics. With at least 60 percent of the LACC student body identifying as Latinx, and a sizeable first- and second-generation immigrant student population from other communities (Armenian, Bangladeshi, Chinese, Korean, Ukrainian, and others) present on our campus, the LACC Linguistics program directly "empowers students from the diverse communities it serves to achieve their educational and career goals" by engaging them with the study of diverse languages and cultures. The program has also added to the college's awards count with two new program certificates starting in Fall 2023.

The Linguistics program has been supporting student achievement by issuing two Certificates of Achievement in Linguistics, which testify to potential employers and academic institution about

student success in language study. As a result, enrollment in classes has increased after a drop two years ago, and class sections have doubled per semester.

Since the pandemic in 2020, as classes moved online, the program has offered only online classes. Now the program has thrived in terms of enrollment and course completion and plans to increase its awards count, especially for the fully-online student population.

Thanks to the certificates, the program, which faced a steady decline in enrollment, falling to 56 in 2021-2022, has rebounded significantly to 75 in 2022-2023. As a result, we have increased our sections per semester from two in 2021-2022 to four 2022-2023. Our Efficiency, which was steady at 450, had a sharp decline to 295 in 2022-2023 because of additional sections. However, we expect efficiency to grow, while maintaining our Retention rate within term at the average of 77% over five years. The program's overall Success rate has remained steady at 61%.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	English: Our program plans to increase enrollment over the next six years to at least 6,000 students, if not the five-year average of 6,400, with the help of a vibrant FYE, Puente and Dual Enrollment programs. In time, the program will improve its course completion rates to the campus average of 67%. That would require a change in class and support offers, as well as implementing best practices in our classrooms through professional development. Credit ESL: To improve our outreach, we request financial support for the creation of advertising posters, banners, and fliers as well as the production of high-quality videos for our website. We have created an inviting website with translations of the Guided Self-Placement (GSP) process in eight languages (Armenian, Bengali, Chinese, Japanese, Korean, Russian, Spanish, and Ukrainian) for a growing international student population. Linguistics: Our linguistics program hopes to increase enrollment over the next six years to at least the high of 75 students, while increasing its success rate from 61% to at least the overall college average of 67%.
Curriculum in response to student, transfer and/or community/industry/ business demands	English: With our Creative Writing certificate and soon-to-be associate degree, the program is looking into developing classes and creating alignment with the media industry, including film, journalism and publishing. Our program's ADTs has already increased student transfers to universities for future educators and content editors. Credit ESL: We are planning to adopt ESL 8B, the reading/vocabulary complement of the existing ESL 8 core writing course in AY 2025-26, or sooner, to offer more reading development support to our upper-level ESL students. ESL 8B is already offered at two other LACCD campuses.

	We plan to create additional ESL Milestone Certificates of Achievement in specific Career and Academic Pathways such as Business, Child Development, and Health Science.
	The ESL Lab faculty and staff will create new content-based workshops to engage students and seek avenues to better utilize ESL Lab resources.
	We plan to hold an AB1705/ SLO faculty workshop each semester, which will enable us to reach our student success and retention goals. We request ongoing funding for stipends for our adjunct faculty members.
	Linguistics: Despite its small size (only 4 sections per academic year), the LACC linguistics program has been supporting students in the Ralph Bunche Program and student transfer to UCs, specifically into Linguistics program at UCLA, UCSB, and UCSD. A recent LACC linguistics alum, now a PhD student in Linguistics at UCSB, has served as the statewide Student Regent on the UC Board of Regents. Our students go on to transfer to 4-year universities in teaching and international studies.
Teaching methodologies & AI	English: Most of the classes utilize online support, and as a result, AI has proven to be a challenge in terms of cheating and plagiarism. We are looking into classroom practices and program policies that promote honest work by the students.
	Credit ESL: Following the onset of the pandemic, all full-time faculty and all but one adjunct instructor became certified to teach online classes. We are also concerned with the impact of AI and are looking into practices and policies that promote authentic student writing.
	Linguistics: All our linguistics classes are available online in an asynchronous format, which is popular with the students whose schedule does not allow live participation. While AI has proven to be a challenge in terms of cheating, we have engaged best practices that promote honest work by the students.
Cross departmental/unit initiatives	English: To accommodate students in other majors, we are collaborating with STEM fields, Math (Data Analysis), Business and Psychology to contextualize our transfer-level class and building cross departmental collaboration with Cinema for our Creative Writing program.
	Credit ESL: We are collaborating with the International Students Program, the Noncredit Program, and Counseling to recruit students.
	Linguistics: In addition, the LACC Linguistics program is continuing to support AA degrees in both English and Foreign Language department, where LING courses are accepted as electives. Moreover, the interdepartmental Certificate of Achievement in Linguistics developed jointly by the English/ESL and Foreign Language

	Departments is now promoted to Modern Language students in addition to earning an AA.
New partnerships with the community, business and/or industry and educational institutions	English: The program will remain active in the Dual Enrollment program to build K12 pathways into our college. The program plans to strengthen partnerships with the media industry (film, journalism, and publishing). Our ADTs and other awards will continue to help students transfer to 4-year university programs. Credit ESL: We are also planning to explore offering Dual Enrollment classes for English language learners in local high schools. Linguistics: Our linguistics faculty has been presenting research at international conferences and collaborated with LACC Foundation on sharing culturally responsive pedagogies with our campus faculty.
Ensure accessibility	English: The program has always worked and will continue to work with DSPS service to ensure course materials are accessible. Credit ESL: Our program has worked with our DSPS Services to ensure that all class materials are fully accessible. Linguistics: Our program has always worked with our DSPS services to ensure our class materials are accessible.

iii.   *Summary of resources needed to implement the above developments*

Staffing	English: Being the largest program at the college, it plans to hire at least two full-time faculty in the next six years to compensate for upcoming retirements. Credit ESL: In the last five years we have hired one new full-time credit ESL instructor to replace two retired full-time faculty members. Going forward, we will need to hire at least one more full-time faculty member in the next six years to compensate for future retirements. The English & ESL Department has a full-time secretary and employs at least one student worker each semester. Linguistics: If our efforts in enrollment proves to be successful, we will need at least one more full-time faculty to compensate for future retirements.
Technology	English: While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring. Credit ESL: While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring. Linguistics: Classes are fully online and relies on Canvas.
Facilities	English: Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms.

	Credit ESL: Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms. We will review the hours of operation of our ESL Lab. Opening the ESL Lab at 11:00 am (Mon – Thurs) rather than noon may be more convenient for students who need a place to study and access a printer for written assignments. Linguistics: Since we plan to continue our online classes, there is no need for additional facilities, although in the future we might offer in-person classes, and classroom space will be needed.
Funding, including other revenue streams	English: Along with its 10100, the program relies on funding from state initiatives like AB 705, 1705 and tutoring funding from the district. Credit ESL: As part of AB1705 funding, we will collect and review data regarding student success and create promotional materials. Linguistics: Outside of the department's 10100 fund, no additional funds are needed.

13) International Student Programs

i. Introduction

International Student Services (ISS) and the Intensive English Program (IEP) play crucial roles in supporting the mission of LACC by ensuring that F1 international students have the resources, support, and guidance they need to succeed academically, culturally, and socially.

They directly serve students in alignment with the college mission through the following ways:

- Cultural Adjustment and Integration: International Student Services provide orientation programs, workshops, and cultural activities to help students acclimate to their new environment. By fostering a sense of belonging and community, ISS supports the college's mission of diversity and inclusivity.
- Academic Support: LACC's IEP courses and academic support services are tailored to the needs of international students. By helping students improve their language proficiency and academic skills, they contribute to the college's mission of academic excellence and student success.
- Immigration Compliance: International Student Services ensure that students maintain compliance with visa regulations such as maintaining full-time enrollment and proper immigration documentation. By assisting students with visa-related issues, they support the college's commitment to regulatory compliance and international student support.
- Cross-Cultural Understanding: Both ISS and IEP promote cross-cultural understanding by facilitating interactions between domestic and international students. Through cultural exchange programs, language exchanges, and intercultural workshops, they help students develop global perspectives and intercultural competencies, in line with the college's mission of preparing students for a diverse and interconnected world.
- Personal and Emotional Support: International Student Services provide counseling, advising, and support services to help students navigate personal and emotional challenges.

By offering a supportive environment, they contribute to the college's mission of holistic student development and well-being.

Overall, ISS and IEP play integral roles in advancing the college's mission of academic excellence, diversity, inclusivity, and global engagement by providing essential support services to international students.

Based on the developments outlined in the Academic Plan 2018-2024 for the international student program, here are the major achievements and challenges associated with each initiative:

The achievements related to the Improved Student Access through Digital Application Materials include:

- Increased accessibility for prospective international students by providing digital application materials and forms, streamlining the application process, eliminating the mailing of applications.
- Enhanced efficiency and convenience of digital and online application materials and staffing for both applicants and administrative staff, potentially leading to higher application rates and faster processing times.

The challenges regarding the Improved Student Access through Digital Application Materials are:

- The planned launch of MyPath, in partnership with CCCApply, at LACCD aimed to streamline the process for international students by facilitating the collection and upload of support documents required for issuing the I-20. However, the District has encountered a setback as MyPath will not be implemented, posing a hurdle for the realization of a fully online application process for international students. This development presents several implications:
  - Limited Online Application Capabilities: The absence of MyPath hinders the district's ability to offer a seamless, end-to-end online application experience for international students. This could impact the attractiveness of the application process and deter prospective students who prefer digital convenience and efficiency.
  - Resource Allocation and Workload: Staff involved in admissions and enrollment processes will face increased workloads and resource demands due to the manual handling of support documents. This could strain existing resources and potentially affect service quality and responsiveness.
  - Student Experience and Satisfaction: The lack of a fully online application process may result in a less user-friendly and streamlined experience for international students. This could impact student satisfaction and the perception of the institution, potentially influencing enrollment decisions and retention rates.

The achievements related to relaunching of the Intensive English Program (IEP) for F1 and B Visa Holders include:

- Revitalized pathway programs for international students who do not meet admission requirements, providing essential language and academic preparation for success at the institution.

- Expanded opportunities for students on F1 and B visas to improve their English proficiency and integrate into academic life more effectively.

The challenges regarding the relaunch of the Intensive English Program (IEP) for F1 and B Visa Holders are:

- Balancing the curriculum of the Intensive English Program to meet the diverse needs of students with varying levels of English proficiency.
- Ensuring that the relaunched program aligns with visa regulations and accreditation standards.

In response to Community, Business, and Industry Demands, the achievements are:

- Addressed the evolving needs of the community, business, and industry by offering additional hybrid courses tailored for business majors.
- Promoted the online business degree program to provide flexibility and accessibility for students pursuing business education.

In response to Community, Business, and Industry Demands, the challenges include:

- Aligning course offerings with industry demands while maintaining academic rigor and relevance.
- Ensuring that hybrid and online courses provide an engaging and effective learning experience comparable to traditional classroom instruction.

To develop new partnerships International Student Programs established strategic partnerships with community organizations, businesses, and educational institutions to enhance opportunities for students. In addition, we leveraged partnerships to create internship programs, career pathways, and collaborative research initiatives for international students. However, the challenges of the Program underline the importance of cultivating and maintaining mutually beneficial relationships with partners from diverse sectors and backgrounds. Additionally, overcoming logistical and administrative barriers to collaboration, such as differing schedules, priorities, and organizational structures, presents further challenges.

By addressing these achievements and challenges, the International Student Program demonstrates its commitment to enhancing student access, academic success, and engagement with the broader community, business, and industry stakeholders.

Legislation, technology, human resources and facilities impacted the International Student Programs. Changes in immigration policies and regulations, especially concerning student visas and work authorization, directly influence the recruitment, enrollment, and support of international students. Ongoing monitoring and adaptation to legislative changes are crucial to ensure compliance and provide timely support and guidance to international students. Flexibility in program structures and support services may be necessary to accommodate shifting regulations.

Advancements in digital platforms and tools have transformed various aspects of the department/unit, including application processes, student communication, academic delivery, and administrative tasks. Continued integration of technology to enhance student access, streamline processes, and improve engagement. ISP is currently exploring the use of Comevo as a tool for online workshops, and as an online application. E

Changes in staffing, including turnover, retirements, or restructuring, can affect the department/unit's capacity, expertise, and morale. Investment in professional development,

succession planning, and talent acquisition strategies to ensure a skilled and motivated workforce. Emphasis on fostering a supportive and inclusive work culture to retain and attract top talent.

Future campus expansion, renovation of the Cesar Chavez Building, and relocation of the ISP office will impact the physical environment and resources available to students and staff. Maximizing the use of updated facilities to enhance student services, collaboration, and engagement. Addressing any logistical challenges or disruptions during transitions to ensure continuity of operations and minimize inconvenience.

Moving forward, the International Student Office will need to collaborate with campus administration to address potential challenges arising from these changes.

The F1 student population has seen a 61% increase from Fall 2020 to Fall 2023. 60% of F1 students originate from Asia or Central Asia, with European students comprising approximately 17%. Over the same period, F1 students have maintained an average retention rate of 85%. Based on the provided information, several key insights can be gleaned:

- Significant Growth in F1 Student Population: The 61% increase in F1 student numbers from Fall 2020 to Fall 2023 indicates a substantial growth trajectory. This growth reflects various factors such as enhanced recruitment efforts, expanded program offerings, and shifts in global demand for education.
- Regional Distribution of F1 Students: The majority of F1 students, approximately 60%, originate from Asia or Central Asia, suggesting a strong representation from these regions within the international student cohort. Additionally, the notable presence of European students, comprising around 17%, highlights the diversity of the F1 student body.
- Stable Retention Rate: Despite the growth in F1 student numbers, the average retention rate has remained consistent at 85% since Fall 2020. This indicates that the institution has been successful in maintaining high levels of student satisfaction, academic support, and engagement, contributing to student retention over time.
- Implications for Institutional Strategy: The growth in F1 student numbers presents opportunities and challenges for LACC. On one hand, increased international student enrollment will enrich campus diversity, foster cross-cultural exchange, and contribute to institutional revenue. On the other hand, managing this growth effectively requires careful planning, resource allocation, and support services to ensure a positive student experience and academic success.

Overall, the analysis underscores the importance of monitoring enrollment trends, understanding student demographics, and implementing targeted strategies to support the diverse needs of international students while maintaining high levels of retention and academic quality.

<div align="center"><i>ii.   Summary of six-year (Fall 2024-2030) developments</i></div>

Number of students served and their demographics	Projected number of students served: Year 1: 382 students Year 2: 418 students Year 3: 457 students Year 4: 501 students

	Demographics will continue to be in Central/Southeast Asia as well as Europe.
Resources and services in response to student, campus, and community needs	Increased number of student workers to assist with campus wide programming, peer to peer outreach, and new student on boarding. Creation of new revenue streams for LACC such as contract education, and J1 programming services, summer camps, as well as an expansion IEP programs.
Use of technology & AI	• Marketing and Communication: AI-driven analytics and targeted campaigns on social media platforms. • Application Process: Streamlined online portals with AI features for document submission and application tracking. • Virtual Engagement: Virtual reality tours and online events for remote engagement. • Student Support: AI-powered advising and language learning apps for personalized support. • Data Analysis: Predictive analytics for enrollment trends and risk assessment.
Cross departmental/unit initiatives	Continue collaborating with CTE, Academic Affairs, Dept. Chairs and Deans, along with Student Services and Administrative VPs and President.
New partnerships with the community, business and/or industry and educational institutions	Continue developing relationships with local and overseas language schools, high schools and universities, Au Pair agencies, overseas marketing agents, various service providers, and international education associations.
Ensure accessibility	

iii.   Summary of resources needed to implement the above developments

Staffing	The essential staff for an international education office include: counselors, recruiters, language instructors, admissions specialists, secretary and Designated School Officials (DSOs).
Technology	To efficiently run an international education office, essential technologies include Student Information Systems, Customer Relationship Management software, Online Application Portals, Virtual Meeting Tools, Language Learning Platforms, International Credential Evaluation Services, Document Management Systems, Financial Aid Systems, Data Analytics Tools, and Student Support Communication Platforms."

	Establishing a dedicated space for F1 students is essential to accommodate support staff and provide a centralized hub for student services.
Facilities	Establishing a dedicated space for F1 students is essential to accommodate support staff and provide a centralized hub for student services.
Funding, including other revenue streams	Exploring additional revenue streams such as contract education, au pair programming, and expanded Intensive English Program (IEP) offerings can supplement funding for the international education office.

14) Kinesiology/Health/Dance

i. Introduction

The Department offers the following programs:

- Kinesiology (AD-T)
- Public Health (AD-T)
- Fitness Specialist certificate (COA)
- Physical Therapy Aid program (COA).

During the recent years enrollment numbers have climbed back to the level prior to COVID. Our schedule to accommodate the current need of students, online or in-person have been adapted. The department increased offerings of 8-week courses to maximize enrollment numbers.

In addition, the Department added a more strategic way to schedule classes based on data and success. 2 full-time instructors added. Furthermore, we are strategically adding more (CTE) programs and local degrees to compliment what we already have. New computers/Laptops for faculty has been added.

During the Academic Plan 2018-2024 time period, Athletics has returned: 2 sports (Women's and Men's Soccer) in 2020 and 2 more (Women's Volleyball and Men's Basketball) in 2023. Despite those achievement, there are still challenges to navigate COVID restrictions in our discipline (Kinesiology/Dance) that require face to face classes to achieve the ultimate success for students. COVID restrictions had a big impact on the department. It slowed the progress of implementing new programs, but has not derailed the department. It has required the department to focus and come up with a strategic plan moving forward. This is in place and in progress.

Kinesiology department is a facility-based department. Facilities should be maintained and properly cared for to ensure our students have a great experience. We are in a constant battle to make sure the facilities are cleaned daily, secure and maintained properly. Poorly maintained facilities prevent students from having a great experience: not returning for more classes. A clean and safe environment will bring more students and give them a great experience. Our current facilities are: Swimming Pool, Locker-room, Soccer Field, Kin North and South Gyms, Weight Room, and Fitness Center.

AB 928 CAL-GETC should have a negative impact on the department, but we are making plans to address it and make it a non-issue.

Smart classrooms were not completed. They are in the works and this will allow our department to deliver courses in an up to date tech way. Another tool to access. Enrollment, success rate, number of degrees awarded during the recent years remained consistent. The 2 degrees we offer are 4 years old and 3 years old. We are working hard to increase the number and expect an increase in both Public Health and Kinesiology AD-T. COA-Numbers are low, but we have restructured the program and are seeing good results so far. We expect these numbers to go way up.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Anticipate an increase in enrollment with Athletics being back to the campus and with the addition of new programs

Curriculum in response to student, transfer and/or community/industry/ business demands	Creating new awards and curriculum to provide transfer and CTE pathways for students:
	Below programs have been submitted to Curriculum/EPPIC/LARC:
	1. Pre-Sports Medicine CTE CoA.
	       Program allows students to explore what a career in sports medicine could be like by working with our AT and sports teams here. Helps students to consider graduate school an education goal.
	2. Health & Fitness Management CTE CoA.
	       Partnered with the business department to offer a CoA to develop skills and knowledge of how successfully manage a health and fitness center facility. The first of its kind in the district.
	3. Athletic Coaching CTE CoA.
	       Prepares students to learn the philosophy, performance, health and welfare to become a modern-day athletic coach.
	4. AS in Human Movement and Applied Fitness CTE degree.
	       Degree imbeds a robust exercise science major curricula that is more robust than the current Kin ADT allowing students to become applied fitness expert while earning a liberal arts education.
	Currently being developed:
	1. Yoga 250 Hour Certification CTE CoA – will prepares student to become 250 hr certified yoga instructor.
	2. Dance Instruction Specialist CTE CoA – will prepare students to work as dance instruction specialist.
	3. Strength & Conditioning Specialist CoA – will prepare students to work in strength and conditioning.
	4. Certified Kettlebell Coach Level 1 Skill Certificate – certifies students as a level 1 kettlebell coach .

Teaching methodologies & AI	Upgraded computers and Wi-Fi added to buildings, smart classrooms
Cross departmental/unit initiatives	Work with other departments such as Child Development, Music and Cinema.
New partnerships with the community, business and/or industry and educational institutions	Continue to work with outside agencies for accreditation of new awards such as CPR
Ensure accessibility	Continual updates for assistive technologies

iii. Summary of resources needed to implement the above developments

Staffing	Additional specialized service technicians for equipment
Technology	Continual updates for assistive technologies
Facilities	New Athletic Field (IP). Custodial support and maintenance of the building. A renovated or new South Kinesiology building. Pool needs to be replastered. The Kin South Gym Floor needs to be resurfaced. Outdoor Gym Cement.
Funding, including other revenue streams	Additional allocation for equipment and equipment maintenance

15) Law/Administration of Justice
i. Introduction

The Law and Administration of Justice Department provides CTE training for students and programs for transfer. The Law discipline is one of two in the LACCD that has an American Bar Association approved Paralegal Program. The Paralegal Program consistently produces students who find employment. The Administration of Justice discipline has created an AS-T in Administration of Justice with a focus on forensic science, which is very popular. The Administration of Justice discipline is seeing a drop in enrollment as society's view towards law enforcement has changed, particularly within LACC's demographics. The Administration of Justice discipline is exploring more distance education options to increase enrollment. The Department would greatly benefit from an expanded marketing and advertising campaign as its visibility is low. The Department needs expanded custodial support as its facilities do not present a clean and welcoming environment. The Paralegal Program caters to working adults. Thus, the Paralegal Program's classes are predominantly in the evening. Students would feel safer if there were a higher visibility of security officers.

The Law/Administration of Justice Department had an enrollment of 1,698 students in 2018-2019. Throughout the course of the 2018-2024 term, the enrollment grew to its highwater mark of 1,921 students in 2020-2021. Thereafter, enrollment fell to 1,381 students in 2022-2023.

The main challenge during the 2018-2024 term was the pandemic. College-wide classes transitioned from "in person" to online and back to "in person." It appears that the growth in enrollment to 1,921 students was because the classes were offered online. Unfortunately, as time went on, it appeared that the students were less and less engaged in online classes. Retention and success rates dropped. The Department made a concerted effort to bring classes back in person. However, because other colleges within the Los Angeles Community College District continued to offer online classes, our enrollment suffered. The Paralegal Program is committed to "stay the course" and continue to offer in-person classes. The Administration of Justice discipline will probably have to transition to online classes simply for its survival.

Regarding the Paralegal Program (Law discipline), we are developing an E-discovery class. Electronic discovery, or E-discovery as it is more commonly referred to, is a legal process in which electronic data is gathered and preserved for use as evidence in a civil or criminal trial. "Electronic data" encompasses any electronic information that may be relevant in a lawsuit, including e-mails, instant messages/chats, documents, audio and video files, social media, web sites, company databases and so on. We are also in discussion with Thomson Reuters regarding Time & Billing Software. Time & Billing Software helps law firms track the time spent on tasks and projects and send automated invoices based on this data. We feel that it would be beneficial to expose students to this type of software during their studies. The Paralegal Program is also strongly considering developing a bachelor's degree program in Paralegal Studies. We have consulted with our Advisory Committee, and they have reacted positively.

The Administration of Justice discipline is actively marketing to local high schools. The Administration of Justice discipline would like to increase its enrollment by teaching more dual-enrollment classes. The Administration of Justice discipline is also developing an Advisory Committee for more guidance on curriculum and community needs.

As mentioned above, the Paralegal Program is developing an E-discovery class. This class would predominantly be taught in a computer lab. The Time & Billing Software would also be taught and used in a computer lab. The Paralegal Program will also transition to Westlaw Patron Access. Westlaw Patron Access is an online legal database that will be available to all Paralegal Program students.

The Administration of Justice discipline is looking to add more online classes. This will require more use of technology. Also, the faculty is learning how to use more technology in the presentation of their classes.

All Law discipline faculty members were given access to an online conference hosted by the American Association for Paralegal Educators (AAfPE). Many of the seminars were regarding various teaching methodologies. At least one Administration of Justice faculty member has completed a 20-hour course aimed at teaching high school students. Other faculty members have expressed an interest in the course.

The Paralegal Program (Law discipline) will be coordinating with the Library in order to move the law books to Holmes Hall. The Paralegal Program (Law discipline) continued to augment its

Advisory Committee. The Administration of Justice discipline is in the process of developing its first Advisory Committee.

Technology had the biggest impact because of the transition to online teaching during the pandemic. Although some classes are offered in person, faculty members still use Canvas Course Shells and Zoom to augment their classes. There are more classes being offered online. Also, some students will not take in-person classes if there is an online alternative. Both the Law discipline and the Administration of Justice discipline are still trying to find the best balance between in-person classes and online classes.

During the past five years, we have added a Department secretary. This person has helped tremendously by doing all the clerical work. Additionally, because some faculty members teach at night, having a secretary that can accomplish tasks during the business day is an asset. The Department also added a full-time faculty member to the Administration of Justice discipline. This "new hire" has taken the initiative to do outreach with the local high schools.

During the past five years, the enrollment numbers are as following: 2018-2019: 1,698; 2019-2020: 1,651; 2020-2021: 1,921; 2021-2022: 1,415; and 2022-2023: 1,381. Aside from whether the pandemic impacted enrollment positively or negatively, the Department lost 500 students within one year. At this point, we are trying desperately to get back to the pre-pandemic level of approximately 1,650 students. If progress to that level is not made within two years, we may have to rethink our current programs.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	This is tough to predict. Current numbers indicate a downward trend. We will need to monitor our enrollment numbers during the next two years. We are hoping that there is a "bounce" toward increasing enrollment numbers.
Curriculum in response to student, transfer and/or community/industry/ business demands	As mentioned above, there are curriculum changes in progress. In the Paralegal Program there will be more of a focus on technology. The Administration of Justice discipline has revised its Certificate of Achievement to be more attractive to dual-enrollment students.
Teaching methodologies & AI	All faculty members will take or have taken training on new teaching methodologies.
Cross departmental/unit initiatives	The Paralegal Program is collaborating with the Library to bring law books to Holmes Hall. The Department is collaborating with First Year Experience and the Dual-Enrollment Office to increase enrollment.
New partnerships with the community, business and/or	The Paralegal Program is constantly adding to its Advisory Committee. The Administration of Justice discipline is creating an Advisory Committee.

industry and educational institutions	
Ensure accessibility	We need to continually update for assistive technologies.

Staffing	Staffing is currently at an efficient level.
Technology	Newer computers, approximately 12, in our computer lab.
Facilities	We need cleaner and safer facilities.
Funding, including other revenue streams	We need a dedicated budget for our Law Library Collection (print) and our five Westlaw Patron Access computers.

16) Life Sciences

i.   Introduction

The Life Sciences department is one of the major academic departments that, in an accessible and equitable manner, helps students achieve their educational and career goals by offering programs and courses needed to obtain a Biology ADT to transfer to a 4-year institution or to fulfill pre-allied health prerequisite requirements while earning a degree or certificate in pre-allied health in preparation for advancing to programs such as nursing, radiologic technology, pharmacy, PT, OT, etc.

The biggest department achievement during the 2018-2024 period was the establishment of the Pre-Allied Health AS and certificate programs. Since the creation of those programs, the department has awarded almost 200 AS degrees and nearly 800 Certificates of Achievement. One major challenge included a global pandemic that affected both the way our courses were offered, and the way students approached learning and acquired skills during and after the pandemic period. Until the FALL 2023 semester, we were still understaffed in terms of full-time faculty. The hiring of 3 full-time, tenure-track faculty in the FALL 2023 semester looks promising, though if there is not a commensurate increase in standard hours allotted to the department, then growth is still stifled with the full-time instructors simply replacing adjunct hours (which is an improvement but not optimizing growth potential). Laboratory technician support is still lacking. An identified need during the 2018-2024 Academic Plan was for an increase in the 2 full-time laboratory technician positions. The department currently has 1 full-time technician and a provisional technician that is leaving at the end of this fiscal year. We are still constrained somewhat by laboratory space, but after the pandemic our enrollment, while good relative to most departments on campus was down in 2023 by 23.5% from our 2018 enrollment numbers though the 5-year average was stable due to a big increase in enrollment during the pandemic as the laboratory component of our courses were offered purely online and students rushed to take advantage of the relaxed requirements for "wet-lab" experiences in order to gain admission to some allied-health programs. That decrease in 2023 was due to

that year being the first one that students were returning to in-person laboratory experiences and that transition period still had some competition from some other colleges that did not return in-person yet. I believe the 2024 enrollment numbers when compared to the previous 2023 ones will show an improvement. Though the full 2023-2024 enrollment numbers are not currently available, comparing Summer 2023 and Fall 2023 (which are part of the 2023-2024 school year) to Summer 2022 and Fall 2022 shows a 10.7% increase in enrollment. The 2018-2024 academic plan also called for more support for students through SI programs, which has not been fully realized and could also hamper efforts to increase student success. Last year, the Life Sciences Department was able to establish Anatomy tutoring through the General Tutoring Program at LACC with some funding from the Guided Pathways Program. The department's Biology 6/7 students can also get some SI through the MESA program, but our allied-health students in the Microbiology and Physiology courses as well as our non-major Biology students in the Biology 3 or Biology 25 courses have no access to SI services.

Legislation has not had much of an effect on our particular department, however, technology, human resources, and facilities needs have. Technology has been improving and so our technology, especially as a science program, has to improve as well to maintain current standards. For example, the built-in projectors present in our science labs are of SD resolution (not even HD) when most televisions now are 4K. Students will not be used to seeing such low resolution images and those images will not match what they will be seeing currently in industry. We have been approved for new lab projectors but they have not even arrived yet much less installed and we have no word on when that will happen. Likewise, hiring new full-time tenure-track faculty in the FALL 2023 semester enhances potential for department growth but, without standard hours and especially laboratory technician support, the envisioned growth will be severely stunted if not prevented altogether. Our facilities have not improved (we have a fixed number of lab rooms that we optimize usage by scheduling morning, afternoon, evenings, as well as Friday and Saturday classes) but until we get our enrollment maximized, we do not need more classroom space. However, the safety and cleanliness of the SCI-TECH building is of concern due to the building's close proximity to the metro subway station.   The building often gets indigent individuals entering the building and using and sometimes damaging our facilities (especially the bathrooms). This situation poses a security risk to students who fear those individuals as some have threatened or assaulted said students. Going forward, unless facility safety is improved, technology is upgraded, human resources are optimized with enough standard hours allotted to the department for growth and not just to replace adjunct hours, and an additional laboratory technician is hired as well as offering SI support to all department students, any potential return to the department's former enrollment and subsequent enrollment growth along with increased student success will go unrealized.

Over the past five years the average enrollment has been comparable to the 2018 numbers despite a significant drop from said levels in 2022-23 due to the pandemic related enrollment surge in 2020-2022. The drop in enrollment was most likely the result of the hesitation of students to return to traditional in-person labs despite many of our classes still having a variety of options (synchronous online, asynchronous online, and in-person) for the lecture component. With this drop in enrollment, efficiency also dropped, though our department practice of combining a single lecture with two labs has mitigated this drop somewhat so that

our 5-year efficiency average is still a respectable 563. Our retention numbers have been flat over 5 years and did not decrease despite the drop in enrollment. The 5-year average for success in gateway courses is comparable to the 2018-19 gateway success. Despite a decline in success during the 2022-2023 return to in-person labs, there was a boost in gateway course success in 2019-2022 due to the pandemic related transition to online labs which compensated for the subsequent decline. All course success followed the same pattern as gateway success with the 5-year average all course success similar to the 2018-2019 success rate with a pandemic boost from 2019-2022 and a fall in success during 2022-2023 with the return of in-person labs. With the creation of the Pre-Allied Health AS and Certificate of Achievement, the number of awards in the department has increased exponentially, going from 4 awards in 2018 to 310 awards in 2022-2023 with a total of almost 1000 awards from the Life Sciences department given over the 5-year period of 2018-2023.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Enrollment will gradually increase as students are forced out of the online lab pandemic panacea to more traditional in-person wet lab experiences as many programs have tightened their loosened pandemic-associated lab course requirements. Demographics should be fairly similar to historic norms.
Curriculum in response to student, transfer and/or community/industry/ business demands	By far the department's most successful awards are in pre-allied health programs and so we will continue to offer the bulk of our courses to cater to the prerequisites for allied health programs. Though we do not anticipate many changes to those allied-health prerequisite requirements, we will monitor the community/industry demands and adjust our course offerings in response.
Teaching methodologies & AI	We have embraced offering a variety of options for teaching our courses and will continue to offer a variety of teaching modalities for lectures, including online synchronous, asynchronous online, and traditional in-person lectures. While the vast majority of our lab class sections will be traditional in-person ones, to increase student access, we will have a few hybrid sections of labs that require only 1 or 2 days on campus during the semester with the rest of the labs being completed at home by the students using lab kits. Student AI use will be monitored and discouraged in regards to plagiarism concerns and we do not see a robust or active incorporation of AI tools into our curriculum over the next 6-year period.
Cross departmental/unit initiatives	We will continue to work with the other STEM departments to optimize scheduling of our courses so students will not have conflicting class schedules that hinders completion of their educational goals and we will work with the pre-allied health departments like nursing, radiologic technology, and dental technology to ensure our courses meet their prerequisite needs.

New partnerships with the community, business and/or industry and educational institutions	We will continue to work with institutions such as CSULA to ensure that our courses meet the prerequisite requirements for their programs. Some of our newly hired full-time tenure-track faculty have industry connections (some in medicine, some in active biological research) and so we will monitor community and industry needs and might expand our program offerings based upon them.
Ensure accessibility	We will continue training to ensure all of our faculty and staff is well-educated in optimizing student accessibility (Canvas and pedagogical workshops/seminars) and we will continue to offer our department courses at a variety of times (morning, afternoon, night, and Friday and Saturday) in a variety of modalities (in-person, online synchronous, and asynchronous) to ensure maximal student accessibility to our department offerings.

iii. *Summary of resources needed to implement the above developments*

Staffing	To effectively manage department needs and achieve modest growth, an additional full-time laboratory technician position is needed (3 total techs for the department). The Life Sciences department currently is allotted two full-time technicians but at present we only have one full-time technician and one full-time provisional technician who is leaving June 2024. We also need tutor support for all of our course offerings to enhance student success. At this time, we only offer Anatomy tutoring through the General Tutoring Program and major's Biology (Biology 6 and 7) through MESA. We have no SI support for the non-major's Biology courses nor the Microbiology and Physiology courses.
Technology	We need new projectors for our classrooms (though they have already been approved, they have not yet been received nor installed) as our current projectors are SD and do not support the current industry standards in resolution.
Facilities	Safety, security, and cleanliness guarantees are needed for the SCI-TECH building where the Life Sciences department operates. Those basic requirements are not currently being met.
Funding, including other revenue streams	Enhance budget allocation from 10100 is needed to uphold our existing standards as well as maintain and/or replace aging equipment and renew software licenses (Labster, Visible Body). Extra funding will be needed to support growth as our current funding is barely sufficient for our existing needs due to double digit post-pandemic inflation.

17) Mathematics

i.   Introduction

The Department of Mathematics directly serve students in support of the college mission by providing them with a strong foundation in mathematical, statistical, and analytic skills that are essential for success in a wide range of careers and academic pursuits. Our math program and Statistical Data Analytics Certificate help students develop critical thinking, problem solving, and quantitative reasoning, as well as the ability to analyze and interpret data of real-world applications effectively. This not only benefits individual students by increasing their employability and career prospects, but also serves the broader mission of the college by preparing and empowering students to make positive impact to the community.

The major achievements identified by the Mathematics Department during the implementation of the Academic Plan 2018-2024 were:

- Expanded program offerings in different modalities to better meet the diverse needs and preferences of our community.
- Received a grant to support innovative projects and curriculum development initiatives.
- Developed a certificate program on Statistical Data Analytics.
- Computer labs are upgraded for learning and teaching experiences for students and faculty.

Meanwhile, the challenges included:

- Curriculum developments to be compliant with education policy from state laws. Our new courses, MATH 261A and MATH 261B, will be archived as the new AB1705 memo/FAQ stated that only colleges are not allowed to offer two semester Calculus I pathway.
- Ethical use of AI in education.

Changes in legislation, such as AB705, AB1705, and other new education policies, have affected the math department and STEM disciplines significantly. Compliance with new regulations and standards may require adjustments to various aspects of the math department's offerings, including course modalities, teaching methods, and preparatory bootcamps and workshops to support students' needs and program sustainability. The department has replaced computers in the lab classrooms; however, it is essential to keep these computers up-to-date to ensure optimal performance that the department will continue to collaborate closely with IT support to establish a system for regular software updates and monitoring hardware performance. Two probationary faculty members were hired in the last three years to enhance the department's academic capacity and support the instructional needs of students. Multiple safety concerns, such as missing equipment and unauthorized access to the department, have been reported. During 2022-23, the Department was able to increase in-person courses, which resulted in a slight growth of the success rate to 58%. State laws have also impacted success rates because returning students do not have the support courses to provide the foundational skills that are needed in the college-level courses.

The top reason for the low success rates is for our gateway Math 227 (non-stem) and Math 261 (stem) students do not have courses to provide the foundational skills needed in the college-level courses. Other factors that impacted success rates, due to the pandemic, students could not study in distracted-free environments like the library or other quiet study spaces. Students were not able to form study groups and had limited access to math tutoring in a face-to-face format. Students were limited to working in groups in a ZOOM setting, which is essential for

their academic growth. Students also lack a growth-mindset mentality and lack confidence in their math ability that contributes to lower success rates.

Fall to Spring Persistence 2020-21: 67%; 2021-22: 61%; 2022-23: 61%; average: 63% Fall to Fall Persistence 2020-21: 44%; 2021-22: 47%; 2022-23: no data; average: 45.5%. Many students take one terminal course (MATH 215, 227, 229, 230, 236, and 245). We do not expect these students to take Math courses in both the Fall and Spring.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Anticipating a potential decrease in enrollment due to global enrollment issues and the impact of AB 1705 law on course offerings. The department will continue to collaborate closely with the outreach program to offer classes to high school students, actively participate in college events to showcasing the opportunities for early college credit and academic enrichment.
Curriculum in response to student, transfer and/or community/industry/ business demands	Launching our Statistical Data Analytics Certificate program in Fall 2024 to meet the growing demand for data analytics skills in community/industry/business.
Teaching methodologies & AI	Instructors need ongoing professional development to enhance their teaching methodologies with practical strategies, hands-on experience, and guidance to incorporate AI tools into their teaching practices.
Cross departmental/unit initiatives	Collaborate with departments and programs to support our students.
New partnerships with the community, business and/or industry and educational institutions	Continue to work closely with the MESA Program and the community to ensure students stay informed about STEM events and the internship opportunities.
Ensure accessibility	Encourage faculty to participate accessibility trainings.

iii.   Summary of resources needed to implement the above developments

Staffing	New faculty to replace retired and retiring faculty.

Technology	Technological innovations in cloud-based tools such as Git repository like GitHub and updated equipment like project wirelessly from a laptop to projector.
Facilities	Assessing and enhancing physical security measures, such as installing security cameras, increasing patrols, and installing a door in the stairway of third floor of Franklin Hall is essential to maintain a safe and welcoming learning environment for all members of the academic community.
Funding, including other revenue streams	Funding for hiring new full-time faculty, increase budget for tutors/SI, and technology update.

18) Modern Languages & Civilizations

i. Introduction

The Modern Languages and Civilization department offers language courses in ASL, Armenian, Chinese, French, Japanese, Korean, Russian, Spanish, and soon Arabic. We have the most diverse set of language courses offered in the district and in the Greater LA region. We serve the college community's wide range of student demographics – younger students seeking to complete GE requirements, professionals who are picking up a new language for career advancement and augmentation, Heritage-language learners, those in the degree pathway, and older students. We offer AD-T and AA degrees in Modern Languages for academic advancement, certificates of achievement for career opportunities, and courses for fulfilling language requirements for CSU, UC, and private universities.

It was our goal to have at least one course in each language have a DE course, but due to the pandemic, every language course is offered online. This has also allowed us to implement our goal of offering more language learning technology in our classes. Every full-time and adjunct faculty is now certified in teaching online courses. It was a challenge during the pandemic to develop curriculum for languages in an online format, especially in 2020 and 2021. However, our faculty rose to the challenge and were able to develop fantastic and accessible course shells. Furthermore, we were able to meet our goal of hiring new full-time faculty in Japanese, Spanish, Korean, and Armenian.

Before 2018, only a handful of our civilization courses were offered online. Now, every single program offers online courses, and this has increased our enrollment, our strength as a department, and our power to attract students from across the nation. We have also hired new full-time faculty in Japanese, Spanish, Korean, and Armenian, and this bolsters our full-time faculty roster allowing new programs/courses to be developed in these areas, more work and representation on college committees, and a healthier and more diverse department.

We are very pleased with the amount of certificates that our department is offering. Though the number of awards fluctuates from year to year, we are generally seeing a steady number of certificates especially in Spanish, Korean, Japanese, Armenian, and Russian. Chinese and French

have lower certificate awards, which is why we may offer only levels 1 and 2 on a rotation basis going forward.

Enrollment has been steady, although the number fluctuates due to changes in modality from level to level. For example, sometimes level 2 classes (which are usually online) have lower enrollments since the level 1 courses the previous semester were offered in both in-person and online formats – leading to some drop-off from in-person students who don't want online. The same happens vice-versa. Overall, enrollments remained steady and even increased during the pandemic with the advent of online education – especially in the Korean program.

ii.   *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	The department needs to continue offering online courses which are immensely popular with our students. While we are committed to offering hybrid and in-person courses for certain disciplines which are difficult to teach online (like ASL) and for beginning levels, the vast majority of students who take our level 2, 3, and 4 courses prefer an online environment. Most of our students have full-time jobs and the online environment works for them. We can also attract students from different colleges, and this has been demonstrated in the past, namely in our level 3 and 4 courses. Historically, our level 3 and 4 level enrollment has not been steady due to the fact that they are advanced levels, but with online, we believe that enrollment can increase.
Curriculum in response to student, transfer and/or community/industry/ business demands	In Fall 2024, the department will offer Arabic again, we believe the class will be very successful due to political issues in that part of the world. The certificates will continue to be used as a tool to attract students to our classes, many industries offer a bilingual differential and even including a certificate/degree in a foreign language on a resume can lead them to greater job opportunities.
Teaching methodologies & AI	Google Translate and now AI have led to issues with academic integrity and plagiarism, but we believe that we can use AI in our classes to encourage students to increase their language ability. For example, some assignments can include generating a text in AI and making it sound more 'natural', and dialogues in class can include how computer software and AI cannot detect certain linguistic features in many languages, making the speech or text sound "robotic." AI can be embraced as a lesson to students rather than ignoring it altogether.

Cross departmental/unit initiatives	Recruit students from other departments with related fields, such as literature students from English/ESL or Non-credit students who take Spanish for non-credit courses – they can then continue on to our Spanish 1/2/3/4 series.
New partnerships with the community, business and/or industry and educational institutions	LACC is near Little Armenia, Koreatown, East LA, Little Tokyo, and Chinatown. More outreach with community organizations, small businesses, and even consulates/embassies is needed.
Ensure accessibility	Continue evaluating our courses – especially online – to make sure that they are accessible. Work together with OSS for any doubts or questions.

iii.   *Summary of resources needed to implement the above developments*

Staffing	We would like to hire additional faculty in Spanish and Russian in the future.
Technology	Make sure all computers, projectors, and technology in the department (both in offices and classrooms) remains accessible and working.
Facilities	The Language Lab used to be widely popular with our students before the pandemic, it is our priority to make sure this room (JH 115) remains open for our students – even online students – to come in and get assistance with their classes and have a place to study and access foreign language study materials.
Funding, including other revenue streams	Funding for tutors in the key languages (Spanish, Korean, Japanese, and others if funding permits) is needed.

19) Music

i. *Introduction*

The Music Department supports the college mission by offering an AA-T and AA that prepare students to transfer to four-year schools, as well as numerous career and technical education certificates that prepare students to enter the music industry.

Although we can serve up to 250 students through the Herb Alpert fund, we have not been able to reach that target due to the pandemic and lack of enrollment at the campus.

We continue to plan to offer a Popular Music certificate, starting in fall 2025.

The department upgraded only 50% of technology in Recital Hall, Recording Studio, and Lecture Hall due to funding limitations. We added more culturally relevant curriculum, especially in music appreciation. We did not allow outside groups to use our facilities during the pandemic, but now are starting to do so. We did not hire a full-time music technician, full-time sound/audio engineer, or part-time piano technician. We continue to ask as part of program review.

OSS is unable to accommodate our goal to improve accessibility for vision-impaired students who do not read Braille and for all disabled students who have challenges of their own, as they do not have the tools.

AB 705/1705 has improved outcomes for music students, as they are able to complete their degrees more quickly.

It is difficult to remain current with music technology as it changes every year and we do not have sufficient ongoing funding and resources.

In addition to our need to hire a full-time music technician, full-time sound/audio engineer, and part-time piano technician, we have not been able to replace a piano accompanist who retired in 2020.

Poor HVAC in HAMC building, especially during the pandemic, led to the ruin of numerous instruments, including a very expensive concert grand and 10 upright pianos. They need to be replaced.

A continued population decline in our service area means we need to be more proactive and aggressive with outreach and marketing to high schools. We can offer more pathways to our music programs by packaging critical gateway courses (Music 200, English, and Math) to high school students in grades 11 and 12.

We are well positioned in our Music District Discipline Committee to adopt the common course numbering system.

 To help offset the budget, we believe we can be proactive as a college to get outside groups to use more of our music facilities.

We need to understand more about how the industry is using AI, especially in terms of recreating sounds and composition, and incorporate that into our teaching. There has been a large uptick in students using ChatGPT to submit assignments in music appreciation and history classes; we need to change our methodologies so that students can only use AI as a starting point towards the learning outcomes.

   ii. Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Increased enrollment through outreach to high schools, revised use of Herb Alpert funding to provide additional support to students (Foundation), better use of social media, and new certificates.
Curriculum in response to student, transfer and/or community/industry/ business demands	• New "Music Scoring for Film, TV, and Games" certificate • New "Music Business" certificate • New "World Music" certificate • New "Jazz and Popular Music" certificate • Split "Music Songwriting" certificate into 2 levels

	• Split "Music Production and Technology" certificate into 2 levels • Archive the "Vocal Performer" certificate • Remove current musical events and create concert series
Teaching methodologies & AI	We will strive to incorporate the use of AI into our programs, especially in terms of music production and composition
Cross departmental/unit initiatives	• Music Gaming certificate with VAMA department • Music Business certificate with Business and Law departments • World music appreciation courses: African American Music, Asian Music, Music of Mexico, Music of South America; can be added to Social Science programs
New partnerships with the community, business and/or industry and educational institutions	• Increased internship opportunities for students in local music businesses (including LAEP) • Music majors will be able to teach in elementary schools (Prop 28 allows this)
Ensure accessibility	Continue to use the latest technology to provide increased access to our courses, programs, and performances.

iii.   Summary of resources needed to implement the above developments

Staffing	• Need to hire a commercial music piano accompanist (we lost our FT in 2020). Our commercial area is growing rapidly, and we are unable to provide the services to our students. • Need to hire a FT sound engineer. Currently, we share with Cinema/TV (50/50). Our demand is getting higher with concerts, performances, and technology courses. It is impossible to have a sound engineer who can only work for 20 hours per week. • Additional adjunct faculty to teach new courses in music scoring, music production and technology, and music business.
Technology	• Replace all smart podiums and projectors in all classrooms (our contractor and the system no longer exist, and we are unable to replace any of the parts) • Remain current with new/updated music production technology (computers, software, audio)
Facilities	Piano Storage room (HVAC), Instrument room (HVAC)

Funding, including other revenue streams	• Funding for ongoing technology upgrades for all tech/production courses • Funding for ongoing instrumental upgrades for all instrumental and ensemble courses • Funding for a PT piano technician • Funding for a FT sound engineer • Funding for adjunct faculty

20) Noncredit Adult Education

i. Introduction

The LACC Noncredit Adult Education Program promotes inclusivity and access by providing adults students free programs in English Language Acquisition (ELA), Basic skills, high school equivalency preparation, EL Civics and short-term vocational training and workforce preparation programs. This provides service area residents with pathways to long-term self-sufficiency and economic and career mobility.

The Noncredit Adult Education program enhances access to higher education by working with local America's Job Centers of California, businesses, local schools, and faith- and community-based organizations to reach and meet the needs of adult learners. Flexible scheduling, location, and instructional modalities are key strategies used to support adult learners: LACC offers courses and services from early morning through evening and on weekends on campus and at more than 35 community locations. Classes are also offered online as synchronous, asynchronous and hybrid modalities to maximize accessibility and support persistence for adult learners.

Here are some major achievements and challenges in the implementation of the developments identified by Noncredit Adult Education department in the Academic Plan 2018-2024:

- Hiring of three full-time faculty members to spearhead the following programs: ESL/ESL Civics, Voc Education (Computer Literacy) and Basic Skills (GED Preparation).
- Hiring of two full-time counseling faculty dedicated to noncredit adult education.
- Opening of the Adult Education Learning Assistance Center supported by AEFLA and CAEP funding.
- Development and implementation of noncredit allied health training programs in phlebotomy, medical assistant (front & back office), optician tech. Training programs are all aligned to industry standards and offered in collaboration with office of Economic development and Workforce Education.
- Development of Registered Behavioral Technician (RBT) certificate program. First cohort to be offered in Fall 2024.
- In collaboration with the Office of Economic development and Workforce Education, developed and implemented the noncredit Business Institute Incubator. The incubator aims to help minorities successfully establish a business; during the first cohort, 20 women- and minority-owned entrepreneurs successfully participated. The second cohort boasts 25+ undocumented LACC student participants.

- Converting of all noncredit classes to online modalities as a result of Covid conditions and return to in-person instruction on campus and at 35 community partner locations.

An ongoing challenge for our department has been the recruitment and hiring qualified adjunct faculty to meet the demand for in-person classes. For example, for Fall 2023, 13 community partners that requested classes could not be accommodated with in-person instruction. Recruitment, selection, and retention of qualified adjunct faculty will be essential to capturing the growth expected for noncredit. Hiring of full-time faculty members resulted in the formation of the Noncredit Academic Department. The first chair will begin serving in July 2024. Having a department chair with a 0.7 reassigned time is expected to support this goal.

Adult Dual Enrollment (SB 554), In-state Tuition Eligibility (SB 68) and In-language instruction (AB 1096) impact Noncredit instruction and programming. These initiatives expand educational opportunities for adult learners. SB554 and SB68 provide afford eligible undocumented adult learners to access credit courses for free and to qualify for California Dream Act assistance. LACC's Noncredit Adult Education Program support undocumented students by providing and embedding information on available resources and educational/training pathways into orientations and class instruction.

The impact of In-language instruction (AB 1096) to Noncredit instruction is multi-faceted. While AB 1096, removes the requirement for students participating in non-English classes to concurrently enroll in ESL coursework. A challenge presented by this change is that while in-language instruction is quite popular with students, policies to hire and evaluate faculty qualified to teach these courses and procurement of in-language instructional materials are still works in progress.

Demand for noncredit adult education programming continues to be strong. Within the LACC service area, half of the population (56%) speak a language other than English at home and 11.8% of the population have not completed the 9th grade, and 6.5% have completed high school (9th to 12th grade) without obtaining a diploma. We have seen consistent increases in enrollment in noncredit disciplines and are approaching pre-COVID enrollment rates. In our ESL & ESLCVCS Programs, the number of students identifying as white increased from 318 to 944 (9.7% to 19.2% of students) from 2021-22 to 2022-23. This change in student population can in part be attributed to the increase in Ukrainian and Russian students, many who have come fleeing the war. As we know, students' lives greatly impact their success in coursework. These students' migration to the USA, trauma from the war, and the emotional toil of ongoing war can have negative impacts on their success in classes and programs. Additional data from our TopsPro indicate that cultural barriers, low levels of literacy, and being an English Language Learner are top reasons students indicate difficulty finding employment or enrolling in higher education.

ii. *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	Noncredit enrollments will increase as a result of increased program offerings in the areas of Basic Skills, Vocational ESL and noncredit CTE. Decrease in the median age of the program as younger students enroll in basic skills and noncredit CTE courses.

	Increase of students concurrently enrolled in credit and transitioning to credit courses duet to adult dual enrollment and California Dream Act expansion to adult students (SB68).
Curriculum in response to student, transfer and/or community/industry/ business demands	Increase offerings of support courses to promote student success such as Computer Literacy for Academic Purposes, English and math support courses and College Preparatory Seminar. Development and implementation of additional Noncredit CTE courses/certificate programs including cohorts offered in the Integrated Education and Education (IET) model to promote training opportunities for limited English populations thus ensuring equitable access to employment in jobs with a living wage.
Teaching methodologies & AI	Noncredit online instruction allows us to serve students that cannot travel to attend classes in person and while not as popular as in person instruction, online classes are now a permanent fixture and require ongoing training for faculty to promote equitable outcomes for students regardless of teaching modality. The evolution of AI provides opportunities and challenges for adult education. AI can assist Adult Ed faculty to develop differentiated contextualized instructional materials. This is especially helpful as the majority of noncredit classes are open-entry/exit and multi-level. Integrating AI in noncredit classes necessitates providing training to faculty on how to appropriately apply AI-based tools in their classrooms. As well as embedding lessons to promote the skills, knowledge, and attitudes for students to responsibility and ethically utilize AI.
Cross departmental/unit initiatives	Increased collaboration with internal partnerships to improve intra-campus referrals to programs and services (ex. Dream Resource Center and Basic Needs); Developing and implementing a "warm hand-off" counseling for noncredit students transitioning to credit programs (including adult dual enrollment students after their 1st semester). Increased collaborations with math, English and CTE departments to promote students' success.
New partnerships with the community, business and/or industry and educational institutions	Increased partnerships with community agencies to promote outreach and recruitment; provide support services to students with increased wrap-around services; Partnerships with additional employers to 1) inform curriculum development and delivery, 2) increase work-based learning opportunities, and 3) provide employment for students as they complete noncredit programs.
Ensure accessibility	Provide professional learning opportunities for noncredit faculty and staff to promote equity minded instructional practices and services including ensuring online instruction passes accessibility checks.

	Collaborate with the OSS office to support limited English students access accommodations services to promote equitable access and outcomes.

Staffing	2 Student Services Specialists to coordinate the data collection and compliance mandated by CCCCO, CAEP, and WIOA: AEFLA and coordinate the delivery of student support services to campus and offsite students 2 Student Services Aides to provide noncredit adult education with intake, orientations and onboarding support. Job Developer to support student job placements and conduct regular follow up and reporting on job placement Technology coordinators (ISA) to facilitate professional development and technology integration in noncredit courses on and off campus.
Technology	Access to Wi-Fi Hotspots to support off-site classes access technology for instruction, enrollment and support services. This would also streamline the enrolment process for offsite students. Access to computer laptop loaners for part time faculty.
Facilities	The program needs 4-5 dedicated classrooms to schedule noncredit courses that require scheduling outside campus scheduling block as well as dedicated lab space to meet demand for Vocational Education courses that currently require equipment set-up and broken down after each class meeting.
Funding, including other revenue streams	Funding for dedicated staffing and technology needs will result from leveraging CAEP and WIOA: AEFLA funding. However, achievement of this academic plan requires support from additional funding streams such as SEA and general fund.

21) Nursing

i.   Introduction

The vital mission of the nursing program is to educate students for entry level registered nursing positions in a variety of multicultural health care settings within the community" (LACC Nursing Department, 2022). This relevant statement directly supports the college's mission to promote accessible and equitable learning that benefits the diverse local and global communities we serve (LACC, 2023). Our nursing faculty and students serve the healthcare needs of our diverse urban population in acute care, extended care, and community agencies in Los Angeles. We seek to provide nurturing and skillful instructional classroom and clinical experiences that empower our students to persist, graduate, and pass the NCLEX-RN licensure examination, improve their quality of life through a well-paying professional job as a caring and competent Registered Nurse, and to concurrently enroll or transfer to a BSN program in order to obtain the highest quality of employment and leadership with employers of excellence. It is

our aspirational goal to expand our clinical experiences into non-traditional, under-served communities in urban Los Angeles and in diverse global environments.

Current Trend of Nursing Graduates Higher NCLEX-RN Pass Rates. The standard set by the BRN as the requirement for nursing programs is maintenance of a minimum of seventy-five (75%) pass rate for first-time takers on the NLCLEX-RN (national licensing examination for registered nurses). There has been a recent reversal of a 5-year trend of decreased NCLEX pass rates. In 2018-2019, the Nursing department had its highest Annual Pass Rate of 96%, with subsequent five-year decreases in which the department reached its lowest Annual Pass Rate of 74% in 2021-2022. The department brought in subject matter and instructional design experts to work with the Nursing faculty to multiple strategies for providing greater student support, improved curriculum, and instructional methodology.

Over the last two years the Nursing Program has exceeded the 75% NLCEX pass rate benchmark. Specifically, the first-time NCLEX Annual Pass Rates 74% in 2021-22, increased to 81% in 2022-23. This trend continued with the latest NCLEX-RN pass rates reported by the BRN for July to September 2023 as an amazing 92.59%.

The program has hired a new Interim Nursing Director, new Assistant Directors, and four full-time faculty to bolster program innovation, continuity of standards and practices, and improve student success and retention in preparation for growth of the program in 2024 at approximately 20% rate per year to return to the pre-pandemic BRN-approved level of admission of student cohorts of 50 per semester, 100 students per year. In December 2022 a president's memorandum limited the Nursing program student cohorts to 20 students per semester vs. 40 per semester based on concerns with lowered student NCLEX-RN pass rates, high faculty turn-over and the need for significant program changes. The faculty and administration have been diligently working to improve educational policies and processes and this is reflected in improved NCLEX-RN pass rates, a decreased FT/PT faculty ratio, and improved department collaboration and shared vision for growth. At present trajectory, it is possible that student admission growth could occur in the 2024-25 academic year with LACC presidential approval.

Increased Nursing Department Applications and Awards of Grant Project Funds. Leadership applied for and was granted the California Department of Health Care Access and Information (HCAI) Song-Brown grant award for fiscal years 2023-2025 to support registered nurse training. In accordance with allowable expenses under this grant, the Nursing program has developed a robust program for student success, peer mentor training and support, equipment updates, and faculty professional development. Additionally, the department has received the CCCCO Nursing Enrollment and Retention grants in both 2021-23, and in 2023-25 that have supported the Nursing program.

Notable achievements include faculty completion of educational in-services with the Assessment Technologies Institute (ATI), a program that is used by about 70% of nursing schools across the United States to help student nurses learn and master important nursing concepts, and to teach students, test students, and prepare for the new format NEXTGEN Registered Nursing licensure exam (NCLEX-RN). These ATI Champions programs train and mentor our faculty in instructional modalities, and authentic assessment and testing methods. One Nursing faculty has become an instructor-trainer for the American Heart Association's Basic Cardiac Life Support (BCLS) certificate training for our faculty and students at LACC and is

also in process of attaining Advanced Cardiac Life Support (ACLS) certification to perform an optional additional module of skilled certifications and LACC's cohort of 4th-semester students each semester as a means of differentiating their skills with employers.

Providing the BCLS and ACLS certifications will reduce the financial burden for our students to individually pay this fee as it will be offered free of charge for LACC Nursing students with advanced and differentiated skills and additional training that would make them highly employable in the clinical hospital environment, and eligible for increased pay/differentials in pay for ICU or CCU assignments.

To increase student success and retention, the Nursing program has used these grant funds to hire a part-time faculty member to coordinate innovative student success opportunities for Nursing students from admission through graduation. This faculty organizes remedial and supplemental instruction and resources to help students identify and overcome personal and academic challenges. In Spring 2024, she developed and implemented a student peer mentoring program and launched our first Nursing peer-mentors through a faculty screening process, training, and a monitored mentoring environment on campus.

Increased Amount and Quality of Faculty Professional Development. Notable achievements include faculty completion of educational in-services with the Assessment Technologies Institute (ATI) over the last four years. ATI is a program that is used by about 70% of nursing schools across the United States to help student nurses learn and master important nursing concepts, and to teach students, test students, and prepare for the new format NEXTGEN Registered Nursing licensure exam (NCLEX-RN). Faculty have participated in group learning sessions, and some faculty have elected to take advanced training as an ATI Champion to train and mentor our faculty in instructional modalities, and authentic assessment and testing methods. One Nursing faculty has become an instructor-trainer for the American Heart Association's Basic Cardiac Life Support (BCLS) certificate training for our faculty and students at LACC and is also in process of attaining Advanced Cardiac Life Support (ACLS) certification to perform an optional additional module of skilled certifications and LACC's cohort of 4th-semester students each semester as a means of differentiating their skills with employers. Providing the BCLS and ACLS certifications will reduce the financial burden for our students to individually pay this fee as it will be offered free of charge for LACC Nursing students with advanced and differentiated skills and additional training that would make them highly employable in the clinical hospital environment, and eligible for increased pay/differentials in pay for ICU or CCU assignments. LACC provided the opportunity for all full-time faculty and long-serving adjunct faculty to participate in the regional Nursing ADN program conference and interact with regional leaders and the California Board of Registered Nursing leaders in Spring 2024.

Increased Student Success Support Services and Measures. To increase student success and retention, the Nursing program has used these grant funds to hire a part-time faculty member to coordinate innovative student success opportunities for Nursing students from admission through graduation. This faculty organizes remedial and supplemental instruction and resources to help students identify and overcome personal and academic challenges. In Spring 2024, she developed and implemented a student peer mentoring program and launched our first Nursing peer-mentors through a faculty screening process, training, and a monitored mentoring environment on campus.

In the Comprehensive Program Assessment document submitted to the California Board of Registered Nursing in 2023, the Nursing department identified five significant challenges from 2018-2022 years that centered on policies, procedures, and processes surrounding student preparation for the post-graduation NCLEX-RN licensing exam. These areas of challenge included: Nursing program admission standards, curriculum, teaching-learning processes, and testing and remediation policies. The Nursing department has re-engaged 4 faculty-led committees that include student leadership participation in non-confidential areas of discussion.

Legislation. Efforts surrounding the Covid-19 Pandemic in the past 5 years have sought to provide a Herculean effort to mediate the healthcare crisis associated with the loss of life and well-being associated with the Pandemic. Many of the temporary legal and/or policy changes related to Distance Education opportunities cracked open the classroom cage that bound learning to locations and specific periods. This ability to transcend distance and time to provide telemedical communication, appointments, assessments, and interventions will prove to be a positive freedom for learning without time/location boundaries. It also created challenges for verifying the learner and ensuring a fair assessment environment. Our next stage of Nursing program growth should include Distance Education and Hands-On Learning Open-Labs that operate 18 hours a day for drop-in or virtual learning that provides both synchronous and asynchronous learning opportunities with the assistance of AR/VR/Simulation technicians. Peer-reviewed medical research performed at the highest levels of global standards has been performed by Artificial Intelligence (AI), and the first cancer research breakthrough across the globe has been documented by an AI search engine which realized what no group of researchers had yet extrapolated from meta-studies: There are two forms of certain types of cancers that was previous attributed to only one cancer type!

Surely, we are poised to invite AI to assist us with our classroom and clinical studies in healthcare with sufficient system guidelines and safety protocols, and teacher-learner instruction.

Human Resources. We have now entered into the Pandemic's Second Wave or active phase of the ongoing chronic mental health crisis for both individuals who struggle with Long-Covid ongoing symptoms and sequelae, and for the healthcare workers and care-givers in the community that suffer from mental health issues, Post-Traumatic Stress Disorders (PTSD), anxiety/depression, social isolation and Compassion Fatigue of Healthcare workers. The legislation, such as California SB 895, will establish 15 BSN programs in Community Colleges. LACCD needs legal analysis of how California AB/SB 3374 interacts with the AFT Guild agreement regarding ongoing adjunct nursing faculty load modifications due to the nursing shortage in California, particularly in Los Angeles County.

Technology. The increasing availability of technology and portable digital assistant devices continue to change the teaching-learning landscape, including technology-supported learning. Simulation models have become more complex and require a greater portion of our available revenue. Simulation labs are an integral component in preparing students for the clinical setting and can often substitute for required clinical hours when clinical sights are unavailable. With the appropriate simulation devices, scenarios can allow students to practice skills before experiencing them in the hospital setting. Examples of this are: code blues, labor and delivery, and pediatric emergencies.

Los Angeles Clinical Community Facilities. Pending California legislation AB 2578 is not supported by our Chancellor/LACCD or by the BRN because it will reduce the actual availability of clinical training sites in California, in Los Angeles by allowing outside agencies from other states to come use these facilities in this state for their programs. Within our own LACC campus, if we build out our Nursing program to scale, we will achieve higher return on investment (ROI), and paired with grant funds and alternative models of instruction, would make our Nursing programs more profitable. Certainly, the addition of BSN or post-ADN programs would offset the cost of Nursing education and together would ensure that Nursing operates on a cost-effective model. While we currently are not employing an economic model that measures the positive effect and monetary contribution on student enrollment for Anatomy, Physiology, Microbiology, Math, English, and Communications courses that are pre- or co-requisites of Nursing, we would be wise to employ these models before we make any assertions regarding costliness of this program. Additionally, if we could create Dual– Enrollment inter-segmental Guided Pathways that move CNA and MA certificate programs, and LVN to RN to ADN to BSN programs, and account for Credit for Prior Learning pathways to completion, the number of certificates, degrees, and transfers for each BSN program student would underwrite the cost of the programs. This type of stacking of certificates to create degrees, transfers should be used across Allied Health in collaboration with Business or other Management area BA or BS degrees.

Campus Nursing Facilities. Challenges with physical space within the department include lack of a dedicated workspace for student tutoring and lack of funding to reconfigure existing unused or underutilized space which could potentially be used for this purpose.

Challenges with inadequate number of clinical partners, changing hospital policies, and insufficient number of faculty are making clinical placements for students more difficult resulting in compromising the quality of the clinical educational experiences of our students, or obtaining enough clinical placement opportunities each semester for our students which compromises their ability to move forward in the program. This also limits our ability to increase our enrollment numbers. To scale the Nursing program growth with new simulation, an ideal need is for one additional dedicated AR/VR simulation lab classroom that has up-to-date hospital, acute-care equipment that could be shared with all Allied Health and Non-credit programs such as Phlebotomy Tech, Patient Care, Transport, and Certified Nursing Assistant certificate programs. A less than ideal, but 1-2 year functional opportunity could be the joint-use of a campus shared AR/VR campus lab; however, this would not allow for simulation that requires tactile skills beyond haptics such as medication administration, emergency interventions with advanced cardiac life support (ACLS) team scenarios, or practice of common psychomotor component patient procedures such as nasogastric tube insertion, catheterization, intramuscular injections, IV insertions, chest-tube management, pediatric and obstetrics specialized procedures.

LACC students who identify as Nursing have significantly higher retention rates than the general student group (E.g. in Fall 2023 Nursing retention is 100% vs. 86% in general population.). Nursing also has higher student success rates (E.g. in Fall 2023 Nursing Success is 100% vs. 69% in general population.) These trends between populations continue to be consistently higher from 2020 to 2023. Nursing has an exceptionally high Course Completion and Retention Rate and is consistently above 95%. These percentages are outstanding.

The Fall 2023 Cohort (19) students who were accepted into the Nursing program are predominately female (90%). The largest difference in the male female ratio was in Fall 2019 (40 students) that had 70% female and 30% male and Fall 2023 that had 63% female and 37% male students. The Spring 2021 cohort had 95% female and 5% male representation in students. Of note is that there has not been a history of any students who self-identified as non-binary in gender.

The youngest cohort and the widest distribution of ages occurred post-Covid-19 pandemic. Since Fall 22, the last 3 cohorts have more students over 25 years with 63%, 64% and 84% in Fall 2023.

As with the rest of the College, the number and percentage of first-generation, economically disadvantaged, and Hispanic students has increased. College-wide, the headcount, enrollment, and number of FTES have declined since the pandemic. However, the department attracts a higher proportion of full-time students than the overall college rate and has a 100% enrollment per capacity rate each semester. These descriptive statistics are helpful general indicators of trends, and initial understanding of the composition of Nursing student cohorts. Further research is needed with inferential statistics that help gain insight into the correlations with multiple variables or analysis of variance (ANOVAs), or with between-group differences (t-tests) or regression analysis to make prediction about outcome variables (criterion) related to some of these student predictor variables.

Hispanic students have historically been the largest or majority population for Nursing. This trend tracks with College-wide and Los Angeles County Demographics.

Future research and evaluation is needed to discover how the Nursing program can promote equity and inclusion for individuals with identified disabilities (or differing abilities) and to promote an atmosphere of skilled instruction that meets the diverse learning needs and documented accommodation needs of our Nursing students and the healthcare population that we serve.

The 2023-26 ESMP shows job placement rates for LACC nursing graduates was 93% in 2022-2023, and 90% in 2023-2024 meeting the Institution Set-Standard of 90% for both academic years.

ii.   *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	Increase enrollment from the current number of 40 students per year (20 students twice a year), to either 80 or 100 students per year. We are currently approved by the Board of Registered Nursing for 50 admittances twice a year. By working on identified limiting factors that have decreased our enrollment (instability within the nursing program related to full-time to adjunct ratio, high turnover of faculty, low NCLEX-RN pass-rates, and historical lack of clinical site contracts). Increasing community healthcare partnerships in not only Nursing, but across Allied Health professions could benefit all programs and provide increased clinical sites, strengthen strategic collaborations. There is an increased need for culturally competent healthcare for under-served populations of ethnicity, non-binary

	gender needs, aging populations, disabled and differently abled, those who have had contact with the justice system, our neighbors who experience food- and housing-insecurity, and our high degree of international and immigrant populations in urban Los Angeles County. We dream of the opportunity to provide innovative and immersive educational experiences in both non-traditional urban and global healthcare environments. We envision developing Nursing faculty and students with compassionate and competent cultural caregiving skills that can lead and serve as student peer mentors for wellness/human flourishing, community healthcare workers, and healthcare providers in both the traditional acute-care settings and the non-traditional community clinics of our city and global world. We are in the process of building new alliances and contracted clinical partners in order to develop preceptorships/apprenticeships for our 4th semester students, and Project Hire (Higher) will allow our students to gain valuable Advanced Cardiac Life Support (ACLS) certification to promote their optimal employment. We have a very diverse faculty and student group within the program, and we would like to increase representation of male students and other under-represented groups, including international students in order to best provide equitable healthcare to the community that we serve.
Curriculum in response to student, transfer and/or community/industry/ business demands	We intend to follow the guidelines set forth by the Regional National Curriculum Consortium (RNCC) and move towards a concept-based program that integrates knowledge with practice, aligns with the National Council on State Boards of Nursing (NCSBN) blueprint, and will effectively utilize innovative instructional methodologies, authentic assessment, and incorporate industry advisory board inclusions of curriculum and modality innovations in industry leaders, both in-person and in telehealth environments in urban to global environments to provide increased access to healthcare for our communities, and increased access to diverse learning opportunities for our student nurse learners.
	Further, we intend to align our curriculum with the highest of standards set forth by the Accreditation Commission for Education in Nursing (ACEN). This initiative enables eligibility to partake in the CCC initiative to provide an accessible and affordable way for LACC nursing students to earn a baccalaureate degree, which has increasingly become an industry requirement. These actions will inevitably turn over safer, practice-ready, new graduate RNs to our local workforce.
	All nursing courses are transferable to our partner CSUs and private university partners and 75% of our current Nursing students are enrolled in a BSN program. We would like to formalize concurrent

	ADN-BSN enrollments or develop a BSN Nursing program in partnership with other LACC colleges related to SB 895. This means we will seek to align curriculum, seek to partner with a district-wide universal nursing curriculum based on the concept-based learning models to reduce any redundant coursework. We are seeking to partner with general education departments such as Math, or Life Sciences for contextualized courses for Nursing and Allied Health. We will partner with our Non-Credit department to offer seamless transitions from medical assistant certificate programs, Certified Nursing Assistant programs (recently written by one of our Nursing instructor colleagues and approved at the state level), and we need to refresh our LVN to RN transition program or competency-based challenges for non-traditional pathways, increase our collaborations with international colleges that desire to have U.S. nursing education partnerships or exchanges.
Teaching methodologies & AI	Implementation and ongoing development of an evidence-based simulation component within the LACC Nursing Program following guidelines set forth by the National Council on State Boards of Nursing (NCSBN). National League for Nursing (NLN), and the International Nursing Association for Clinical Simulation & Learning (INASL). This will allow for critical program enhancements that will support the needs of modern-day nursing students, align with rapidly changing standards in nurse education, and increase the quality of education across our curriculum. Further, per the CA Board of Registered Nursing, high-quality simulation can replace up to 50% of clinical hours obtained in a traditional hospital setting thereby reducing the impacts of clinical site shortages and allowing for expansion in student enrollment. Virtual Reality (VR) will be used to facilitate simulation practices in our program. Use of this state-of-the-art modality addresses suboptimal infrastructure in our skills labs and promotes an authentic and immersive learning experience. With a VR based simulation platform, clinical scenarios can be customized to expose students to a wide range of clinical scenarios targeted at developing sound clinical judgment, communication skills, and cultural dexterity. This will mean that our clinical laboratory rooms on campus will need upgraded equipment for simulation, AR/VR/MR and that we may need to consider non-traditional cohorts hours or open lab hours in the evenings and weekends that allow working students to practice psychomotor skills or haptics with the assistance of a simulation lab assistant. We are exploring offering non-traditional winter, summer courses and pending grant funding, alternative off-site urban and global opportunities that will teach both Nursing

	content and cultural competence by immersion in a global learning experience.
	Faculty are also actively engaged in professional development activities that promote application of student-centered, active-learning methodologies in the classroom setting. We continue to explore the use of AI in education, by utilizing adaptive learning tools, and predictive analytics that can provide early identification of at-risk students along with personalized interventions. Our faculty are pursuing unique partnerships with healthcare research universities and clinical institutions that use AI for medical research and diagnosis and for developing predictive algorithms for nursing interventions and medical treatment patient care plans. Some of our AR/VR programs that we are considering for purchase with grant monies have AI component modules.
Cross departmental/unit initiatives	Collaboration with Allied Health programs, including Radiologic Technology, Phlebotomy, CNA programs, and the Theater Arts department for a team-approach to simulation exercises are examples of cross department initiatives available on campus that can provide a unique environment for practice. We will continue our long-standing collaborative partnership with LACC Child Development department and CDC to aid and expand Nursing Students understanding of the growth and development in the early years of the life span as it relates to the specialty area of pediatric and family care. One possible use of current grant monies may be to work with faculty in other departments who would like to partner with Nursing to offer cohort-specific or contextualized courses for some general education departments such as Math, or Life Sciences (Human Anatomy, Physiology, or Microbiology) for contextualized courses for Nursing and Allied Health. We would like to meet the academic and classified team that currently manages the AR/VR room and equipment on campus that used to be part of the Innovation division for their advice, experiences and possible future collaboration. Nursing Student partnerships with ASG to provide campus-wide educational in-services as wellness peer educators on various health care issues. Building partnership with Dietetics to incorporate nutritional components to enhance nursing curriculum and Nursing student understanding of metabolic needs of patients/clients across the continuum of the life span. The Nursing department has partnered with the Information Technology (IT) department to create a cross-walk of electronic services for storing and managing electronic historical documents,

	faculty records and documentation of clinical evaluations and work submissions of their students. We have connected with Radiologic Technology to harness their expertise on how they use a student clinical tracking and co-curricular transcript system such as Trajecsys to document their student skills inventories and clinical placements. We have worked with Education Technology to obtain demonstrations, quotes, and classroom need assessments for equipment and classroom installations needed for some of our innovative simulation and AR/VR clinical lab experiences that has grant funding already in place. We anticipate planning any international student cohorts or global learning experiences that we hope to receive grant -funding to pursue. Collaborating with campus-wide tutoring services to continue to develop and refine Peer Mentor services for nursing students that was launched in Spring 2023.
New partnerships with the community, business and/or industry and educational institutions	Build new partnerships with non-traditional clinical sites including LGBTQ+ population to reduce implicit bias, to increase cultural awareness, and to improve patient outcomes. Collaborate with LAUSD K-12 schools and students to 1) provide educational training on basic health care and 2) introduce the profession of nursing as a career choice. In Spring 2023, meetings with several faculty, and administration have taken place with the Chief Nursing Officer of the California State Correctional Facilities Healthcare Services to explore possible collaborations and the use of facilities for clinical placements/healthcare facilities that serve incarcerated or justice system-impacted individuals. Meetings with local healthcare institutions have occurred or are in the planning stage (E.g. Children's Hospital, Los Angeles) and 4 other clinical agencies are planned for Summer 2024.
Ensure accessibility	The nursing program works with the Office of Special Services to ensure student accessibility, resources, and support to enhance student success. Further research is needed to assess our student's perception of how Nursing can better enhance their learning. For simulation equipment and software, the program will work with district resources to ensure compliance with accessibility rules and guidelines. Assess the physical configuration of classrooms and skills labs to develop designs that ensure alignment with instructional methodology and student learning. Further research is needed with inferential statistics to discover any disproportionate impacts on student groups may be discovered and effectively addressed

Staffing	Hire of 2 additional full-time nursing faculty (including a Director of Nursing). Our current full-time to part-time teaching faculty ratio is 5:21(2023) which has improved from 3:21 (2022).
	Hire a Simulation AR/VR/MR Technologist for clinical labs (Position was approved in 2022 for a Sim technologist in Nursing, this should be modified to include Mixed Reality Instruction and expanded to encompass Allied Health as well as Nursing.).
	A part-time worker is needed who can handle student confidential file conversions from paper media to electronic databases.
	Conversion of our grant-funded part-time peer mentor coordinator, and coordinator of student academic success endeavors to LACC funded position (24 hours/week).
Technology	Ongoing department funds to purchase simulation software and equipment, classroom equipment such as smartboards, interactive whiteboards, and doc-cams, as well as equipment for full-time faculty and staff, including a department copier, networked color printer/scanner, large-screen monitors, laptops with webcam, and wall mounted large screen TV for group web conferencing and whiteboard writing.
	Specialty equipment for new bedside clinical procedures (budget increased or donation from clinical partners).
	Working with IT to acquire additional electronic storage of FERPA/HIPPA documents and find solutions needed for transfer of old historical student records to be scanned and stored.
Facilities	Funding to provide a dedicated workspace for nursing student tutors; funding to adapt old, outdated cubicles into group learning spaces for Nursing students.
	Funding and facilities skilled work to convert a non-functioning workroom space into another faculty office, and relocate the workspace to a new faculty and staff workroom in Sci Tech 222.
	Nursing Department walls are 6-7 colors of white in some places. Fresh paint and improved task lighting needed in department spaces and in faculty offices.
	One additional clinical lab for advanced simulation, AR/VR and Mixed Reality educational implementation.
	A conference room for faculty committees and work sessions, community partnership meetings and virtual (Zoom) meetings with State and local agencies and multiple faculty for up to 12 people with large screen monitor.

Funding, including other revenue streams	The California Community College Chancellor's Office (CCCCO) Nursing Enrollment and Retention grant funds are allocated for hiring peer mentoring and tutors, student workers, and 1 part-time adjunct faculty, special assignment who leads the peer mentor program and conversion of outdated systems to electronic files and databases. The LACC Foundation will support student book vouchers, uniform costs, food cards, and nursing pinning/graduation costs. The LACCD Foundation will support graduates' NCLEX testing costs. Additionally, the Nursing program will further leverage funds from the 2023-2024 California Department of Health Care Access and Information (HCAI) Song-Brown grant funds to support incoming academically underprepared minority RN students. The HCAI Song-Brown grant funds will be used to retain students who live and plan to work in the greater Los Angeles area, an area of a confirmed nurse shortage and medically underserved population.

22) Online Education

i. *Introduction*

The mission of Online Education is to promote accessible and equitable online learning to benefit the diverse local and global communities we serve. Students have the option of completing many of their required classes in online modalities. These options of online, online live, hybrid, and Hyflex provide flexibility and remote options for students who may not be able to physically come to campus for any number of reasons. We also provide educational opportunities and support for faculty who teach online. Our office provides the technical support that creates and manages course shells, integrates approved software into our learning management system, and reports out to faculty about pertinent technical updates, policy changes, and educational opportunities. We regularly reach out to all faculty with updated best practices and provide extra support at the beginning of every semester and session.

In 2018, we were hopeful that continued steady growth would bring our online offerings to about 15%, and that availability of educational opportunities for faculty would increase the number of faculty certified to teach online.

The Covid-19 pandemic and subsequent closure of most of our in-person facilities caused the number of online classes to jump from a modest percentage to nearly all our classes. During this crisis period, the District DE Committee—using HEERF funds and other financial support—boosted the availability of two free training courses for all faculty who wanted to continue to teach online. This availability has slowed since 2022 but has not stopped. During this period, the certification process of taking two standardized, facilitated classes (ITC and IOTL) has been unified for the entire district. The number of certified faculty in our district and at City has grown enormously. This number was boosted even higher by a learning stipend offered to faculty who completed certification by a certain deadline.

Since the end of the emergency conditions, enrollment has suffered, but online classes still seem to be a draw for students. The flexibility of online learning—especially, but not limited to

asynchronous classes—seems to remain an attractive feature that many of our students seek when registering for classes.

We are currently planning an audit in the next six months to see how many certificates and programs can be completed fully online. We will be using one of our official web pages to house this information so that students can easily research and access information about fully online degrees and certificates.

Our office is helping create a Peer Online Course Review (POCR) program on campus so we can progress in the California Virtual Campus Online Education Initiative (CVC-OEI).

Because many of our services have moved online in the last five years, our office has continued to provide support to faculty and students who may feel challenged by technology. Our Online Technical Support Assistant offers help (both online and in person) to faculty and students who are experiencing issues with the learning management system and other technical problems. This is an essential position that continues to be important.

The OE office will be moved into the new admin building when it is built. Our office now is falling into disrepair and has required some upkeep. We recently requested repairs to ceiling tiles and floor tiles and the removal of old and worn furniture and chairs. The VP's office ordered new furniture and updated computers for our area, which has helped us stay relevant for faculty who come in to use the space, computers, and printers. Continual updating of the computers and software is essential to reach our goal of supporting faculty. It is also important that we have enough office supplies for those using our office.

Although the overall number of class sections offered online has dropped since its peak in 2020-2021, many departments (Communication, Law/Admin, Modern Languages, Psychology) continue to offer a consistent percentage of their sections online (asynchronous). Online live (synchronous) classes have fallen out of favor, dropping steadily since the pandemic.

Hyflex has only been used in a handful of Math, English, and VAMA course sections, and hybrid classes seem to be particularly useful in the Life Sciences, Psychology, and Theatre Arts. In Life Sciences in particular the hybrid modality allows students to do some of their learning online, while labs are completed in person.

Since online asynchronous classes seem to have taken a foothold in many departments, it seems that the availability of online courses will continue at or near the current rate.

Current activities in the OE Office include helping newly hired faculty become acclimated to online teaching here, and supporting them as they become certified; running our POCR program (although we have hopes of a new position being created for this specific task); facilitating the evaluation of faculty teaching online; administering student evaluations for this process as well; attending committee meetings and reporting out about updates in OE; providing educational workshops in best practices and new tools.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	The enrollment of students in online classes will stay steady or grow, especially as we have faculty aligning their course shells with the CVC-OEI rubric—this will give these courses priority placement in the CVC list of classes and will likely boost enrollment and student success.

Curriculum in response to student, transfer and/or community/industry/ business demands	
Teaching methodologies & AI	We will continue to report about developments in AI to faculty teaching online and will provide models of text faculty can include in their syllabuses or assignments outlining their policy on AI. We will continue to keep updated and provide learning opportunities about all OE-related topics for faculty, both formal and informal.
Cross departmental/unit initiatives	
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	Our training classes (ITC and IOTL) are leaning more heavily on accessibility, and we are therefore creating a new group of instructors who understand the issues. We will continue to provide learning opportunities about accessibility to all faculty, and we are happy to assist evaluators who may need information about accessibility when they are serving on an evaluation or tenure committee. A representative from DSPS is on the OE Committee and we ask for his guidance in many instances.

iii.   Summary of resources needed to implement the above developments

Staffing	We would like to see the creation of a position specifically to run POCR on campus.
Technology	We will likely need to update some of our software within the next 5 years.
Facilities	Our new offices in the future admin building are greatly anticipated.
Funding, including other revenue streams	We would like to see a sustainable source of money be put towards POCR.

23) Philosophy

i. Introduction

The Philosophy department's courses are transferable and fulfill general education requirements. Philosophy offers honors sections and is part of the Ralph Bunche Scholars Program. Over the past five years, Philosophy has increased its distance education offerings. The department has also developed an AA-T Philosophy degree.

The department attracted a higher proportion of full-time students than the overall college rate. The Department has increased its distance education offerings. All program learning outcomes are up to date. The number and percentage of first-generation, economically disadvantaged, and Hispanic students in Philosophy increased. Our course success rates were 20% lower than retention rates. Among younger students, headcount, enrollment, and FTES have continually declined.

Changes in legislation such as AB 1705 has negatively impacted enrollment and completion rates, which most likely have impacted our program. A full-time instructor retired recently, which has negatively impacted course offerings. Regarding technology, the implementation and development of software such as Canvas and Zoom has allowed us to reach a higher number of students, as well as offer different course modalities.

The department is struggling with low enrollment and with being able to recruit student tutors. There is a need to offer more hybrid modalities.

ii. Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Given legislation such as AB 1705, we anticipate lower enrollments.
Curriculum in response to student, transfer and/or community/industry/ business demands	Creating courses, such as Business Ethics, that meet the needs of students.
Teaching methodologies & AI	Implement anticipated rules and strategies that address academic dishonesty, including the use of AI.
Cross departmental/unit initiatives	Increase the number of our courses included in other campus programs (e.g., certificates, degrees).
New partnerships with the community, business and/or industry and educational institutions	Establish relationships with philosophy departments of local universities.

Ensure accessibility	Continue complying with ADA standards for all of our classes.

iii. *Summary of resources needed to implement the above developments*

Staffing	Tutor, Full-Time Philosophy Instructor
Technology	Replace existing classroom projectors with screens connected to smart desks, such as in Holmes Hall 10
Facilities	Replace existing classroom podiums and the instructor's desk with items that do not obstruct students' view of the chalkboards/whiteboards
Funding, including other revenue streams	

24) Physics and Engineering

i. *Introduction*

The programs in the Physics/Engineering department strongly supports the mission of the college by providing courses and programs to support completion of associates degrees and complete transfer requirements. The department offers courses in physics, physical science, astronomy, and engineering that meet general education or major requirements. The department strives to create a learning environment that is equitable and inclusive in a manner that allows students to achieve their potential.

A major achievement was the successful implementation of the HSI STEM Pathways Program (STEMPP) to develop a comprehensive student support system for STEM students, including those who are low income and/or underrepresented. State funding for a MESA program has continued some of those supports since the STEMPP ended in October 2022, albeit at a reduced scale. A new full-time faculty member in Physics/Astronomy joined the department in 2019 and has since made a strong contribution to student success.

Online courses have remained a significant proportion of the classes taught in the department and the campus in the post-pandemic period. In-person classes are being phased back in and enrollments in them are strengthening. We look forward to having a bustling campus once again in the coming years. Important changes in legislation that affect the department include AB1705 which has impacted the level of math preparation of students entering our programs. We anticipate the work required to comply with AB1111 (statewide common course numbering). AB1291 (University of California Associate Degree for Transfer Pilot Program) may warrant updating of our transfer degree programs in Physics and Engineering.

The environmental scan reveals a changing demographic in the local area to older students. There is also a shift in the economy to software-based industries, STEM professional services, and construction. Local residents will face the challenges and opportunities of increased automation. As such, the department can make a strong contribution to providing educational opportunities in engineering, construction related trades, and automation technology,

particularly for the rising demographic of older workers looking to reskill for a changing economy and for high school age students looking to embark on a financially sustaining career. The environmental scan also reported that Astronomer was one of the fastest growing professions in the area.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	There will be a sharp reduction in our traditional student age group (25yr to 35 yr) to an older (40+yr) population. High school age student population will remain steady over the next six years.
Curriculum in response to student, transfer and/or community/industry/ business demands	AB1111 will require a renumbering and realignment of curriculum, AB1291 will require modification of transfer degrees. The expected increase in demand for STEM professionals will be an opportunity for the department.
Teaching methodologies & AI	Online programs are expected to remain and need to be made more effective. AI and machine learning will be incorporated into our curriculum.
Cross departmental/unit initiatives	The department is collaborating with the CSISA department on robotics curriculum and infusing AI data analysis approaches into science courses.
New partnerships with the community, business and/or industry and educational institutions	The department is looking to partner with local high-schools to mutually support STEM programs and also with neighboring colleges to implement more efficient and effective collaborative degree programs. The department is looking for industry partners in the automation sector to better serve that industry
Ensure accessibility	The department will strive to develop programs that are affordable, convenient, and able to accommodate students with disabilities. Also, a robust student success support system will be demanded from the college.

iii.   Summary of resources needed to implement the above developments

Staffing	Hiring of a full-time Physics/Engineering instructor
Technology	Robotics and automation training setups including Computer Aided Design workstations/cloud-based access. Planetarium to allow astronomy to be taught indoors.
Facilities	Creation of a robotics and automation laboratory space Access to computer lab with high performance computers. Planetarium facility.

Funding, including other revenue streams	Perkins, Strong Workforce, NSF, Department of Education, and private sector grants.

25) Psychology and Human Services

i.   Introduction

The department offers 6 distinct academic pathways for LACC students. There are transfer pathways in both psychology and human services/social work. CTE certificates in Human Services and Addiction Studies. In addition, student can also complete degrees in these two area. We are serving the college mission in providing platforms for degree attainment, job skills, and transfer degrees.

The post pandemic milieu has been a challenging time for many academic disciplines. The obvious impact of the pandemic has created some unique achievements in terms of course offerings and the formats of these classes. Our department has effectively adapted to the diversifying needs of the community by offering a robust selection of courses in multiple modalities. In addition, the department would highlight the introduction of an ADT in Human Services/Social Work.

The post pandemic environment has catapulted our department into the modern educational landscape by offering traditional coursework in a myriad of modalities for our students. These changes have now become a staple of our ability to effectively serve the population at LACC.

The Psychology and Human Services department has navigated a challenging period of declining enrollment with reasonable success. Overall declines in enrollment have not greatly impacted on the degrees and certificates awarded by our department. More recent trend lines reflect an increase in enrollment and increases in degrees and certificates.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	We anticipate increased enrollments in our ADT pathways for both Psychology and Human Services/ Work. Given the increase in distance education we anticipate a broader demographic of students entering our department in the coming years.
Curriculum in response to student, transfer and/or community/industry/ business demands	Societal demands for mental health professionals should be a driving force of growth for our department over the next six years. We have begun an overhaul of our certificate pathways to better align ourselves with industry demands and to remain competitive in the educational marketplace.
Teaching methodologies & AI	In the last few years our faculty has responded to the ever-changing technological demands with more training and professional development. Faculty are working efficiently to modernize instruction and to be well equipped for the modern demands of educators in the current time period.

Cross departmental/unit initiatives	The introduction of the Human Services/Social work degree has created an interdisciplinary track for our students. We are increasingly working across disciplinary lines to best equip our students for success in the academic and professional environments they will occupy. In addition, our Human Services certificate will collaborate with the Kinesiology department to further enhance the training of our students.
New partnerships with the community, business and/or industry and educational institutions	The Psychology department has applied for a grant to develop an apprenticeship program aligned with state's goal of creating more apprenticeship pathways. If awarded the department will work with local industry to identify the needs of the community and best train students to fulfill these employment needs.
Ensure accessibility	The department continues to invest in trainings to ensure our courses and materials are accessible to all user groups.

iii. *Summary of resources needed to implement the above developments*

Staffing	Continued administrative support via administrative assistant position is vital for continue progress in this area.
Technology	As digital record keeping becomes ubiquitous in the healthcare fields, some additional training and software may be necessary to further support the growth of our programs and courses.
Facilities	None noted
Funding, including other revenue streams	Possible planning grant to develop apprenticeship program for Human Services.

26) Radiological Technology

i. *Introduction*

Radiologic Technology program supports the college and program mission by promoting student success through curriculum, SLOs, hands-on lab, critical thinking skills, and clinical engagement toward completing an A.S. degree.

Radiological Technology program has gained additional clinical sites through UCLA (10 sites), RadNet (gained 3 more sites, and expanded from mammography to add radiography and fluoroscopy), CHLA (Pediatrics rotation). In addition, Kaiser Permanente is taking in more students (LAMC added 4 more students, from 8 to 12+), (WLA is taking 2 more students, from 8 to 10 total). With the recent additional sites and capacity increase, Radiological Technology is taking 45 students this Fall 2024. In Fall 2023, 29 students were accepted, and in previous years, only accepted 20-22 students.

Last Fall 2023, our program started a new Mammography program. We plan to offer this certificate course every Fall. This certificate is open to our RT female students, other RT female students attending different colleges, and to Rad Techs that are interested in earning a post-primary certification.

Our future goal, which we are working on this semester, is to create a CT certificate course similar to our mammography certificate course.

Challenges:

Despite our accomplishments, we still face a lack of FT faculty. We hired one FT faculty this spring after 2 failed searches, and two new faculty hires resigned last Fall of 2023. The college administration is reposting the second FT faculty hire. However, we need an additional FT faculty to help teach courses during the day. We also need to replace our FT clerical staff from 2019. With our accreditation requirements of having an FT Program Director and an FT Clinical Coordinator, having additional faculty and staff will help our program meet our goals and student success.

Our accreditation report stated we are deficient in curriculum and assessment due to a lack of faculty. This challenge also impacted our retention (60% in 2023, 89% overall 5-year rate) and passing rates (58% in 2023, 82% overall 5-year rate). However, our overall passing 5-year rate have met our 80% benchmark for both retention and passing rates.

Our previous director created a waitlist for students to enter our program; we saw the retention of content covered in our prerequisite courses was forgotten by the time they entered the program after waiting 2-5 years. This was particularly true in the anatomy, math, and RT 202 Intro to EM radiation courses. With AB 1705 Math and English, we see a continued trend of students being prepared for our radiographic math.

AB 1096 will impact our students as well. Our program has seen first-hand that students who are not fluent in reading, writing, and speaking English may pose a risk to patients if they are unable to follow doctor's orders.

Our radiographic equipment needs preventative maintenance and repairs. The faculty must be trained in all new functioning X-ray equipment. The faculty has not been trained since the procurement of our mobile X-ray unit in 2019. One of the recommendations from our accrediting agency, the Joint Review Committee on Education of Radiologic Technology (JRCERT) was for the program to update our equipment to industry standards to better prepare our students for their clinical education.

When our previous college President came to City College in 2018, she told the faculty that Rad Tech was getting a new building. Our building was scheduled to be demolished by 2026-2027 once the new building is completed and functional. However, the plans and funding were postponed. Our building was built in 1972 and is in bad shape. The HVAC system is an ongoing campus issue that impacts the RT building.

From the 2024-2030 LACC Academic Plan, healthcare professional jobs are expected to grow 30% by 2030 and 8.93% in Diagnostic Imaging, which is 14% above the national average, despite the decrease in enrollment and population.

Our job placement rate for the last 5 years (2018-2022) is 85% or higher, and our overall 5-year rate is 90%, well over the established benchmark of 75%. The projected median earnings will increase from $29.54 per hour in 2023 to $42.12 per hour in 2024. The current annual growth

rate of occupations employed in diagnostic imaging centers is 9.6%, which is a bright outlook for Radiologic Technology.

The Chancellor's Office Management Information System data for transferring to a 4-year have been 10% or below from 2012 to 2021. Despite the low numbers, our students are able to earn certification in post-modalities, such as Radiation Therapy, CT, Mammography, etc., for an additional year.

The classroom and A/V equipment needs to be updated with functional equipment. Because the building is old, the classrooms are not set up for students to plug into an outlet at their desks.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	From the Internal Academic Plan 2024-2030 Data Pack, the 5-year average for enrollment is 752, and a -17.6% decrease from 2021-22 to 2022-23 (772 to 636).
	This decrease in enrollment and industry workforce decreased due to the COVID-19 Pandemic, however, workforce for Rad Tech and other Diagnostic Medical Imaging jobs are expected to increase by 8.93%.
	Enrollment should stay steady or increase due to the projected data. The number of students declaring Rad Tech as their major have been consistent from 2018-2023 with an overall 5-year average of 271 students. In 2018-19, 290 students declared Rad Tech as their major at LACC. We see a dip in those numbers from 2019-2022. However, we see an increase of 11.74% from 2012-22 to 2022-23 (264 to 295 students in Rad Tech major).
	Our demographics will most likely be the same with Hispanics making up most of our student cohorts. However, with our faculty effort to reach out to other communities (Blacks, LGBTQIA, Native American, Veterans) can change. Our faculty actively participates with outreach HS tours to increase enrollment in our program.
Curriculum in response to student, transfer and/or community/industry/ business demands	Our curriculum must follow the America Society of Radiologic Technologists (ASRT) guidelines for accreditation. As technology changes within our industry, our curriculum will incorporate it in our courses. In addition, our curriculum will be reviewed and updated every 2 years to meet Title 5.
Teaching methodologies & AI	Our program is currently trying to move towards OER/ZTC. Three of our faculty has created VR lessons. If given the funding to utilize AI in our labs, it will be beneficial for students, as AI is part of the ASRT

	curriculum. Students rotating in Mammography are already introduced to AI when radiologists use it for detecting calcifications.
Cross departmental/unit initiatives	Our department is considering creating courses with the Dental department. Future Guided Pathways activities is to include all Allied Health programs to serve our students. Some of our ideas are hosting job fairs, health and wellness activities, internships abroad.
New partnerships with the community, business and/or industry and educational institutions	As mentioned in question #2, our program has secured extra clinical sites, and our Clinical Coordinator continues to reach out to other clinical sites.
Ensure accessibility	Ensure all materials and website are accessible. Lessons, syllabus, and Canvas shell are clear, concise, and given to students in advance. Continue to follow the guidelines of the OSS.

iii.   Summary of resources needed to implement the above developments

Staffing	One FT faculty and FT clerical staff
Technology	New A/V equipment in two classrooms, funding to fix existing x-ray equipment, upgrade x-ray unit to be descending tube, and other supplies for patient care labs.
Facilities	Need plan, budget, and timeline for the project for a new RT building.
Funding, including other revenue streams	Increased budget for increase of student enrollment for dose badges, updating equipment. Faculty will work to secure stipends via grants.

27) Ralph Bunche Scholars
i.   Introduction

In support of the college mission, Ralph Bunche Scholars (RBS) serves students through our transfer partnerships with UCLA and other elite colleges and universities. We are an academic program that fosters research skills and which recognizes and supports academic excellence. RBS has a space, FH 205, which is serving as a kind of lounge, though it is mostly furnished as a seminar room. We no longer have the office in SSB that was mentioned in the previous academic plan. However, a better space is still needed.

RBS has not increased the number of students in the program. Certainly we took a hit because of the pandemic. There are challenges in convincing students to join because they think it is "extra" work.

Because of the pandemic, some honors sections are now taught asynchronously.

We are now offering honors contracts, not just the paired-section model. This increases the diversity of courses for which RBS students can get honors credit.

Dual-enrollment is mentioned in the previous plan, and that remains a challenge. Honors could be for dual-enrollment, but most of our transfer partners will only consider our honors classes for transfer applicants, and most dual-enrollment students are not transfers. To address likely enrollment decline due to lower HS graduation rates we need to consider high school opportunities.

We need to overcome the legislation that denies preparatory classes (AB 705), possibly through single unit classes in summer. The rise of California Virtual Campus presents a challenge, since honors is usually specific to a particular college. Students may try to get honors credit for classes not taken in our program.

We hope AI is not being improperly used by our students. If we don't properly vet students, it would be easy to lose academic integrity; need to rely on professors.

Changes in personnel, including the RBS Director, the supervising Dean, and the VP of Academic Affairs have had relatively little impact, other than minor inconveniences.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Our goal is to double our size to around 300 honors students
Curriculum in response to student, transfer and/or community/industry/ business demands	We are led by professors, so as new courses come into being, we are able to create honors curricula for those courses.
Teaching methodologies & AI	Teaching methodologies: adapt to demand for online education, especially asynchronous courses AI: need to rely on professors to vet students
Cross departmental/unit initiatives	Honors is traditionally about research, artistic expression, but the creative disciplines also have excellent students, and excellence is something that honors tries to recognize. Perhaps some additional course offerings can be developed in Music, as well as in Fine Arts and Theatre Arts, etc.
New partnerships with the community, business and/or industry and educational institutions	Our program is part of the Honors Transfer Council of California, and we recently joined the National Collegiate Honors Council. The HTCC helps arrange the agreements with educational institutions around the country.

Ensure accessibility	

Staffing	Program assistant: a classified staff member would help with many of the clerical duties that the RBS Director is currently doing. Student worker, which is currently in the budget, though some student workers are paid by Work Study
Technology	If we get an office, and if we get a study space, we would need some resources for that – phone, computers, and printers
Facilities	Office space, and a space for students that is more of a lounge.
Funding, including other revenue streams	Foundation (grant). Explore additional sources, along the lines of what MESA is doing.

28) Social Sciences

i. Introduction

The Social Sciences Department serves as primarily GE Pathway for students. Courses in the department will meet the new CalGETC GE Breadth requirements for the CSU and UC Systems. In addition, the department has ADTs in Political Science, Sociology, and Social Justice, an AA in Humanities, and a Skill Certificate in African American Studies.

During the previous academic plan, the major achievements included:

- ADT in Social Justice
- ADT in Political Science
- CSU Area F approved courses in Asian American Studies and Chicana and Chicano Studies
- New Updated Open Classroom
- Increased Cultural Programing through RESJ

Meanwhile, the following challenges have been identified during the same period:

- Covid-19 created a move to online modality, less in-person courses, students are taking more online courses. There is need to retrain faculty to improve online teaching.
- Increase success rates.
- Lower enrollments in-person courses.
- Continue to Work on Disproportionate Impacts.

Here are the impacts and effects on the Social Science Department resulting from changes in legislation, technology, human resources, and facilities over the past five years, as well as the anticipated effects moving forward:

- Ethnic Studies Requirement at the CSU, increased need for sections for Area F courses. CC Ethnic Studies Requirement to be implemented in Fall 2024, increase Ethnic Studies Required courses.

- Need to improve technology in the classroom. One classroom with updated function is not enough for different student/faculty engagement.
- Two new full-time (AfroAm and ChS) hires have assisted in meeting new Ethnic Studies Requirement. Added an Adjunct in Asian American Studies to meet Area F.
- Future faculty additions will need to faculty offices (Sociology, Native American Studies, and Asian American Studies).
- AB928 added an Ethnic Studies Requirement.
- AB1111, Common Course Numbering System first affected Political Science 1.
- AB1096, Possible focus on collaboration with Adult Ed/Non-Credit with Chicana and Chicano Studies for in language courses.

During the recent 5-year period, enrollment has generally declined, from 7,557 to 6,791, with a noticeable dip in 2021-22. Sections offered remained relatively stable, averaging 237 sections per year. Credit FTES (Full-Time Equivalent Students) and Dual Enrollment FTES show fluctuations, likely influenced by external factors such as policy changes. Also, with the increase push for Dual Enrollment, these numbers will trend up.

Retention within Term averaged 85%, indicating a stable rate of students staying enrolled within the semester. Success in Gateway Courses stood at 66% on average, while Success in All Courses was slightly higher at 68%. These metrics suggest moderate effectiveness in curriculum delivery and student achievement.

The Unduplicated Headcount of students majoring in social sciences averaged 335, with a slight decrease in recent years. Student Educational Plans completed have increased, indicating possibly better counseling or student planning initiatives.

Department serves many Part-Time students. According to LACCD Dashboard, success and retention numbers are far apart from Full-Time students.

Transfer-level Math & English completion rates averaged 17%, suggesting room for improvement in foundational skills essential for academic and career success.

Persistence from Fall to Spring averaged 66%, and from Fall to Fall was around 50%, indicating challenges in long-term student retention.

There has been a notable increase in Associates Degrees-Transfer, especially in the last recorded year, 37 in 2022-23.

This data reflects ongoing challenges and strengths within the social sciences programs at LACC. Areas for potential improvement can focus as enhancing foundational skills and long-term retention strategies. The increasing trend in transfer degrees also suggests a strategic shift and/or response to student needs and aspirations within the academic planning.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Enrollments will be flat, but an increase in Latinx and AAPI enrollments will continue to climb before flatten.
Curriculum in response to student, transfer and/or	Enrollments in the Ethnic Studies Area F (CSU)/Area 7 (UC) under the new CalGETC will increase. The enrollment numbers in Sociology and

community/industry/ business demands	Political Science will remain steady. History will continue to serve the CSU General Breadth Requirement for CSU Title 5.
Teaching methodologies & AI	Continued use of online modalities as students remain online for its flexibility. Faculty will need further PD particularly around the use of POCR. Faculty need to move beyond Basic OTL. AI use will increase. Faculty will need PD to harness the use of AI in promoting teaching and learning.
Cross departmental/unit initiatives	Work with Non-Credit/Adult Education on in Language courses in Chicana and Chicano Studies. Create an AI Learning Lab
New partnerships with the community, business and/or industry and educational institutions	Create collaborations with Cultural institutions such as the Gene Autry Museum, Cervantes Institute, Dual Enrollment CSULA.
Ensure accessibility	Faculty PD in accessibility

iii.   *Summary of resources needed to implement the above developments*

Staffing	Need Sociology Faculty
Technology	Need to AI Learning Lab
Facilities	Additional Room for Social Science department activities
Funding, including other revenue streams	AI Challenge Grant

29) Theater
i.   *Introduction*

The Theater Department offers an AA-T and AA that prepares students for transfer to 4-year schools and to find work in the industry, as well as certificates that prepare students to find work in the industry.

Acting curriculum was updated in 2019 in response to industry needs; created new classes to work within the repeatability framework. We did not upgraded equipment as we are waiting to

do so with the construction of the new building. We have been very successful collaborating with Cinema/TV on a number of projects. We have developed partnerships with theaters including Odyssey Theater and Theater Movement Bazaar, National Mime Organization, Actors Studio West, and Center Theater Group

Department continues to need consistent funding to perform, and complete, at regional and National Kennedy Center American College Theatre Festivals. 21 National awards were achieved in 2023.

Department has 4 full-time positions that remain unfilled in acting, 1 position in House Management. The department did hire 3 faculty in technical theater (Sound, Lighting, Scenic).

AD 201 has been updated with new computers and new iPads were purchased. Theater renovation and restoration put off until we get the new building.

The department needs to train faculty on AI to learn how to utilize it in the classroom, especially in history classes.

Enrollment can be improved in part through better pathways in dual enrollment. We have ongoing classes at RFK in tech and acting, which should increase the number of RFK students coming to LACC in the tech program.

ii.   Summary of six-year (Fall 2024-2030) developments

Enrollment and student demographics	Marketing needs to be more extensive; "Hollywood"
Curriculum in response to student, transfer and/or community/industry/ business demands	Need to modify our offerings based on the industry and skills needed; need to make the programs more cutting edge to address the void in training and get a broader interest in our programs
Teaching methodologies & AI	Need to train faculty on AI to learn how to utilize it in the classroom, especially in history classes
Cross departmental/unit initiatives	In addition to what we are doing with Cinema/TV, we can also work with Music, VAMA (graphics), and Dance; will meet with the department chairs to explore ideas
New partnerships with the community, business and/or industry and educational institutions	We are considering working with ASU FIDM to supplement their needs in costume design. Exploring partnerships/internships with LA Opera (design) and LATC (costuming).
Ensure accessibility	Once we get the new building, we'll finally be ADA compliant

Staffing	• Hire for the 4 unfilled full-time positions in acting • Secretary • Assistant House Manager for marketing, outreach, front of house organization
Technology	Will be addressed in the new building
Facilities	Will be addressed in the new building
Funding, including other revenue streams	

30) Tutoring (Writing Support and General Tutoring)

i. *Introduction*

Tutoring services provide much needed academic support for the college mission of empowering students to achieve their educational and career goals by providing learner-centered pathways to success.

Writing Support services comprise the Writing Support Center, which serves students working on writing in all disciplines, the ESL Lab, which serves students in ESL courses, and the English 101 Embedded Tutoring program, which staffs every transfer-level English class with a peer educator. These programs directly support the English and ESL Department's focus on student completion of transfer-level English in the first year; what's more, with their emphasis on supporting student achievement in the fundamentals of effective writing in all disciplines, the writing programs also serve the broader college mission of student success across all pathways. The General Tutoring Program provides academic support for students enrolled in transfer-level anatomy, chemistry, music, and communication studies. Transfer-level anatomy and chemistry are prerequisite courses for Registered Nursing and Bachelor of Science in Nursing programs, so demand for academic support in these areas is high and critical. The General Tutoring program plans to continue strategic expansion for disciplines in which academic support is most urgent, viable, and productive.

In Fall 2020, a new campus-wide Writing Support Center was established to improve effectiveness and efficiency of Writing Support services across campus. The hallmark of Writing Support services is the one-to-one tutorial, which we offer in three modalities: online, in-person, and asynchronous (paper drop-off). Both the Writing Support Center and the ESL Lab offer faculty-led workshops throughout the semester and Macmillan Achieve grammar and writing software for independent study. From Fall 2020-Spring 2023, the Writing Support Center provided an average of approximately 4,000 hours of services to over 1,000 unique students annually. In 2022-2023, the ESL Lab provided more than 1,000 hours of services for more than 200 unique students.

Significant achievements in the Writing Support program include:

- the development of a Writing Support peer educator training program, which includes two asynchronous courses (Writing Center Tutoring Methods 1 and 2), additional training for ESL Lab tutors, faculty-led synchronous "Tutor Symposiums," and all-staff meetings throughout the term;
- expanded faculty role to improve systems for observation, evaluation and oversight of student tutors;
- the implementation of a new Penji scheduling platform aligned with district-wide adoption of the new system in 2022;
- improved program assessment methods with expanded end-of-term faculty and student-satisfaction surveys and annual faculty roundtable meetings to solicit feedback from faculty;
- a semi-monthly Writing Support Newsletter to communicate writing support information to English and ESL faculty ;
- increased reach across campus to support student writing in many disciplines. In Spring 2024, data showed students utilized our services for writing assistance in African American Studies, Art History, Child Development, Chicano Studies, Communication Studies, History, Kinesiology, Library Science, Political Science, Psychology, Nursing, and Sociology;
- new partnerships such as a writing workshop series for TRIO students and the development of a Science Writing Advisory Committee;
- an ESL Lab weekly faculty-led Conversation Club workshop in which students practice grammar topics in the context of conversation starters;
- updated writing support web pages and a variety of new print collateral, including flyers and posters, to promote writing support services across campus.

Although the Writing Support Center's utilization experienced challenges beginning in Spring 2022, when the First Year Experience Program removed its traditional requirement that FYE students enrolled in transfer-level English attend 10 sessions of Writing Support services, the FYE program has indicated that it plans to reinstate this policy in Fall 2024, so an increase in attendance from FYE students is expected.

With its launch in Spring 2022, the General Tutoring Program adopted the Writing Support model to establish practices for tutor recruitment and hiring, tutor training, faculty leadership, evaluations and assessments, scheduling, and more.

Significant achievements in the General Tutoring program include:
- the purchase of a full set of anatomy models to support students enrolled in transfer-level anatomy
- sharing the 3B Smart Anatomy app which provides students free access to our anatomy models in augmented reality that can be access in and out of the tutoring center
- the implementation of hy-flex (online and in-person) group tutoring to support students enrolled in transfer-level chemistry
- the development of in-person "tutor training symposiums" to complement discipline-specific tutor training
- the addition of a STEM Faculty Lead position to serve as program director

In Fall 2023, the General Tutoring Program employed three anatomy tutors, five chemistry tutors, and three music tutors, providing 752 hours of services for 104 unique students.

Through the first half of Spring 2024, the General Tutoring Program was on pace to more than double previous semester utilization rates. The General Tutoring program plans to continue strategic expansion for disciplines in which academic support is most urgent, viable, and productive.

For Writing Support services, the implementation of AB 705 in 2019 remains the most important driver of the need for support services for transfer-level English. In 2022-2023, transfer-level English had an overall success rate of 41 percent, which indicates that Writing Support services remain a much-needed academic support service at our college.

In summer 2024, a new centralized tutoring center, the LACC Learning Center, is scheduled to open on the second floor of the MLK Library. The new Learning Center will include Writing Support, Pi Shop math tutoring, and the General Tutoring Program. Writing Support, General Tutoring, and Math Department faculty have collaborated with the Deans of Academic Affairs and Director of College Facilities to develop the new centralized facility that will meet the needs of students and tutors into the future. The new Learning Center facility will include a reception area where student workers and classified staff can assist students in accessing tutoring, an open-concept tutoring space that can accommodate more than 150 students, tutors and center supervisors, including tutoring tables, workshop rooms with digital displays, faculty offices, and classified cubicles. The new Learning Center facility will also include tutoring paraphernalia such as large whiteboards, storage space for anatomy models and subject area resources and textbooks, as well as technology such as digital displays in workshop rooms.

The Writing Support and General Tutoring program plan to work with IE to develop dashboards for tutoring that show success rates with tutoring as a variable in all transfer-level subjects for which tutoring is offered.

ii. *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	The Writing Support program plans to increase utilization rates over the next six years to at least 8,000 hours of services for 2,000 students annually comprising all demographics. This represents a doubling of current utilization rates, and this is a reachable goal with strategic interventions to improve attendance among targeted groups such as FYE, new initiatives such as more group tutoring, continued support of faculty in incorporating writing center visits as part of their courses, and an improved workshop curriculum. The General Tutoring Program plans to increase utilization by the year 2030 to at least 6,000 hours, serving at least 600 unique students from all demographics annually. We also plan to expand the number of disciplines for which we offer tutoring.
Curriculum in response to student, transfer and/or community/industry/ business demands	The development of a robust Writing Across the Curriculum program is critical for meeting student need for writing support. A WAC program will support faculty across campus in using writing in their courses with professional development opportunities provided but the Writing Support director. The General Tutoring Program plans to develop additional tutoring services including Embedded Tutoring

	and Supplemental Instruction because group tutoring is an effective mode of student support and enhances program viability.
Teaching methodologies & AI	The Writing Support program plans to take a leading role in the campus-wide efforts to address student and faculty use of AI. The Writing Support director is a member of the Academic Senate Ad Hoc AI Committee. Both the Writing Support and General Tutoring Programs will utilize new digital displays in the new Learning Center facility workshop rooms, providing digital instructional materials and hyflex workshop modality.
Cross departmental/unit initiatives	The development of an OER Writers' Handbook to replace the English and ESL Department's adopted commercial textbook is a critical initiative to improve equity in all courses that use writing to enhance learning.
New partnerships with the community, business and/or industry and educational institutions	The Writing Support and General Tutoring programs plan to expand partnerships with groups across campus to support, expand and promote tutoring, including FYE, EOPS, TRIO, Noncredit Adult Education, and more.
Ensure accessibility	Writing Support and General Tutoring programs meet regularly with the Office of Special Services to determine how all programing can remain accessible and to discuss how to improve tutor training for assisting students with disabilities.

iii.   Summary of resources needed to implement the above developments

Staffing	For Writing Support: an AB 1705 SFP Tech to help develop the centralized Learning Center; for General Tutoring: a 1.0 classified staff and .5 faculty director.
Technology	New laptop cart with updated laptops; additional tablets for STEM tutoring
Facilities	The new MLK Library Learning Center will open in Fall 2024
Funding, including other revenue streams	

31) Visual & Media Arts

i.   Introduction

Visual & Media Arts has traditionally been an area of study for privileged students from educated backgrounds. Being in the heart of LA we are directly training people for well-paying jobs in the entertainment/creative field, which is looking to diversify its work force. LA being historically and presently the city with the most arts programs, and now the center of the art market (shift from NYC), we are preparing students for transfer to one of the many programs and careers as artists. Furthermore, we are making up time and expertise for students coming from underserved neighborhoods and schools, who have lagged behind their more affluent peers.

Through hands on learning activities in the studios, in photo and digital labs, and journalism, students learn through hands on doing. We find, especially after Covid, learning losses are best counteracted through hands on, learning centered activities as is done in any artistic field of study, which has helped students re-engage with school in general.

GAD, Graphic design and Photography are structured in such a way that students can enter the job market or transfer to 4-year programs. Art History and Studio art have ADT's, and Studio Art also offers an AA. We have created pathways to allow for a solid yet broad foundation, with optional specialization in one area for UC transfer, and since many foundational courses serve multiple degrees, we are educating students to be generalists, which gives graduates a competitive edge.

We have moved back to DH, which has had a hugely positive effect on building community, enrollment, retention, and outreach. The gallery once again serves as a community hub, inspiration and educational tool (we train students with gallery internships) and creates connections to the art community, as well as highlight scholarship winners once a year.

Retired faculty is no longer an issue, since we were able to hire 4 new full timers, which have hugely boosted the program in all metrics.

The visual art is thriving in the new area and with the new hires:

- The 3D is with ceramics and sculpture (classes were regularly cancelled due to low enrollment) are now packed to the gills and students are working at all hours.
- The digital area has exploded from its pathetic previous state in swing space, due to lack of expertise, innovation, and hard/software. With 3 new F/T professors we added GAD as a new program, and developed 3D animation, adding 2D animation focus next (an AA is in the works) and have opened E-sports center this semester. Equally the Graphic Design and Illustration area (where we will also create an AA, to build on an existing Certificate) is hugely popular. Graphic Design is a solid program, from which we graduate around 12 students every 2 years with an AA or Certificate.
- Art History under the guidance of a new F/T is in the process of being built up after a few years of lackluster performance after our full timer left.
- Our main feeder schools are UCLA, Cal State Northridge, Cal State Long beach, Cal State LA, San Diego state and UC San Diego, Otis to name a few.

Journalism and Photo, unfortunately, are not thriving due to many factors:

- Photo suffered from the loss of the dark room and the retirement of one longtime faculty member. Photo numbers have declined as a result of the move and the loss of the tremendous personnel support they used to have (3 full timers and 2 and 1/2 IAs for

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a relatively small program). Now the IA (s) are shared and is no longer available to photo students and professors around the clock, which definitely had an impact as well.

- Journalisms' numbers are low. The Professor in charge insisted on staying in the old Chemistry building, which isolated the program and its students. The one feeder class routinely attracts only 18 students, which in turn doesn't produce enough students for the paper. The program needs "new blood" and more support. The program attracts few students and many working on the paper have long graduated (including with MA's) and are now auditing as editors and contributors. The program needs to embrace new strategies to prepare students, like publishing materials interactively online. There needs to be more willingness to collaborate. It is, however, also true that it is too much for one person to handle efficiently, and that a merger with another department could be advantageous for this program.

There is a difficult to track students after graduating due to the nature of the creative fields being a DIY/ gig economy.

Art/Illustration/Design/GAD/Animation completion is 18; growth 125%. We know that the enrollment /retention is relatively high, but students don't graduate (we need to increase graduation rates). The more we can cross train students to include animation, video, game with studio art, the better their job prospects. We also need to prepare students to be self-starters and promoters in the DUI and gig environment.

Photo completion is 4; growth -20%. Photo shrunk due to factors outlined above. Darkroom very popular in school, but not a lot of jobs. Photographers need to wear many hats, and job market is shrinking, but if combined with other skills students can be successful (editing, videographers etc.).

Journalism completion is 3; growth -40%, which suffers from issues outlined above, and the fact that Journalistic enterprises are being gutted in todays' climate.

We increased dual enrollment course offering in art by 60% (from 2 to 8-12).

We now offer:

- Web/Game/App Design & ADT in Graphic Design, creating an AA in Animation; we have new Certificate in Animation.
- We created a Gallery internship class including portfolio prep, and career prep. (Coop 931) (Museum Studies certificate, combining both Art History and Studio Art curricula with professional practices does not make financial sense)

We still need:

- New course connecting Sculpture/3-D with animation program developing VR environments and other new media.
- Revived and new courses / program in Art Education, in collaboration with programs such as CSU, LMU
- A transfer degree in photography (including required foundation art classes) that utilizes existing courses.
- Instructional Assistant for Studio Art, specializing in 3-D (sculpture/ceramics) with experience in Arduino and/or welding. Instructional Assistant specializing in computer graphics labs for VAMA Graphic Design and Animation digital labs.
- Wetlab (darkroom) for photography.

- Dedicated line item for VAMA staff position to support the Gallery.

We started to work with Cinema for animation and game design, potential new project-based collaboration with Music students folded into animation projects, as well as an internships with advisory board members and others. The unfilled photography Instructional Assistant position vacated in 2010 due to a resignation should be filled with a cross-disciplinary Instructional Assistant working in photography, journalism and graphic design.

Public Relations to be restored, which will require the hiring of a new faculty member.

Broadcast News Writing and Reporting was archived at LACC and it needs to be restored. The recently created Journalism 220 class, Magazine Production now has multiple levels. The LACC vocational Journalism degree is historically recorded as having 55 units at the state level. The department plans to research this and explore the possibility of developing it into a baccalaureate degree or make necessary curricular changes to address the high number of units required Use of technology. No further steps have been taken regarding STEM-to-STEAM initiatives, including Museum Conservation (with Chemistry), interactive and app development and design (with CSIT and Engineering), as well as Curriculum in Printing and Color Management in Photography.

The following have been completed:

- Updated technologies for game/app/virtual reality (VR) development
- Integration of 2-D and 3-D hands-on and digital classrooms via appropriate technologies
- Purchase and teaching of updated printing technologies (2-D and 3-D) relevant to industry
- "Writing lab" for Art History classes
- Ongoing computer replacement plan for all departmental computer labs since computers should be replaced every five years
- Consistently update curriculum to address the rapidly changing demands of industry
- Integrating computer technologies and new media into hands-on classes (i.e., Painting, Illustration, Sculpture
- Additional High School outreach and pipeline to VAMA programs
- Partnerships with educational institutions to create Art Education programs
- Dual Enrollment classes in digital photography are planned for area high schools Staffing
- Two additional full-time faculty members in Animation / Graphic Design to expand digital media
- Additional full-time faculty member in Sculpture/3-D with specialized knowledge of 3-D computer art, to modernize curriculum

> ii. *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	In digital and studio art increase in all metrics. Journalism can recover and grow with new leadership, different department. Photo will grow with updated curriculum that streamlined offering
Curriculum in response to student, transfer and/or	We are continuously responding and adjusting to industry and transfer needs. We will be leaning more into digital art (animation, storyboard/illustration, GAD). With AI I imagine traditional arts will become more attractive. We were the frontrunner on developing

community/industry/ business demands	Game and will try to stay ahead of the curve. We will develop illustration degree as the only college in the area.
Teaching methodologies & AI	Graphic design will suffer in the long run, as will journalism. Hopefully the visual creative arts will be able to adjust to incorporate AI but not be supplanted
Cross departmental/unit initiatives	Game/Animation started working with Cinema, Theatre and Music.
New partnerships with the community, business and/or industry and educational institutions	We have created internships opportunities for our GAD students.
Ensure accessibility	We are struggling to fulfill the high demand of OSS students for the animation and GAD area, which is often too technical for many. We have been able to use Perkins funds for TAs in that area, which has helped a lot.

iii.   Summary of resources needed to implement the above developments

Staffing	We need a studio IA, especially in kiln and powertool area, and hope to keep our very capable new ½ IA as a full time IA in the digital area, if former IA Preger decides to quit. A hire in Journalism could help boost that program.
Technology	We are in good shape, as long as we have a 5-year computer replacement plan in place
Facilities	DH suffers from lacking electricity output and ideally, we would have more seats than 30 in our labs. We still need to build out outside sculpture area, and we hope the purchase of a mobile exhaust fan will ameliorate the current situation (until power tools can be used outside)
Funding, including other revenue streams	

b) Student Services

1) Admissions and Records

i. *Introduction*

Admissions and Records serves student directly by processing the applications, enrollment, and graduation for perspective, continuing, and alumni students. The unit maintains the permanent transcript records and information verification services needed for students to achieve their educational or career goals. This unit ensures equitable services are provided online, by phone, by mail, and in person and in the language preferred by the student.

Admissions and Records has worked to make sure student records show the number of students who are completing their educational and career goals by ensuring their academic records reflect the degree or certificate they have earned. This unit continues to work with the Academic Affairs Office of Institutional Effectiveness and collaborates with Articulation and Counseling to make sure records reflect the student achievements. Challenges during the 2018-2024 time period included the requirements for student to request the award to be awarded. Some students may not be aware of procedure and they may have ended their enrollment and completed their goals without having the degree or certificate noted on their permanent record. In the 2024-2030 period, we plan on evolving our processes, policy, and procedure to allow for the auto awarding of degrees and certificates. We have made some recent progress in this area with the LACCD Board Rules that allow for auto awarding of certificates. We plan to work on the auto-awarding of degrees as well. The auto awarding of degree is supported by the statewide California Association of Community College Registrars and Admissions Officers. Changes in legislation and technology are currently helping our progress. Recent California Assembly Bills and LACCD Board Rules have changed to give the student more pathways to completion. Changes in degree and certificate residency requirements, general education plans, new degree and certificate offerings, course repeat grade adjustments now reflect courses taken outside of the LACCD, and the increased use of Districtwide procedures have helped increase the amount of degrees and certificates reflected on permanent records. LACC Admissions and Records works with Office of Institutional Effectiveness to review and process the data that shows the degrees and certificates earned by a student.

More human resources are needed to continue this work. The hiring of Evaluation Technicians would help to do more review and feedback to students regarding their goals. Degrees and certificates have strict processing timelines with deadlines that evaluation technicians must meet. These include degrees required for state licensing such as those for Registered Nursing students, posting degrees required to guarantee a university admission, urgent requests to post a degree so a student can get a job, MIS data collection deadlines, and requests by Academic Departments who need their awards posted efficiently so they can collect and report on the data.

We are increasing awards annually with a slight decrease in the number of noncredit competency awards in the 2021-22 school year. Noncredit certificates of competency usually require in person classes that were not available during the pandemic. We expect awards to continue increasing. Admissions and Records works continuously to develop collaborative processes with other departments to facilitate the enrollment of classes and the awarding of degrees and certificates.

Number of students served and their demographics	We project an increase in the number of awards granted to younger students. Campus resources are currently needed to support the new career pathways being offered to Dual Enrollment K-12 students. The entire state is focused on this population in hope it increases opportunities for educational and career success. Certificate programs are now being offered in different modes of instruction such as online, hybrid, or flex offerings and in languages besides English. We also expect this to help increase the number of awards granted to students.
Resources and services in response to student, campus, and community needs	We continue providing online, in person, phone and mail support to the community. We meet the community where they are and offer services in the method they prefer.
Use of technology & AI	We continue exploring opportunities to use technology to make these processes more efficient. AI is also being explored in the state and our local associations but this is in preliminary stages.
Cross departmental/unit initiatives	LACC has many special programs and continues to acquire more. Admissions and Records works with academic programs as well as Student Services programs to ensure a staff member liaison is dedicated to the needs of these programs.
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	

iii.   Summary of resources needed to implement the above developments

Staffing	Additional staffing of Evaluation Technicians and Admissions and Records Assistants are needed to meet the needs of these increasing awards and dual enrollment students. Work study students are also need to help with this workload. In their absence this 2023-2024 academic year, the Admissions and Records staff has taken their time to fill in the duties that they usually do. Admissions usually gets 3 to 5 work study students but had none this year.
Technology	High capacity scanners and an updated indexing system would help manage the documentation required to maintain permanent records.

	We recently started reviewing the Campus Logic system in hope it would provide a more efficient way to collect documentation.
Facilities	Admissions and Records can keep providing a high level of service in the current facility. Our space currently provides the safety and security required for our staff and classified permanent records. A change in location or change to our area would jeopardize this safety and security.
Funding, including other revenue streams	Increased funding support from the campus will help us meet our staffing needs and meet our area requirements.

2) CalWORKs

i. Introduction

The program plan for Los Angeles City College's CalWORKs initiative involves collaborating with the Department of Social Services GAIN Program to offer financial support to low-income student-parents with children under 18 in their household. Alongside financial assistance, the program delivers academic guidance, case management, work-study opportunities, childcare services, and workshops covering career and financial literacy. Additionally, it facilitates GED attainment and career training through partnerships with CTE programs and American Job Centers (AJC). In January 2021, the passage of SB 1232 positively influenced the program, focusing on student success by simplifying school attendance processes and removing obstacles to achievement. The integration of CalWORKs into the California Education Code enhances program stability, with funding determined by an unduplicated count of students served. Despite misconceptions associated with public assistance, CalWORKs strives to combat negative perceptions, emphasizing its positive impact through initiatives like job fairs and campus employment opportunities for student workers.

Student Access: Due to the revitalizing of the campus Career Center, we have been able to collaborate to increase job opportunities. In addition, in partnership with the Career Center, our Counselors have received certification for Career Counseling which has improved accessibility to employment resources for our students. We are continuing to increase our outreach efforts and to dispel the negative stigmas surrounding students who receive public assistance.

Response to Community, business, and/or industry demands: During 2018-2019 our community partnerships were developing; however, the challenges we faced in nurturing these partnerships occurred during 2020-2023 due to the Covid-19 pandemic. We are currently in the process of rebuilding our network and connecting with our community partners to increase job opportunities for our students.

Use of Technology: IT has successfully supported us with encryption technology so we can efficiently communicate with the County Workers.

Delivery methods, redesign or elimination of a program: In collaboration with the LACC Career Center and our community partners, we were able to successfully change the day of the Job Fair to Thursday, instead of Fridays to increase foot traffic and exposure.

Collaborations with on-campus partners: We have been able to successfully collaborate with programs such as EOPS, CARE, TRIO, Resources for Success, Umoja, A2MEND and Guardian

Scholars to continue to inform them of our program services. We also communicate updates and pertinent information to Student Services Administrators, faculty, staff and ASG during the monthly Student Services Counsel meetings.

New Partnerships with the community, business, and/or industry, educational institutions: We have successfully built new partnerships with the Soroptimist International Los Angeles Women's group and A2MEND. We aim to increase these partnerships in the next 6 years.

One of our significant accomplishments was establishing a robust online presence, accelerated by the pandemic. Additionally, we implemented multiple platforms for student-staff communication, enabling interaction without the need for physical presence on campus. As we transitioned back to on-campus operations, we observed a remarkable resurgence in student numbers, comparable to the levels seen in 2018. By the conclusion of the 2022-23 academic year, LACC CalWORKs had served the third-highest student count statewide. While our work-study program has not yet reached pre-pandemic levels, it is steadily progressing upwards.

Our main challenge in achieving our goals arose during the pandemic. While our students are usually mandated by the county to attend school, the California Department of Social Services granted a waiver permitting all students to attend school voluntarily during this period. This waiver was particularly provided because CalWORKs students needed to stay home to care for their children. Some of those who opted to continue their studies faced difficulties with the online platform.

The CalWORKs Office lost two classified employees due to retirement.

In 2021, SB1232 was passed which provides program flexibility to CalWORKs WTW participants and reduces the previously implemented restrictions. SB1232 has positively impacted our program, allowing students more autonomy in their educational goals.

During 2020 to 2021 we had to quickly transition to a fully online program due to the Covid-19 Pandemic which initially impacted our student count. We were additionally impacted due to the County placing a "hold" on the students' CalWORKs/GAIN requirements, which caused many of our students not to enroll in their courses. During 2022 to now, we have been able to re-build our student count and participation.

In 2021, our full-time counselor transitioned to another department which has caused us to be without a full-time counselor for the past 3 years. Moving forward, we aim to hire another full-time counselor to increase availability and access for our students.

Following the Covid-19 pandemic, we have been able to improve our Success Rate by 5% since 2021. Between 2018 to 2023, we have been able to maintain an average Retention rate of 87%. Following the Covid-19 pandemic, we have been able to consistently increase our enrollment numbers since 2021.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	CalWORKs serves low income student-parents. The program expects to serve 700 to 1000 students each year.

Resources and services in response to student, campus, and community needs	CalWORKs will continue to collaborate with DPSS to ensure that a worker is allocated once a week to assist with student cases and streamline the provision of books and supplies. Additionally, CalWORKs will implement an off-campus work-study program in partnership with the South Bay Workforce Investment Board.
Use of technology & AI	Upgrade staff computers and student laptops (loaners). Continue assistant from IT to assure encryption technology is up to date.
Cross departmental/unit initiatives	CalWORKs will continue to collaborate with programs such as Financial Aid, City Cares, EOPS-CARE, TRIO, and Resources for Success to enhance resources and support for our students.
New partnerships with the community, business and/or industry and educational institutions	CalWORKs has been actively engaged in outreach and recruitment in collaboration with our external partner, DPSS. Additionally, we are committed to having staff present at nearby DPSS regional offices to recruit potential students. Internally, CalWORKs has successfully recruited students through various student services programs. To further our mission, CalWORKs will collaborate closely with college leaders, academic affairs, student services, and the Associated Student Government (ASG) to achieve the college's goals of reducing the equity gap. Will seek business to donate to LACC Foundation to assist CalWORKs students.
Ensure accessibility	ADA compliant

iii. *Summary of resources needed to implement the above developments*

Staffing	1 Full-time Counselor 1 Classified Staff
Technology	Upgrade staff and student laptops (loaners). New copier and scanners for our Viatron (paperless system) will be purchased.
Facilities	New office furniture is needed for an unused office, new lobby furniture.
Funding, including other revenue streams	CalWORKs currently receives funding from Prop 98 and a DPSS grant. However, due to a potential budget cut, CalWORKs will seek additional grants to support our students in meeting their needs.

3) CARE
   i. *Introduction*

Cooperative Agencies Resources for Education (CARE) is a supplemental program to EOPS for students who are single parents receiving CalWORKs/Temporary Assistance for Needy Families (TANF) and have at least one child under 18 years of age. CARE students are provided with all the services provided to EOPS students and receive additional support services designed to support the unique need of single parents. CARE students pursue vocational, transfer and/or

degree completion. The services provided in the CARE program are additional counseling services, parking permits, textbook assistance, school supplies, meal vouchers, workshops, and unmet need grants.

Program highlights in the implementation of the Academic Plan 2018-2024 include the use of technology to serve students. Due to the COVID-19 pandemic, all CARE program services were transitioned online and are now available in-person and online. CARE students can access program services virtually utilizing Cranium Café or in-person in the EOPS office. The CARE program successfully acquired LACC Foundation donations to provide CARE students scooters for their children and Thanksgiving turkey meal kits for CARE families.

Program challenges in the implementation of Academic Plan was the COVID-19 pandemic that adversely affected low-income, single parent students participating in CARE. The CARE program is currently rebounding from the pandemic. Single parents were impacted significantly due to closures and caring for their child(ren) at home, in some cases, teaching their children at home during the shelter in place period. Due to many external pressures, CARE student participation decreased significantly. Our goal is to restore program participation to pre-pandemic numbers and once this goal is met, to increase student participation. The program's weakness during this period is not having a CARE Coordinator for almost two years.

CARE program legislation changed to allow students with at least one child from age 14 to now under 18 years old. The change in legislation now allows more CARE students to be identified and served. The CARE program has struggled to fill the EOPS/CARE Student Services Assistant position; however, the District approved a new EOPS/CARE Student Services Specialist position slated to start May 2024 that will allow the CARE program to have a dedicated staff person oversee the day-to-day operations of the program, coordinate all CARE program services, and provide outreach and recruitment services.

AA/AS earned by CARE participants in the last three years are 19, 10, and 14, which the average is 14 per academic year. Point of interest is that no CARE participant earned an AS degree within the last three years.

The retention within the last three years are 88%, 74%, & 93%, the average rate is 85%. The lowest retention rate period was fall 2021 due to the pandemic.

The success rate of the last three years are 76%, 53%, and 76%. Therefore, average success rate is 68%. The success rate for fall 2021 went down compared to the general population due to the pandemic period.

Persistence rate in the last three years for "fall to spring" was 94%, 74%, and 88% compared to persistence for "fall to fall" was 83%, 65%, and no date for final year. Generally, these persistence rates are well above LACC's general population and the degree in the middle year was due to the pandemic period.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	Increase student enrollment. Target # - 100 students Demographics: Be an eligible full-time EOPS student Be a single parent/head of household

	Be 18 years of age or older Be a CalWORKs/cash aid recipient Have at least one child under 18 years of age
Resources and services in response to student, campus, and community needs	CARE required services will be provided, such as, priority registration, counseling, advisement, book & supply vouchers, college tours, educational workshops, and unmet need grants. The program will continue to utilize feedback from advisory committees as well as regular/ongoing satisfaction surveys of students to improve the delivery of programs, modify or eliminate programs and services that no longer meet student needs.
Use of technology & AI	Implement Pronto, a technology app, to streamline and improve communication with EOPS/CARE students and Implement the Cohort-Based Milestones feature in Cranium Cafe to help students stay on track and improve student communication.
Cross departmental/unit initiatives	EOPS/CARE Guided Pathways Implementation and Integration.
New partnerships with the community, business and/or industry and educational institutions	Continue to identify and acquire grants to expand and increase student services. Example areas of interest - financial literacy, tax preparation, basic needs initiatives. Partner with local graduate programs to hire MSW interns to implement case management with students. Create and implement a CARE recruitment plan to include community and county agencies and high schools/continuation schools.
Ensure accessibility	Training for all staff regarding creating basic accessible documents (Word, PPT, PDF). Staff inclusion training. Ensuring all equipment and labs are accessible and ADA/Title 5/Ed Code compliant.

iii.   Summary of resources needed to implement the above developments

Staffing	Hire MSW intern to provide case management for CARE students. Existing funding is available to implement a staffing plan.
Technology	Existing funding is available to implement technology initiatives.
Facilities	N/A
Funding, including other revenue streams	Continue to apply for and acquire grants to expand and increase student services available. For example, Foundation for California Community College grants.

4) Career Center
   i.   Introduction

The LACC Career Center directly supports students in their educational and career goals by helping them to effectively choose majors, educational pathways, and post-graduation employment opportunities.

The Career Center consists of two full-time counselors responsible for 1-1 counseling appointments, career-related workshops, and on-campus and virtual events.

Since 2021, when the current counselors were hired, the Career Center has focused on integrating career advisement into existing counseling practices through increased use of career assessments, campus partnerships, and collaborations with Career and Technical Education to positively influence equitable student success with emphasis on first-generation and low-income students. With LACC's continued push for Guided Pathways, the Career Center has developed resources and onboarded technologies to better initiate career-first counseling activities in all pillars of the Guided Pathways framework.

Career Counseling and related pedagogies is commonly thought of as a one-on-one experience between a counselor and student; however, career education and counseling can occur anywhere on campus, including in groups, through courses, technology, and other mediums. Thus, the Career Center has adopted a structural career counseling/advising model to integrate practices that can improve equitable student outcomes while strategically and thoughtfully embedding career counseling into academic advising, instruction, and co-curricular activities through the Guided Pathways framework. This model can be found as a resource on the Career Center website under "Career Planning".

The Career Center hopes to continue to support LACC's mission through further pursuit of student-focused programming, use of foundational data for guided pathways integration, increased involvement in career counseling related courses, and through ongoing campus partnerships.

Challenges observed from 2018 to 2024 are as follows:

- The LACC Career Center does NOT have a dedicated location or space on-campus which is problematic for students and Career Center counselors. The Career Center cannot function in its current state to meet in-person demands. The lack of space is also incongruent with other LACCD campuses.

- With a budget of <25,000 per year, funding is not consistent with other career centers in the district or state. Most career centers in the state are also staffed with a dedicated director or coordinator, classified support staff, a job developer, and a physical campus location.

- The Career Center is facilitated by two full-time counselors with no release time from contractual counseling obligations. There is no Career Center director, coordinator, job developer, or administrative staff. This creates challenges as counselors must juggle their full-time counseling responsibilities with the demands for managing campus activities, events, guided pathways initiatives, meetings (student services council, planning meetings, CTE collaboration efforts), upkeep of social media sites, marketing of events, employer outreach, and website maintenance.

- In Spring, 2024, the Career Center lost its shared physical space with the Transfer Center. Prior to this, it lost a faculty ISA (funded through CTE funds), and lost funding for interns. The results of these cuts are fewer available appointments for students, loss of our drop-in capability, and lower visibility of our program for students due to the lack of physical space.

Outlined below are the achievements realized throughout the implementation of the 2018-2024 academic plan:

- Multiple hiring and career fairs including the largest career fair in the region post-covid.
- Hiring two full time tenure-track counselors (Fall 2021).
- Re-development of Career Center website which includes comprehensive career information and career opportunities for students.
- Increased integration with Career and Technical Education.
- Increased integration with FYE/Summer Bridge & EOPS Summer Bridge programs to raise awareness of Career Center services with new students.
- Guided Pathways initiatives including and involvement in numerous CAP- specific events.
- Organization and implementation of identity-specific career panels (i.e., Black professionals, LGTBQ professionals, women in leadership).
- Establishment and maintenance of social media sites (YouTube, Instagram, and LinkedIn) in order to reach students asynchronously.
- Organization of 2 workplace visits (SoFi Stadium and Jet Propulsion Laboratory) to introduce students to these potential workplaces & educate students about how to prepare to work for these industries.
- Creation of "Exploratorium Report" which highlights recommendations for Career Center physical space, programming, staffing, and comparisons with other regional career centers.
- Addition of online Vita Navis assessment (and training for all interested counselors) has allowed more students to access a reputable career assessment and make better-informed decisions about major & career.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	Due to Guided Pathways initiatives, we expect to increase the number of students serviced over the next 6 years by more than 20%. However, limited staffing and lack of a physical Career Center will hinder current & potential access to services.
Resources and services in response to student, campus, and community needs	Increased access to Career Counseling, Career Assessments, and support for job seekers. Increased access to career resources through Career Center website.

Use of technology & AI	Greater use of AI as tools evolve to assist job-seekers with their resumes, cover letters, and job search strategies.
Cross departmental/unit initiatives	The Career Center hopes to continue to be an integral part of the Guided Pathways initiatives which will scale career services into all CAPS, FYE, and related programming. Career Center is working more closely with CTE to reduce replication of services. Career Center plans to continue partnerships with specific departments (Nursing, Rad Tech) to provide job readiness workshops.
New partnerships with the community, business and/or industry and educational institutions	Generally, there is a position called a Job Developer that creates these contacts within in industry. In order to make meaningful change in this area, there needs to be a job developer role created.
Ensure accessibility	The Career Center will continue to develop resources and documentation to ensure accessibility to all students.

iii.   *Summary of resources needed to implement the above developments*

Staffing	The Career Center would be better served with a dedicated director/coordinator and consistent clerical support staff. The Career Center would also benefit from a part-time or full-time job placement coordinator for employer outreach and increased connections to jobs for students. In the past, the Career Center has been able to hire interns who were able to provide 1:1 support for jobseekers, drop-in services, and more career workshops than can currently be offered.
Technology	The Career Center could provide more robust services if it had a dedicated presentation space for workshops. Also, the Career Center needs computer stations for students to take career assessments and access job search resources.
Facilities	The Career Center does NOT have a physical location aside from counselor offices in the Student Services building. The Career Center needs a physical location with computers, meeting spaces, a presentation room, and space for a career library.
Funding, including other revenue streams	Increased funding for job a placement coordinator, a physical space on campus, and funding for a dedicated Career Center Director or Coordinator. In the event the Career Center faculty can successfully apply for grants, the Career Center needs an administrative professional to assist with the administration & reporting of grant outcomes.

5) Child Development Center
   i.   Introduction

Since 1975, the LACC Child Development Center (CDC) has been dedicated to delivering high-quality early care and education to support the academic and career aspirations of college students who are parents. The Campus Child Development Center (CDC) at Los Angeles City College functions as a practical lab school for the Child Development department and other academic disciplines, offering a dynamic environment for students to observe, engage with children, and refine their skills. Noteworthy disciplines that benefit from this environment include Child Development/Family and Consumer Studies, Nursing, and Communication Studies.

The CDC prides itself on its highly qualified faculty, who not only facilitate educational activities but also uphold and demonstrate the rigorous standards expected in early childhood education and care. Additionally, the center is proactive in seeking and fostering collaborations both within the college and with external partners. Importantly, the center ensures the completion of 90 hours of fieldwork training for child development practicum students, with mentor teachers providing evaluation and guidance.

Aligned with the college's mission and vision, the CDC aims to enhance access to higher education for low-income parents, particularly women and minorities, fostering self-sufficiency. It also offers early care and educational services to unemployed and underemployed student parents transitioning into the workforce, providing critical parent information, education, and resource referrals to enhance developmental opportunities for their children. The CDC equips future early childhood education professionals with knowledge of best practices grounded in current research, delivering comprehensive, developmentally appropriate educational programs for children aged two to five, designed to promote optimal growth and development. It ensures a safe and nurturing environment for all children in care while promoting and enhancing effective parenting practices. Through these initiatives, the Child Development Center continues to play a crucial role in supporting student parents and contributing to the broader educational and community goals of the college.

In July 2022, the Campus Child Development Center received its final visit from the National Association for the Education of Young Children (NAEYC) and was recognized with prestigious accreditation for maintaining high standards nationally. Throughout the years, the center employs various tools to assess its effectiveness and performance, including the Child Adult Care Food Program review, Contract Monitor Review (CA Department of Education), Desired Results for Child and Families-Parent Survey, the Early Childhood Environmental Rating Scale (ECERS), and the Infant-Toddler Environmental Rating Scale (ITERS). In September 2022 and 2024, the center also underwent a thorough inspection by Community Care Licensing and received no violations, underscoring its commitment to excellence. Collaboration is a key component of the center's operational philosophy. It partners closely with the Child and Family Studies Department to mentor and support practicum students in fulfilling their course requirements while gaining practical work experience. During the 2020-2021 academic year (pandemic year), CDC operated virtually as well as provided families with grab and go

educational materials weekly. The faculty mentored 20 practicum students, providing essential support, and learning opportunities.

The CDC has also embarked on innovative partnerships to enhance its educational offerings. In the fall of 2022, it initiated a collaboration with the Two-Bit Circus Foundation to develop a STEAM curriculum tailored for early childhood education. Additionally, during the 2021-2022 academic year, the CDC worked with the Angeleno Corps organization to provide paid internship opportunities for young locals, offering mentorship and experience in various roles including clerical work, kitchen duties, and classroom assistance. CDC collaborates with several other programs and departments to enrich its service and educational quality. It works with the Nursing Program to provide nursing students with opportunities to learn about healthy child development directly in the classrooms. Both the Federal Work Study (FWS) office and the CalWORKs office partner with the CDC to provide work placements for students looking to gain practical experience.

Beyond internal collaborations, the CDC actively seeks partnerships with community organizations and local institutions, including relationships with Los Angeles City College Departments, Children's Hospital, local museums, and science centers, the LA Zoo, the Braille Institute, WIC, Department of Social Services' Toy Loan Division, Wesly Health Center, Pathways LA, Los Angeles Fire and Police departments, as well as the Los Angeles County Office of Education. These partnerships help create a rich, supportive, and educational environment for the children, community members, and the adult students of Los Angeles City College.

CDC is licensed for 120 children and currently has 40 children enrolled. Before 2019, the Child Development Center staffed the program with faculty and unclassified assistants. With the AB2160 Law affecting fall 2019, the teacher assistants became Classified employees, putting financial strain on the center funds. Currently, the program's availability is limited due to staffing. In previous years, the Child Development center had 6 faculty positions, including Director, and over 20 assistants. Currently, there are 2 Faculty and 1 Director position with 4 teacher assistants. Moving forward, the center would need to employ 3 additional faculty members and 8 teacher assistants to operate at its optimal capacity. By hiring additional staff, the center can operate more efficiently and provide opportunities to more student parents who are struggling with childcare. Furthermore, by hiring on a D-basis, we can also operate during the summer and increase enrollment. In the future, we forecast increasing enrollment by 75 percent (105 children enrolled) to serve our student and community population better. The center will continue its Collaborations/Networking/Public Relations/Internships, continue to work with the campus to prioritize hiring for the Child Development Center, maintain high-level family and community involvement, promote internship opportunities within the community to enhance college and center enrollment, create workshops catered to diverse populations (LGBTQ, Single Fathers, Foster-Kinship, teen parents), as well as increase partnerships for in-house specialists (Emotional and Physical therapists). In the past 5 years the center utilized its grants to fund the CDC lobby flooring, all children's toilets, faucets/paper towel /soap dispensers to ensure the health and safety of children and took the initiative to replace with touchless functionality to minimize the spread of germs. In addition, CDC grants also funded the replacement and addition of security window film on all CDC windows as well as replaced the artificial turf in the front of the center. The resources center desperately needs is to increase

staffing, incorporate security cameras around the center, and replace the play sand and the kitchen refrigerator.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	
Resources and services in response to student, campus, and community needs	
Use of technology & AI	
Cross departmental/unit initiatives	
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	

iii.   Summary of resources needed to implement the above developments

Staffing	
Technology	
Facilities	
Funding, including other revenue streams	

6) City Cares Network/Fresh Success
    i.   Introduction

The City Cares Network and Fresh Success, which together comprise LACC's basic needs program, empower students to achieve their educational and career goals by reducing or removing barriers to academic success through the provision of direct support to students in

the following areas based on need: housing security, transportation, food security, technology, and mental health support. In addition, our department serves as a hub for community resources, offering a wide range of referrals to external community partners that offer additional resources to support students' basic needs and wellbeing. We also offer workshops on an as-needed basis, covering topics ranging from Section 8 Voucher applications to domestic violence prevention and response.

Our unit's holistic, student-centered approach utilizes full-time MSW case managers contracted through Wesley Health Centers, on-site academic counselors, as well as classified technical support staff and paid interns, to ensure that the support provided to students is directly linked to academic success and is offered in conjunction with skill-building practices that improve self-sufficiency.

Fresh Success, a voluntary CalFresh Employment & Training program funded in part by the United States Department of Agriculture and managed by the Foundation for California Community Colleges, focuses on LACC's career technical education and foundational skills student populations by extending federal resources to eligible CalFresh recipients who are participating in educational programs that increase employability. LACC is reimbursed by the USDA for roughly 50% of non-federal funds spent on approved costs (including salaries for staff members working with Fresh Success) and reinvests the reimbursement into further supportive services. Resources offered by Fresh Success supplement the resources provided through the City Cares Network and include textbook and supply vouchers, emergency rent assistance, emergency utility assistance, gas cards, and emergency car repair. This reimbursement mechanism makes Fresh Success a particularly sustainable program within the basic needs center, as opposed to other specially funded programs that have set expiration dates or a finite amount of funds.

The City Cares Network provides support through several funding streams to all categories of students at LACC, including students with transfer goals. The City Cares Network offers a weekly pop-up food pantry with support from the LACC Foundation, weekly EveryTable meals, and specially funded emergency assistance that supplements existing offerings.

The City Cares Network and Fresh Success program are relatively new and were not discussed in the Academic Plan 2018-2024.

In the past three to four years, LACC's basic needs center has blossomed into a leading program, offering resources and services beyond what is typically available at similar colleges. Representatives from our unit have presented our work to leaders from the California Community College system statewide. The City Cares Network secured a Congressionally Directed Spending Request (earmark) through the office of United States Senator Adam Schiff, which provides supplemental emergency rent and utility assistance to students receiving financial aid.

LACC was the first campus within the Los Angeles Community College District to implement Fresh Success and has successfully completed a Management Evaluation conducted by the California Department of Social Services. Representatives from Fresh Success at LACC were invited to present alongside the Foundation of California Community Colleges on our program's success. As our sister colleges begin to implement Fresh Success at their campuses, LACC is uniquely positioned to provide mentorship and guidance to those growing programs.

During the 2022-2023 academic year, the United States Department of Agriculture Federal Nutrition Service released a policy interpretation that was prompted in part by an inquiry from LACC's Fresh Success program. The policy interpretation clarified that supportive services issued through Fresh Success are reimbursements for anticipated costs and are therefore not considered a financial aid award. As a result, supportive services distributed on students' behalf through Fresh Success do not count against a student's unmet need and should not impact their eligibility for federal student aid.

In 2023, several emergency tenant protective measures that were issued by the State of California, the County of Los Angeles, and the City of Los Angeles in response to the Covid-19 pandemic expired. At that point, our office experienced a sharp increase in students reporting eviction notices, rent increases, and other circumstances putting them at risk of losing their housing. This spike has continued well into 2024, indicating that the number of students presenting with housing emergencies will likely remain high in the coming years—this is especially likely given the high cost of living in LACC's service area and the number of low-income students enrolled at our college. The City Cares Network and Fresh Success are on the front line of LACC's response to our city's housing crisis, and sufficient staffing and funding remain critical to ensure that students experiencing acute housing insecurity are given the strongest possible opportunity to maintain their housing and remain enrolled in and completing courses.

During the 2022-2023 academic year, Fresh Success students enrolled in credit courses persisted from the Fall to Spring semesters at a rate of 84%, compared to the 53% college-wide. Fresh Success students also completed an average of 2.4 more units than the average LACC student enrolled in credit courses. Students receiving services through the City Cares Network experienced an even greater average number of units completed, at 7.1, with an 80% persistence rate.

During the Fall 2023 semester, Fresh Success and the City Cares Network maintained approximately the same lead in units completed over the college-wide average, at 6.9 and 7.1 respectively over 4.5.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	LACC's basic needs program anticipates serving at least approximately 1,000 students per year, as it did in Fall 2022 and Fall 2023. Fresh Success anticipates growth to approximately 400-500 active participants within the 2024-2030 period.
Resources and services in response to student, campus, and community needs	Fresh Success will continue to provide emergency rent assistance, emergency utility assistance, emergency car repair, gas cards, and textbook & supply vouchers, in accordance with the Employment & Training Plan that it submits to the CDSS and FCCC annually. Fresh Success is hoping to expand its offerings to include nursing uniforms and licensure exam fees, which are currently not offered through the LACC bookstore.
Use of technology & AI	Fresh Success and the City Cares network will continue to utilize technology to maintain complete and accurate participant files.

Cross departmental/unit initiatives	Fresh Success anticipates collaborating closely with faculty and staff representing the academic programs that permit Fresh Success eligibility to students eligible for CalFresh Employment & Training to connect directly with the highest possible number of eligible students. Fresh Success plans to work closely with Guided Pathways to ensure that students' experiences at LACC are cohesive, with more seamless referrals between departments and between the Student Services and academic sides of student life. Fresh Success will continue to collaborate with Institutional Effectiveness to identify and contact students using targeted outreach to students enrolled in eligible programs to connect them directly with both the LACC Resource Request Form (which acts as a basic needs intake form) and the Fresh Success application.
New partnerships with the community, business and/or industry and educational institutions	At LACC, it is primarily our on-site MSW case managers located in the City Cares Network who execute our contracts with student housing providers. Our contract with Wesley Health Centers will continue to result in more partnerships with local nonprofits and service providers that can buttress the on-campus offerings we have.
Ensure accessibility	The City Cares Network and Fresh Success program will continue to ensure and promote accessibility for all students. Translating our Fresh Success orientation materials into the five languages most spoken at LACC is an active project.

iii.   Summary of resources needed to implement the above developments

Staffing	Fresh Success maintains a need for full-time classified support staff. The City Cares Network effectively utilizes unclassified paid interns as Career Guidance Counselor Assistants, assisting academic counselors in a manner that relates to their own graduate or upper-division courses of study. On-site academic counselors are necessary to ensure that students who have been unable to prioritize academics due to basic needs insecurity are connected with professional academic counseling services when they come to our office seeking basic needs support.
Technology	The City Cares Network and Fresh Success programs require sufficient and secure technology to maintain the confidentiality of our often-sensitive student case notes. In addition, laptops available for student use in-office will ensure that, with assistance from staff, students who lack access to a computer or smartphone are able to complete required intake forms.
Facilities	Secure and sound-blocking office spaces are necessary for MSW case managers and academic counselors to meet with students presenting

	with basic needs emergencies. In addition, Fresh Success requires a locked and private office with no student access in order to meet Federal confidentiality requirements for participant records. Ample lockable cabinet space is also necessary to maintain privacy of certain hard documents and material resources, like gas cards.
Funding, including other revenue streams	Our basic needs programs require funding, especially because some of our programs rely on special, limited-duration funding opportunities. Grants and general operating funds are of use to the City Cares Network to maintain a wide enough variety of resources to ensure that a given student is eligible for at least one resource through our department. Fresh Success requires ample, robust non-Federal funding in order to pay for its services upfront.

7) Dream Resource Center
    i. *Introduction*

The Dream Resource Center (DRC) has been serving students in support of the college mission for now over five years. The DRC's mission is to provide intentional support and resources to all undocumented students at LACC to ensure they thrive in their career, academic and personal lives.

The DRC supports students in all the areas highlighted in the college mission: transfer, CTE and foundational skills programs. In regards to transfer, the DRC has assisted well over 120 students to transfer successfully to universities. In addition, the DRC has collaborated with CTE this Spring 2024 to create a unique training entrepreneurship opportunity for undocumented students. Lastly, the DRC has continued to collaborate with the Non Credit/Adult Education program and English as a Second Language to support students to develop their English language and other foundational skills. These are only a few of the ways that the DRC supports undocumented students that reflect the college's mission.

The Dream Resource Center was included in the Academic Plan 2018-2024 under the Genderversity and Multicultural Center (GMC), which had just opened its doors in 2018. Though the plan incorporates the DRC in the GMC, the DRC was part of the GMC only for a short period of time.

Here are some achievements for the periods 2018-2024:

- Unlike what was listed in the plan, the DRC opened its doors in October of 2018 in the South Kinesiology Building, not in the Administration Building. Though the DRC relocated to various locations, currently, the DRC is located in the Student Services Building, 2nd floor, in the Counseling office. The Center opened its doors officially in its new location on September 18, 2023. The new location houses computers, printers, projector, study space, a microwave, snack station, and more. Centralizing the services in one space has been incredibly helpful for the program and its students. For the students, we have seen clear benefits increasing sense of belonging and creating a stronger sense of community has.
- LACC DRC counseling support has gradually increased over the years. Today, the DRC has one full-time counselor and an adjunct counselor as well. In addition, the counseling

team crafted a tailored counseling framework to support undocumented students. This framework will be presented at NCORE (National Conference on Race and Ethnicity) in Spring 2024 with a focus on trauma-informed care and other culturally-responsive strategies for support.

- The LACC DRC had the highest number of CA Dream Act applications submitted for the 2022-2023 academic year within the Los Angeles Community College District.
- 2023-2024 the LACC DRC has the highest number of members/student participants than ever before, with over 400 active in the program. Students are supported via a case-management/success team model under the supervision of a full-time counselor/coordinator and adjunct counselor to ensure wrap around services
- Free Immigration Legal Services - The LACC DRC continues to offer free immigration legal support for undocumented students, faculty and staff for the last six years. From 2019, CARECEN legal services provided a total of 320 legal consultations to LACC students, faculty and staff. Services are now offered weekly in person/online.
- LACC DRC provides one-on-one mental health support for undocumented students and in a group counseling setting via UndocuChats. This group counseling session is facilitated by an undocumented therapist that addresses undocu-relevant topics such as: migration trauma, inner child healing, self-love/compassion, holidays and traditions, etc.
- In 2020, the DRC received state funding through AB 1645, which has continued to be provided yearly. These funds have helped to support DRC programming and staffing.
- For the first time ever the LACC DRC, CTE, Non Credit programs joined together to launch the Enterprise Incubator Program currently being offered Spring 2024. Collaboration between Non Credit, Career Technical Education team, and Dream Resource Center to support undocumented students with an entrepreneurship boot camp to teach undocumented students to become entrepreneurs therefore learning to generate income for themselves. Currently 20 program participants will earn two certificates- Entrepreneurship Skills and Gig Economy Certificates. Students will participate in five additional components:
  1. One-on-One Mentorship with undocu-ally/undocu-entrepreneurs to get guidance about business creation.
  2. One-on-One meetings with a graphic designer to create students' logos for their business.
  3. Access and training with Business software to help students create business plans.
  4. Participation in Mental Health First Aid Training to learn more about working with clients and managing the stress of creating a business.
  5. Pitch Fest- Participate in a culminating activity that allows students to pitch their business idea to their colleagues and community members.

Here is a list of challenges encountered by DRC during the previous Academic Plan time period:
- Though the DRC staffing has increased over the years, the number of participants in the program also continues to increase, therefore staffing continues to be a need. Specifically, classified support for purchase orders, schedules, and supervision of

unclassified support among others is highly needed. An increase in success coach support would also be ideal as the number of undocumented students active in the program has continued to increase.

- There is a strong need for improved software for the DRC case-management system. Currently, the program uses excel to track students and audit their progress and momentum points. A program that connects to LACCD SIS and Cranium Café would be ideal so that student data is constantly updated and audits would be more seamless, therefore contacts with students would be more frequent.
- Though AB 1645 funding has been helpful, based on the high needs of undocumented students, more funding is needed to support program activities and hire staff to improve its infrastructure.

SB 1645 Funding for Undoculiaisons from the CA Chancellor's office provided a direct budget for undocumented student support starting in 2020. The funding continued to be provided and remains to this day. The budget allocated to LACC did increase, however in the last year it remained about the same. Thanks to this funding the center's support, especially with programming activities and counseling support has increased. Though this budget is specially funded and not guaranteed, it has allowed the program to provide a strong infrastructure that we hope the college will institutionalize by providing its own funding in the future.

In the last five years, with the implementation of Cranium Café and Zoom during the pandemic, the DRC has been providing services both in-person and virtually. This hybrid modality has allowed our students to have more accessibility to services, especially since many of them have numerous responsibilities. We hope to continue to provide services in a hybrid modality. In addition, we hope to continue to improve our database.

Headcount and enrollment of DRC members has continued to increase steadily from Fall 2020 to present. (Fall 2020 Headcount 116/ Enrollment 345; Fall 2021 Headcount 146/ Enrollment 435; Fall 2022 Headcount 166/ Enrollment 476; Fall 2023 206/Headcount 559). Success rate and retention rates of DRC members has continued to be significantly higher when compared to the college average. Transfer level math courses completed within 5 years/Transfer level English courses completed within 5 years, DRC members rates have continued to be significantly higher when compared to the college average. Although persistence from Fall to Fall and Fall to Spring varied slightly throughout the years, these two measures for DRC members continues to be significantly higher when compared to the college average.

ii. Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	As the immigrant population continues to increase in the US, especially in CA and Los Angeles, we highly believe that the number of students we are serving will continue to increase, as it has steadily increasing for the past 5 years. In addition, as the program continues to get the trust of the community, more students are entering and using the services of the center. We foresee that this will continue to increase, especially as students will need support during election year this year. In regards to demographics, we serve a large array of students from all over the world, however as challenges take place in

	different parts of the world, we see the effect and therefore encounter students from these specific areas (Russia, Ukraine, Venezuela, Nicaragua, Honduras, El Salvador, among others)
Resources and services in response to student, campus, and community needs	As the needs of immigrant students continues to increase, a larger space with individual offices for campus partners/providers to facilitate support continues to be of high need. Staffing support also will need to increase as the increase in student support continues to increase as well. Mental health counseling specifically will need to continue to be provided as mental health challenges prevail in the population.
Use of technology & AI	More software needs to better manage case load of students. In lieu of sheets (such as excel) a more developed database that feeds from SIS/Cranium Café would allow students to be contacted sooner to implement early interventions
Cross departmental/unit initiatives	The DRC currently works with Financial Aid, Admissions, Transfer Center, FYE, Basic Needs, Career Center, CTE, Non Credit Adult Education, etc. We will continue to increase partnerships and collaborations not only across the campus, but with outside agencies as well.
New partnerships with the community, business and/or industry and educational institutions	The DRC currently works with a variety of community partners like CARECEN, Wesley Health Center, UndocuScholars LLC, LACCD DRC's among others. We will continue to build new partnerships especially as the program continues to scale and develop.
Ensure accessibility	We highly anticipate needing translation services in multiple languages, not just Spanish. Additional support for flyers/materials to be ADA compliant as well as our facilities.

iii. *Summary of resources needed to implement the above developments*

Staffing	2 student workers paid (nonfederal work study), 4 Unclassified Paid Interns, 1 full-time SFP Specialist, 1 classified student services assistant, 1 adjunct counselor, 1 full-time counselor/coordinator
Technology	5 computers with printers, 1 color copy machine, 10 laptops for students, 5 laptops for staff, 1 laminator, 2 scanners.
Facilities	Improvement of current facilities with multiple individual offices
Funding, including other revenue streams	Additional funding other than SB 1645, SEA funding, Grant funding, Program 100 allocation to solidify/institutionalize the program at the college. Additional funding needed is approximately over $150,000.

8) Dual Enrollment

i. Introduction

The Dual Enrollment program plays a crucial role in supporting the mission of serving diverse communities to achieve their educational and career goals by offering learner-centered pathways. Here's how such a program accomplishes this:

• Increased Access and Equity: Dual enrollment enhances access to higher education by allowing all high school students to earn college credits while still in high school. We partner with departments on campus to increase Open Educational Resources (OER) offering and local school districts to purchase textbooks. This initiative reduces financial barriers and provides early exposure to postsecondary education, making higher education more accessible to students who may face socioeconomic challenges.

• Tailored Learning Pathways: Dual Enrollment offers personalized and flexible learning pathways that cater to diverse student needs. The collaboration with K12 partners ensures selection of courses aligned with student interests, career aspirations, and academic readiness. Flexibility empowers students to explore various fields, discover their passions, and prepare for future educational endeavors or careers that reflect their unique backgrounds and goals.

• Support for Academic Success: Dual enrollment provides targeted academic support and resources to ensure student success. Students receive guidance from educators who understand their individual challenges and strengths, fostering an environment conducive to learning and growth. As LACC Cubs, all Dual Enrollment students have access to resources like the library, computer writing support center, computer labs, tutoring, and much more. In addition to general campus support, Dual Enrollment students can receive personalized information by joining the LACC Dual Enrollment Zoom for support.

The Dual Enrollment Program has grown to service 43 partners in the K12 sector. To create a streamlined process, the program collects course requests from our partnering school sites for an entire academic year. This allows department chairs to calculate the anticipated needs for Dual Enrollment. Continued collaboration with department chairs has expanded the offsite offerings to include a wider scope of Engineering courses providing access to neighboring communities.

Recently there has been a big push for Dual Enrollment; especially in the State. Since the appointment of Dr. Sonya Christian as the new Chancellor of the California Community Colleges she has championed for Dual Enrollment with her Vision 2030 campaign, which calls for all high school students to graduate from high school with at least 12 college units completed. This initiative will increase the collaboration with K12 partners and LACC to complete the vision.

The College and Career Access Pathways (CCAP) Grant awarded California High Schools with funding to establish, expand, and enhance pathways. The combination of Visions 2030 and the CCAP grant sets the foundation for high school students to graduate with a college certificate, and college credit towards an associate degree. The emphasis on dual enrollment and pathways has led Academic stakeholders to begin specific workgroups to develop certificate pathways for high school students. Due to the expansion of Dual Enrollment initiatives, the growth of partnerships, programming, and support services needed to fulfill requests we anticipate an increase of personnel in Dual Enrollment to accommodate our partners' growing needs.

In an academic year the Dual Enrollment Program serves an estimated 5,000 students with a retention rate of 91%. Our average success rate is 75% and average GPA of 2.67.

Number of students served and their demographics	A more robust and structured program will increase enrollment to ensure pathway completion.
Resources and services in response to student, campus, and community needs	The increase in CCAP funds will yield an increase in the need for textbooks and materials. The structured programming will require additional staff to assist with onboarding efforts.
Use of technology & AI	Dual Enrollment programs can harness the power of AI to enhance student support, personalize learning experiences, optimize program effectiveness, and prepare students for future academic and career success
Cross departmental/unit initiatives	Collaboration between departments such as admissions, counseling, outreach, OSS, FYE, and academic departments is crucial to sustain the demand of new and existing partnerships.
New partnerships with the community, business and/or industry and educational institutions	Continue our Outreach/ In-reach efforts with our partnerships, and community.
Ensure accessibility	We will collaborate with the OSS office to create a streamlined process for students with an IEP. We will also work with our offsite partners to ensure access to DE courses remains equitable.

iii. *Summary of resources needed to implement the above developments*

Staffing	The addition of 3 SSSRs will be needed to assist with the growing state-level demands for dual enrollment implementation and programming. They will support offsite support with onboarding, applications, K12 forms, Canvas support, and student success support.
Technology	Due to increasing demands offsite, the department needs hotspots.
Facilities	
Funding, including other revenue streams	Funding is needed to purchase textbooks and materials to ensure the program remains accessible by eliminating the cost of materials.

	Funding is needed for DE specific training for faculty, training for our partners, and additional staff to support the growing demands of DE.

9) Extended Opportunity Programs and Services (EOPS)
i. *Introduction*

EOPS is a state-funded retention and support program designed to facilitate the success of students that have experienced economic and educational hardships. EOPS assists low-income students that qualify for the California Promise Grant, and admitted students are provided with the necessary tools to complete their vocational, transfer and/or degree completion. EOPS is driven by a philosophy of providing services that are "over and above, and in addition to" services available to all students. EOPS program services include registration assistance, priority registration (tier one), academic counseling, individualized tutoring, textbook and school supply vouchers, meal assistance, group counseling, transfer counseling, college tours, scholarship assistance, UC/CSU fee waivers, parking permits, and technology support.

Program highlights in the implementation of the Academic Plan 2018-2024 include the use of technology to serve students. Due to the COVID-19 pandemic, all EOPS program services were transitioned online and are now available in-person and online. EOPS students can access program services virtually utilizing Cranium Café or in-person in the EOPS office. The EOPS program has creatively utilized technology to create an online EOPS application, orientation, LACC interest form, Canvas shell, and personalized email communication. The EOPS program is successfully strengthening connections with academic departments by partnering with departments chairs and faculty to provide funding for required supplies for academic programs. Lastly, the EOPS program successfully acquired Foundation for California Community College grants in the areas of financial literacy, tax preparation, and basic needs to increase awareness among low-income students.

Program challenges in the implementation of Academic Plan was the COVID-19 pandemic that adversely affected first generation and low-income students participating in EOPS. The number of new and continuing students decreased during this period.   The department was not able to reactivate the recruitment plan due to the District pandemic campus closure. Recruitment during this period was focused on "in reach" on-campus efforts, rather than off-campus participation in community agency and high school recruitment.

Due to the COVID-19 pandemic, the Chancellor's Office temporarily relaxed EOPS Title 5 requirements due to the state of emergency. Varies modes of service delivery were permitted, full-time status was no longer required, and the maximum unmet need grant amount was suspended. This allowed EOPS programs to increase the amount of grant aid disbursed to students during the COVID-19 pandemic and admit part-time students. Once the state of emergency was lifted, the EOPS Title 5 requirements were reinstated limiting service delivery and capping the unmet need grant amount.

Over the past five years, the EOPS program has increased the number of full-time faculty and staff. EOPS successfully hired three full-time, tenure track counselors (2 EOPS, 1 NextUp/EOPS), and one full-time EOPS/CARE Student Services Specialist (new position). Due to the increase in staffing, EOPS will be able to adequately serve the number of students enrolled and increase the number of students served.

EOPS experienced sharp decline in student enrollment from Fall 2020 to Fall 2021 by 451 students. This decline is likely due to the COVID-19 pandemic. Also, the number of males students participating in EOPS increased by 2.48% from fall 2020 to fall 2022, the number of Black students increased, and the number of Asian students decreased from 14% fall 2020 to 7% fall 2022. EOPS is actively outreaching to eligible LACC students to encourage enrollment in the EOPS program. Also, working with academic departments to increase awareness of EOPS services by presenting at convocation, Dean and Department Chair meetings, hosting an EOPS Open House, and tabling at LACC outreach and recruitment events. EOPS has observed that student behaviors have changed since Fall 2020. Students are less likely to respond to emails, so we are using social media to communicate with prospective students.

The EOPS retention rates remain strong and consistent throughout the three-year period. The retention rates for EOPS did increase by one percent from fall 2021 to fall 2022. When compared to LACC, the EOPS retention average is 4% higher than LACC. EOPS provides support services to remove barriers to student success, such as, academic counseling, textbook vouchers, meal vouchers, unmet need grant, priority registration, school supplies, and referral to community resources.

The EOPS success rates are higher than LACC for each year. For the most recent data, fall 2022, EOPS is 2% higher. Notably, there was a 5% decline from fall 2020 to fall 2022, likely due to the COVID-19 pandemic. EOPS students were adversely impacted by the modality of courses transitioning from in-person to remote. EOPS students expressed not learning well in a remote environment and preferring in-person courses. EOPS will continue to monitor the trend, with the goal of returning to pre-pandemic levels.

Our EOPS data has shown a steady transfer level of 19% for 2022, 2021, and in 2022 it decreased to 18%. The analysis is that COVID affected transfer levels in our program particularly for students who struggle in using online platforms.

82% of EOPS students are persisting and continues to grow due to EOPS providing tools such as laptops, hotspots, and grocery cards.

ii.   *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	Increase student enrollment. Target # - 2,000 students Demographics: Be a California resident (or AB 540 eligible). Qualify for the California College Promise Grant Fee Waiver at level A, B, C with Zero EFC, or D. Must be enrolled in 12 or more units in the LA Community College District (at least 9 of the 12 units at LACC). If a student is verified by the Office of Special Services (OSS) as an active participant, the student may be enrolled in 6 units or more at LACC or as approved by the OSS department. Have completed less than 70 degree-applicable units completed from all colleges attended in total.

	Have not earned an AA/AS degree or higher, or the equivalent of a foreign degree. Are educationally disadvantaged.
Resources and services in response to student, campus, and community needs	EOPS required services will be provided, such as, priority registration, counseling, book & supply vouchers, individualized tutoring, technology assistance (e.g., laptop, hotspot), pre-paid vendor cards, meal vouchers, UC/CSU fee waivers, parking permits, group counseling, and college tours. The program will continue to utilize feedback from advisory committees as well as regular/ongoing satisfaction surveys of students to improve the delivery of programs, modify or eliminate programs and services that no longer meet student needs.
Use of technology & AI	Implement Pronto, a technology app, to streamline and improve communication with EOPS students and Implement the Cohort-Based Milestones feature in Cranium Cafe to help students stay on track and improve student communication.
Cross departmental/unit initiatives	EOPS Guided Pathways Implementation and Integration. Create EOPS faculty liaisons with Academic Departments utilizing the Guided Pathways framework.
New partnerships with the community, business and/or industry and educational institutions	Continue to identify and acquire grants to expand and increase student services. Example areas of interest - financial literacy, tax preparation, basic needs initiatives. Partner with local graduate programs to hire MSW interns to implement case management with students.
Ensure accessibility	Training for all staff regarding creating basic accessible documents (Word, PPT, PDF). Staff inclusion training. Ensuring all equipment and labs are accessible and ADA/Title 5/Ed Code compliant.

iii.   Summary of resources needed to implement the above developments

Staffing	Fill vacant EOPS Student Service Assistant position. Fill future faculty and staff vacancies. Continue to hire and expand unclassified paid intern positions. Existing funding is available to implement staffing plan.
Technology	Existing funding is available to implement technology initiatives.
Facilities	N/A
Funding, including other revenue streams	Continue to apply for and acquire grants to expand and increase student services available. For example, Foundation for California Community College grants.

10) Financial Aid

i. Introduction

The Financial Aid Office purpose aligns directly with the mission of the college providing financial resources designed to expand college access. The available financial assistance makes it possible for students to continue their education beyond high school, even if they and/or their families cannot meet the full cost of post-secondary education.

Since the state funding for colleges changed, one of the main goals of the office of financial aid was increasing student participation in the financial aid programs offered. The different strategies implemented have slowly made an impact, and we have seen a continuous increase in the percentage of applications for aid – this year 12% (from 4170 to 4697 Pell recipients) more students applied as compared to last year at the same date (CFAU Weekly Report).

One of the major challenges that we have encountered is the efficiency of our communications. It has been difficult to engage students albeit the different methods used, e.g. email blasts, tabling, class presentations, workshops, mailers, etc.

Changes in the legislation that regulates the funding has had a major impact; the financial aid office used have a reactive approach to serving students (students would reach out to us for resources), since the change on the legislation, we have taken a reactive approach, we seek students to offer the resources available. This legislative move has increased student access.

Technology has had a major impact on the day-to-day operations of the office and how we serve our students. Since the implementation of the financial aid platform (Campus Logic) we have become virtually paperless allowing students to complete their financial aid process fully online. That not only has reduced the lines in the financial aid counter, but also has improved the efficiency of the processing of financial aid.

ii. Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	We foresee an increase in applicants, likely from the incoming high school graduates.
Resources and services in response to student, campus, and community needs	The financial aid office will need staff dedicated to outreach and inreach efforts to continue promoting the resources available.
Use of technology & AI	We will explore AI to develop more meaningful communications and to become more efficient in the processing of financial aid
Cross departmental/unit initiatives	Financial aid has already developed many interdepartmental relations via liaisons, we will move to finetune and increase these relations to other offices and academic departments.
New partnerships with the community, business and/or	We are building relations with high school feeders to ensure that graduating cohorts are fully aware of the opportunities existing with the application for financial aid.

industry and educational institutions	
Ensure accessibility	We will continue working with offices like DSPS (OSS) to make our materials and platforms accessible to all students, as well as developing strategies to increase our presence on campus (e.g. include information on the catalog, syllabi, etc.)

iii.   Summary of resources needed to implement the above developments

Staffing	Additional staff members with outreach experience
Technology	Training center for financial aid staff and perform interdepartmental cross-training workshops
Facilities	N/A
Funding, including other revenue streams	College and categorical funding

11) First Year Experience

i.   Introduction

The First Year Experience program at LACC supports the LACC college mission by supporting students in achieving their academic, professional, and personal goals. FYE provides presentations and workshops to assist high school students with their educational plan and registration into LACC courses. We provide continued registration and counselor support throughout our student's two-year academic journey, including registration reminders, workshops, and individual support. We also provide comprehensive financial aid application support for our current and incoming FYE students and their parents including the CA Dream Act Application and FAFSA, Webgrants for Students, financial aid requirements, and setting up their BankMobile refund account. FYE also provides one on one career planning support via counselors, success coaches, career assessments, internship opportunities, and career workshops. Via the LA Promise Grant, we are able to fund the enrollment and student fees for our students, ensuring that all students have access to a higher education. FYE courses that allow for students to have the option to experience a cohort model for their general education requirements. We create a welcoming community to ensure all students feel accepted and heard no matter their gender, sexual orientation, race, immigration status or dis/ability status. We have a total of 754 current First Year and Second Year Experience students, we also have a total of 1247 students who have shown interest and/or applied to the FYE 24/25 incoming cohort we are working on onboarding, including ensuring they register for Summer Bridge, complete the LACC orientation, complete the 24/25 financial aid application, and meet with an FYE counselor. While we are excited for the interest in FYE, our team is understaffed. The FYE team includes two adjunct counselors, one Student Services Specialist assigned to FYE for an 80% assignment, and two Unclassified Paid Interns with a limit of 20 hours per week. This

means we are attempting to serve a total of 2000 students and continuously managing 3 cohorts of students, with no full-time staff support. We are passionate about providing high quality support to our students; however, it has become difficult managing such large caseloads.

We have made an effort to increase community building within our program, however it has become a struggle because FYE does not have a program space/center. We have a large interest of students wanting to meet with us and each other to do homework, work on applications, meet with a success coach, etc. We must reserve spaces throughout campus each time we have an event or workshop which does not allow for students to have one singular space that they can associate with FYE.

There has been a noticeable increase of need in Math and English support that is connected to AB705, many of our students show an interested in having tutors specifically for FYE. We have made an effort to introduce FYE students to the Pi shop and Writing Center. Moving forward, I see a need for a more drastic enforcement of Math and English tutoring, whether means we offer more opportunities

Use of canvas has assisted our program with communicating with students. We have also been able to use canvas to place academic resources on our canvas shell and program announcements.

Our incoming FYE gen z students have received an overwhelming amount of misinformation regarding the cost of higher education and the threat of debt. This has impacted our department because many students and parents are critical and mistrusting of the resources our program offers. They do not believe it is possible to have a program offer free tuition and a laptop.

Retention rate for FYE students increased by 4%, success rate for FYE has increased by 5%, completion of transfer English within 5 years is 44%, 10% higher than total student demographic, completion of both math and English within 5 years is 22%, 4% higher than total student demographic. Completion of math increased by 11% compared to 2022 FYE outcomes and completion of English increased by 6% compared to 2022 FYE outcomes, completion of both math and English increased by 10% compared to 2022 outcomes.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	First Year: 540 students: 76% under 20 years old, 76% are Hispanic Second Year: 227 students: 67% under 20 years old, 78% Hispanic Total Students: 767 (as of fall 2024) Incoming cohort coded 24/25: 1247
Resources and services in response to student, campus, and community needs	Free Laptop Free tuition and student fees\ Student Stipend 2 FYE Success Coaches and 2 Counselors Academic and Career Workshops
Use of technology & AI	Zoom, Cranium

Cross departmental/unit initiatives	Dream Resource Center collaboration: developed a workshop for FYE DRC students. Nursing Department: Many of our students have shown interested in pursuing Nursing so we have the Nursing counselors provide information about admission into the Nursing program. LACC Community Garden: FYE Garden bed to build community
New partnerships with the community, business and/or industry and educational institutions	EndOverdose – Harm Reduction workshop and Narcan training. Fulfillment Fund – On site advisor and referral process has been developed. PUC CAL high schools
Ensure accessibility	Currently taking an Accessible Documents Course via WebAIM, ensure students who are in OSS are coded to bypass full time unit enrollment FYE program requirement.

iii.   Summary of resources needed to implement the above developments

Staffing	2 Additional Unclassified Paid Interns, 2 Registration Assistants
Technology	Text message program
Facilities	FYE Center
Funding, including other revenue streams	Text book support for students

12) Foster & Kinship Care Education (FKCE)

i.   Introduction

The Foster & Kinship Care Education (FKCE) program plays a vital role in providing Resource Parents with the training and education that helps them in meeting the multifaceted and complex needs of the foster children in their homes. FKCE is a part of LACC's foster care academic pipeline, in which it provides educational services for LA County's Resource Parents, while current/former foster youth receive services through Guardian Scholars/NextUp. FKCE provides continuing education for community members who are current Resource Parents- a term that describes a streamlined foster/kinship/adoptive parents. According to the Department of Children and Family Services (DCFS), there are over 14,000 children and young adults in care in Los Angeles County, and over 5,000 live with Resource Families. FKCE is a critical resource of support for these families who are mandated to complete annual educational training hours in order to maintain their Resource Family status and children placements in their homes. Considering that FKCE is free, streamlined, and supports caregivers in hard-to-reach- populations, it is a community resource that is invaluable to supporting both parents and children.

The FKCE program's major challenges were that of staff transition, and the development of new training models to adapt to online learning. Staffing was identified in the Academic Plan as a resource needed to implement the six-year developments. During this time, the FKCE Instructional Specialist and Program Assistant, both of which had been with the program for several years, transitioned from their roles to other departments. However, the program maintained its efficiency and structure until both positioned were filled. Considering that FKCE is a categorical program, only the position of the Instructional Specialist is guaranteed, and the program assistant role is dependent on funding. The next major challenge was that of the transition to hybrid learning in 2020 due to the COVID-19 pandemic. Before 2019, trainings were only offered in-person, with online options not available. Beginning in 2020, FKCE began to offer online trainings for parents. In collaboration with DCFS, FKCE created online policies and procedures intended to maintain the integrity of trainings and educational offerings. FKCE leveraged this change to its benefit, as providing online trainings allowed the program to reach parents from throughout LA County more easily, and also provided additional training opportunities for older parents who had trouble traveling to in-person trainings. Since the implementation of online trainings, the unduplicated number of parents served more than doubled from 330 in 2019 to over 700 in 2023.

Changes in legislation and funding impacted the program in several ways. The funding formula was changed during this period. Funding for programs now is dependent on the annual unduplicated participant count, whereas the previous formula used total number of classes offered to determine program funding. However, LACC FKCE's program funding has remained consistent only because of the addition of reallocated funds from FKCE programs that have closed throughout the state.

The most recent data available shows an unduplicated count of participants served as 730 parents, with 137 individual classes offered during an academic year over the course of 540 hours of training.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	The total number of parents served and training hours offered will increase as other FKCE programs throughout the state end services.
Resources and services in response to student, campus, and community needs	Work with DCFS and other foster parent agencies to meet the specialized needs of Resource Parents and children in care.
Use of technology & AI	Continued use of technology to provide online trainings.
Cross departmental/unit initiatives	Continue to collaborate with LACC Guardian Scholars and NextUp programs.

New partnerships with the community, business and/or industry and educational institutions	Increase collaboration with campus and community partners for recruitment, engagement, and training of new participants.
Ensure accessibility	Ensure that program continues to comply with ADA requirements and needs of specialized populations.

iii. *Summary of resources needed to implement the above developments*

Staffing	One full-time Instructional Specialist, part-time program assistance, and a student worker.
Technology	Access to Zoom for online classes.
Facilities	Use of classroom facilities for in-person class offerings.
Funding, including other revenue streams	Additional funding to the FKCE program through reallocations from the Chancellor's office, as FKCE does not receive funding from the college.

13) Guardian Scholars

i. *Introduction*

The LACC Guardian Scholars Program (GSP) serves students who are current, former, or emancipated foster youth that are pursuing a path within higher education. GSP's mission is to provide academic and personal guidance to help empower students on their educational journey. The percentage of foster youth completing college is 1-3%. GSP exists to break these statistics and support students in their academic journey through intrusive academic counseling, case management, tutoring, emergency support, housing assistance, mental health referrals, and more. Unlike other foster youth support programs at other colleges, GSP reduces barriers towards success by not imposing edibility requirements based on units, time in care, or age. The program serves 150-200 students during any given semester. Leveraging the Foster Youth Center on campus, GSP created a "one-stop-shop" for students in the program to access five days a week. As well as access to study-spaces and a computer lab, students are also offered free go-to drinks and snacks through their pantry program. The space serves as a hub for the support services offered by the program, with dedicated rooms for therapy appointments, counselling, and referrals. GSP also provides innovated programming to create a sense of community for students, which is crucial for foster youth retention and success. The program collaborates with campus and community partners, but relies on it's close working relationship with the LACC Foundation to secure grants and funding opportunities that support innovate programming like cultural, camping trips to mountain resorts, university field trips, career-based events, and other relevant workshops. Since it's establishment in 2009, GSP has served as a model program that has been long recognized for its work in successfully supporting foster youth students of all ages.

GSP has achieved a 77% persistence rate, surpassing the non-GSP foster youth rate of 47% at LACC. It has also achieved a 9-14% graduation rate, as compared to 1-3% nationally for foster youth. Also, many GSP graduates continue their education at four-year universities. The program has maintained a diverse student body, with a focus on providing targeted wraparound services to ensure student success both on and off campus. The program has also successfully continued and expanded on community partnerships that include bringing into the site a Master of Social Work intern through California State University Dominguez Hills, a therapist though Life Skills Center, and a housing liaison through Department of Children and Family Services. Furthermore, GSP also been able to maintain its close relationship with the LACC Foundation and community stakeholders to enhance opportunities for programmatic growth and student engagement. The most persistent challenge for GSP is the dependence on grant support for staffing and programming resources.

GSP has long relied on community-based grantors and foundations to support program staffing and services. Recently, legislative expansion of the other foster youth support program, NextUp, has caused long-time Guardian Scholars funders to redirect funds to other projects, thus reducing community-based funding for GSP. This has restricted the available funding for staff and reduced the flexible funding that was previously used for student support services like book vouchers, food pantries, and emergency assistance. Moving forward, these reduction in available community funding will reduce the level of support Guardian Scholars can offer to students that are not eligible for NextUp, which is around 66% of the total GSP population. Financial support for older students impacted by foster care has always been an issue, and the challenges will only be more persistent moving forward.

GSP has maintained consistent success despite changes in staff and reduction in program funding. In Fall 2023, GSP saw the highest average units completed since 2020, a retention rate of 79%, the highest persistence rate since 2019, and highest success rate since 2020. In addition, student program enrollment and headcount is also the highest since 2018, demonstrating the effectiveness of program recruitment, engagement, and retention.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	The number of former and emancipated foster youth receiving services will increase as GSP continues to increase outreach and recruitment efforts both on-campus and in the community.
Resources and services in response to student, campus, and community needs	Continue to create programming and services that are reflective of the unique needs of foster care impacted students. Collaboration needs to continue with foster youth counselors at local high schools, Department of Children and Family Services, Independent Living Program, and Office of Probation.
Use of technology & AI	Increase use of Canvas and other outreach applications to reach students.

Cross departmental/unit initiatives	Continue to collaborate with Foster & Kinship Care Education and NextUp to strengthen the LACC Foster Care education pipeline. Expand partnerships with campus programs: EOPS, Basic Needs, OSS, Life Skills Center, DRC, and other programs. Maintain relationship with LACC Foundation to access financial opportunities that support innovative program services.
New partnerships with the community, business and/or industry and educational institutions	Develop a stronger relationship with LAUSD foster care counselors and revamp the summer bridge academic class for potential GSP students entering LACC. Create a stronger relationship with community foster youth serving agencies to identify and recruit potential students.
Ensure accessibility	ADA compliant technology and staff training in relevant ADA topics

iii. *Summary of resources needed to implement the above developments*

Staffing	Institutionalize program staffing. Hire a consistent, full-time Academic Counselor and classified Program Assistant (SSA).
Technology	
Facilities	Maintain the Foster Youth Center at the Student Services Building, as it is crucial to the program's success and student retention. Foster Youth need a community and "home".
Funding, including other revenue streams	Institutionalize the GSP. The program should not have to rely on soft-funding from the community and Foundation to function. Provide funding for LACC funded Academic Counseling and classified staff support.

14) General Counseling
   i. *Introduction*

The mission of the Counseling department is to facilitate students' academic and career success. Counseling faculty assess where students' interests and abilities may lead and develop specific plans with students to fulfill major requirements, explore transfer options, and discover career paths.

Due to the Covid-19 pandemic that accentuated students' need for hybrid services, the Counseling department has supported the initiative to make counseling resources more accessible. By providing in-person and remote options for appointments and walk-ins, this has given students more flexibility to meet with counselors. In addition to synchronous student-facing work, online processes have also been implemented for counselors to asynchronously streamline counseling services (e.g., prerequisite clearances, major and home changes in SIS, IGETC/CSUGE certification requests, etc.). The department has eliminated all hard copies of student forms, and they are now available online.

Pursuant of the Academic Plan 2018-2024 developments, Counseling increased collaboration with Noncredit and hired two full-time Noncredit counselors. SB 554 was enacted in 2019, and the Adult Dual Enrollment program has allowed Counseling to work in tandem with Noncredit for students to enroll as a special part-time admit in up to 11 units per semester.

In 2023, LACCD revamped the nine college websites, which created a unifying web presence throughout the colleges. The Counseling webpages have since been redesigned and updated to provide streamlined information with straightforward language and links to useful tools. Through the website, students receive information consistent with approved curriculum, catalog, Program Mapper, effective graduation requirements and district policies (e.g., Administrative Procedures).

Title 5 §53200 states that curriculum and program development are academic and professional matters under the purview of the Academic Senate. As such, the following LACCD Administrative Procedures were adopted between 2021-2022: AP4051, AP4100, AP4235, AP4236, AP4237, AP4238, AP5110, AP5111 in which the appropriate faculty chair, counseling chair and Articulation Officer (or their designees) have final review and determination of coursework and prerequisites. Counseling faculty and the Articulation Officer have purview and responsibility for evaluating coursework for GE and prerequisite purposes, including certification of CSUGE and IGETC.

From a pure academic counseling point of view, AB 705, AB 1705, and AB 928 policies affect students' coursework and educational planning. As a result, counselors need to be more knowledgeable of and adept at recommending math and English/ESL courses and support strategies; facilitating course substitutions; and knowing what is the best general education pattern to use (e.g., upcoming CalGETC and LACCD GE patterns 2025) for our graduating and transfer students, especially those pursuing ADT degrees. This requires counselors to assess accurately the appropriate catalog rights for new and continuous students for general education, proficiency, and major requirements.

AB 705 took effect at the start of 2018 and AB 1705 in 2023. There has been greater student access to transfer-level math and English and higher one-year throughput. However, its implementation has negatively impacted course success rates. Between 2020-2021, LACC was at 53% for transfer-level math course success rate and 58% for transfer-level English course success rate, which were below the state average of 62% and 65%, respectively. When creating and updating student education plans, counselors will continue to promote and make appropriate referrals to tutoring services and embedded support courses, such as MATH 227S and MATH 260S, as needed.

Although LACC experienced a 17% drop in enrollment between 2018 and 2023, the Counseling department is pleased to see that the total number of awards granted by LACC increased by 20.7% over the five-year period. To further increase the number of ADT and graduation petitions awarded each semester, Counseling will continue to provide department training. One of the major tenets of the Guided Pathways plan is to ensure that all students meet with Counselors within their first year. Therefore, Counseling will aim to help new students explore career/college options, choose a program of study, and develop a full program plan as soon as possible, where programs are clearly mapped out so that students know which courses to take and in what sequence.

The LACCD faculty saw a historic wage increase of 8.22% (COLA) + additional 2% in 2023 and are guaranteed COLA + 1% increases in 2024 & 2025. However, this has led to budget issues that may result in cutting adjunct hours. We have insufficient funding for adjunct hours to cover student needs, making it difficult to continue with the triage approach that has proven successful for the department.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	General Counseling provided 20,812 appointments and walk-ins (duplicated count) between 2022 and 2023. With the addition of full-time hires, the Counseling department hopes to increase this number as we continue to serve LACC students, the majority being continuing students and over the age of 20. Target students who are at-risk of academic and progress probation/dismissal and students who do not have an education plan on file.
Resources and services in response to student, campus, and community needs	Create interactive major sheets aligned with the catalog. Generate comprehensive data analysis to determine efficacy of Counseling services as it pertains to student retention, success, persistence, and GPA. This will provide insight into the difference Counselors make in students' experiences and identify strengths and areas of improvement.
Use of technology & AI	Adopt new platforms and streamline online processes to meet student expectations in integrating technology
Cross departmental/unit initiatives	With the rollout of Guided Pathways and appointing CAP counselors, we will strengthen cross departmental collaborations. We plan to increase the Counseling presence on campus with collaboration through Outreach, Welcome Week events, etc. Collaborate with academic affairs to ensure accurate information is given to students about programs.
New partnerships with the community, business and/or industry and educational institutions	Start new partnerships with feeder high schools and university representatives. Partner with more local employers and industries. This will prepare students to enter further education and employment in fields of importance to the college's service area.
Ensure accessibility	Reevaluate student forms to optimize the accessibility of PDFs. Emphasize training to ensure accessibility of information to share with students.

iii.   Summary of resources needed to implement the above developments

Staffing	Adjunct counselors are needed to maintain the day-to-day functions of the department. Success Coaches (Unclassified Paid Interns) are pivotal in supporting the success of our programs and enhancing the

	Guided Pathways experience. Based on our high department FTEs, the Counseling department has an ongoing need for a Counseling secretary who can support our different areas.
Technology	Utilize Cranium Café to share private student notes among counselors. Configure Cranium Café or use another platform to send text notifications to students
Facilities	Redesign the second floor of the Student Services Building to have a more open space for more accessible counseling. Create a central hub where student workers and success coaches can provide intake and refer students appropriately.
Funding, including other revenue streams	Through previous and normal full time faculty attrition (retirements) and Specially Funded Programs (SFPs) offsets to the budget, we hope to maintain the level of counseling faculty hires and support to cover the needs in general counseling and serving guided pathways CAP initiatives. It's imperative to have adequate adjuncts and hours available throughout the academic year and enough classified help to support day to day operations.

15) Health and Wellness Center

i. *Introduction*

The Health & Wellness Center provides basic, high quality, and cost-effective physical and mental health services to all enrolled students to facilitate academic success by promoting healthy lifestyles and caring for the wellbeing needs. The Health & Wellness Center did not have a plan during the 2018-2024 cycle.

Since AY 2022 the California Community Colleges Chancellor Office is now providing categorical funding for Mental Health Programs to expand mental health resources for students. This new allocation has allowed us to expand resources on campus. We now have 2 FT therapists through our partnership with Wesley Health Center, and a contract with Timelycare, an organization that provides 24/7 online mental health services to all students enrolled at LACC. The only data we have available is collected by Wesley Health Center (our provider at the Health & Wellness Center) on the number of students accessing mental/behavioral health services, and data collected by Timelycare for online services. Timelycare contract went into effect in Fall 2023.

ii. *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	Increase student participation to physical and mental health services through the Health & Wellness Center.
Resources and services in response to student,	

campus, and community needs	
Use of technology & AI	Continue offering telehealth services through the health provider, and Timelycare.
Cross departmental/unit initiatives	Collaboration with other student services programs to promote health & wellness services. Provide training to faculty and staff on how to support students with mental health needs.
New partnerships with the community, business and/or industry and educational institutions	Work with community partners such as Department of Mental Health to provide training on campus, Wesley Health Center, and Timelycare
Ensure accessibility	Ensure services are ADA compliant and the center accommodates student's needs.

iii.   Summary of resources needed to implement the above developments

Staffing	Classified support from the college to run health & wellness initiatives on campus. The center is currently staffed by the medical provider (Wesley Health Center)
Technology	Improve Wi-Fi connection at the Health & Wellness Center as it is vital for medical staff.
Facilities	Potentially having an additional space for a Wellness Center that focus on mental health, behavioral support, meditation/prayer room, quiet room.
Funding, including other revenue streams	The Health & Wellness Center is funded by the health fee collected from students.

16) Library

i.   Introduction

The Martin Luther King Library provides access to academic resources, including textbooks, books and databases. These resources support student and faculty research and teaching. Librarians also collaborate with faculty to teach students essential skills such as finding, using, and evaluating information. We offer research classes, workshops, and specialized training on topics and research methods. The MLK Library also provides technology infrastructure, including computers, printers, and Wi-Fi. We offer study spaces, group work areas, and meeting rooms. All of these are essential in a student's academic success and faculty teaching.
The library has maintained and updated several technological resources, including our computers, monitors, copiers and printers, and the acquisition of new databases. The

technology the library uses accommodates students' needs and is accessible. The library has also been successful in cross disciplinary initiatives by increasing the use of library spaces by faculty and staff through our automated booking systems. In the last 4 years, the library met the challenges of a series of retirements from full-time faculty librarians. We have since then replaced all the positions lost to the retirement transitions. In terms of challenges, the library continues to need consistent facilities support to maintain a clean and orderly space and we are continuously working to ensure all our technologies are accessible to students.

Several findings indicate that physical spaces will remain significant as remote classes and experiences continue to expand. Students are seeking access to digital technologies, information resources, and collaborative spaces. The library will play a pivotal role in reimagining and transforming these physical spaces and campus experiences. Additionally, the scan highlights the growing importance of information and digital literacy skills in a world where Artificial Intelligence is becoming increasingly prevalent. The library can contribute significantly by ensuring that all students possess essential information literacy competencies, including the ability to locate, interpret, and utilize information effectively. Furthermore, understanding ethical considerations related to ideas, information resources, and communication (including identifying plagiarism), evaluating source material for authenticity, and discerning legitimate sources from biased or fake ones are crucial competencies for overall college and workforce success.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	We expect to see a growing number of diverse students served who are looking for access to technology and study spaces.
Resources and services in response to student, campus, and community needs	An increase in remote instruction, reference services and physical library spaces by students and faculty to conduct remote/hybrid teaching and learning.
Use of technology & AI	Alongside an increase in interest and use of AI and other technologies we foresee the need to provide instruction and reference support to students using these new technologies.
Cross departmental/unit initiatives	Work with campus service providers to collaborate in student outreach and success initiatives.
New partnerships with the community, business and/or industry and educational institutions	Continue the close relationship with local and national universities with Library Master's programs to ensure a steady intake of volunteers and interns. The library has variable hours for intercession and even between semesters.

Ensure accessibility	Update technologies on a consistent basis

Staffing	Hire an additional full-time librarian and adjunct librarians.
Technology	Update and upkeep of technologies such as computers, projectors and printers.
Facilities	Additional custodial support to upkeep a clean and welcoming environment.
Funding, including other revenue streams	Hourly instruction allocated to the budget to ensure appropriate staffing and predict hours for intersession.

17) Life Skills Center

i.   Introduction

The Life Skills Center (LSC) is part of LACC's student support services on campus. The mission of the LSC is to provide life skills and mental/emotional wellness education. This is accomplished through providing workshops, trainings, podcasts, and mentoring to LACC students and in-service training for faculty, staff, and students.

Our goal is to enable LACC students to adapt positively to personal, family, and environmental challenges as well as pressures that can interfere with the ability to succeed academically and personally. Learning to master these challenges will enhance a student's psychological, interpersonal, educational, and career development while at LACC and long after leaving the college.

We have increased our ability to support students and their mental health needs by stationing MFT interns at special needs locations. These locations include Guardian Scholars, DRC, Umoja, and Break It to Make It. The interns are able to provide a safe and comfortable environment that allows students to learn about access mental health assistance and resources.

The Academic department deans have been helpful in disseminating information to the faculty about the Life Skills Center programs. Which also included in-class presentation and workshops.

It is a continuing process of finding different ways to market and inform the students about the Life Skills Center (LSC) and how we can assist them with their mental health needs.

In prior years all of our programs were in person. The ability to use Zoom has increased student participation in attending workshop and mentoring meetings.

Mental/ behavioral health support has become more important year after year.

Students are experiencing more and different stressors. That means the campus is going to be more focused on mental health issues and programs.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	We (LSC) provided support for 53 students w/ 400 sessions 2023-2024. Age ranges from 20-45. Ethnicity: 80% Hispanic, 10% African American, 5% Asian, 5% other. Gender: 32 F, 17 M, 2 trans, 2 non binary. The need for mental health resource will continue to increase and it will be vital for many student to have access to these services to successfully graduate and/or transfer from LACC.
Resources and services in response to student, campus, and community needs	
Use of technology & AI	
Cross departmental/unit initiatives	
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	

iii. *Summary of resources needed to implement the above developments*

Staffing	Continue to use MFT interns and student workers to assist with the work at the LSC
Technology	
Facilities	
Funding, including other revenue streams	Financial resources to market the LSC

18) NextUp

i. *Introduction*

The NextUp program at LACC serves students who were impacted by the foster care system at the age of 13 or older. In collaboration with EOPS/CARE and Guardian Scholars, NextUp students receive robust, wrap-around programming designed to promote the recruitment, engagement, retention, and success for a population that is disproportionately disadvantaged.

National statistics for foster youth indicate that only 50% will graduate from high school, and only 1-3% will receive a college education. Therefore, NextUp is deliberately designed to provide support that go "over and above" for this very specialized population. Services are provided from a holistic and trauma-informed approach that are tailored to the understanding of the unique challenges faced by foster youth. These services include: academic and personalized counseling, additional financial aid assistance, emergency grants, vendor support cards, specialized workshops, case management, transportation assistance, tutoring, mental health referrals, and much more.

The most relevant challenge is that of staffing changes. Staff continuity is crucial to a successful foster youth services program. Generally, foster youth have lived through various traumas and disruptive events during their transition into adulthood, so any program staff transition greatly effect student engagement and retention. The program did not have consistent staffing for a significant period of time. Since then, however, the program has hired a permeant classified staff to serve as the Program Coordinator, a full-time Academic Counselor, and two counseling interns. With consistent staff in place, NextUp increased levels of recruitment, engagement, and retention. Currently, the program has reached a milestone of higher student enrollment than previous academic years, and stabilized programming to the level required to serve the population.

Legislation and state directives pertaining to NextUp are consistently adapting to the changing landscape of foster care. Program eligibility has changed in an effort to serve more students. The most relevant changes are: 1) required age in care to be eligible decreased from sixteen to thirteen, 2) required units for eligibility decreased from nine to only one credit class (with an academic plan to increase enrollment to nine units), and 3) students will no longer "age out" of services upon turning 26, and will remain eligible for services at any time. These changes have led to increased program enrollment and retention. Moving forward, the program will expand its reach to eligible students as legislative changes continue to meet the needs of California's foster youth students.

NextUP students were greatly affected by staffing changes, and the shift to remote learning as a response to the COVID-19 pandemic. Despite these challenges, several key student outcomes have trended upward, demonstrating the effectiveness of consistent staff and programming. Examining Fall 2023: average term GPA and units completed are the highest since 2019; retention, success, and persistence rates are all the highest since 2018; and enrollment/headcount is highest since 2018.

ii. *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	Student engagement and enrollment will increase due to the changes in regards to program eligibility. Increased community outreach will also contribute to creating an enrollment pipeline with local LAUSD feeder schools.
Resources and services in response to student,	Services and programs will be student-centered, based on the specific needs of the population. Continue to leverage resources from campus and community partners to provide wrap-around services for students that address both personal and academic needs.

campus, and community needs	
Use of technology & AI	The program will utilize Canvas, social media, and phone applications to effectively communicate with students who rely on technology for information.
Cross departmental/unit initiatives	Continue close collaboration with Guardian Scholars and Foster & Kinship Care Education. Increase collaboration with Basic Needs department on campus, specifically to support students in relation to housing and emergency assistance.
New partnerships with the community, business and/or industry and educational institutions	The program needs to increase its relationship with LAUSD in order to identify and enroll NextUp eligible high school students. Staff and Faculty need to be more present at the high schools and engage with LAUSD special counselors and staff. In addition, develop a summer bridge class for incoming NextUp student. Program also needs to strengthen its collaboration with DCFS, ILP, and Probation to recruit students.
Ensure accessibility	Staff trainings to ensure all programming and outreach/program materials are ADA compliant.

iii.   Summary of resources needed to implement the above developments

Staffing	Ensure program staff remain consistent and stable. Continue to recruit and hire counseling interns who are in MSW field and have interest in working with foster youth. Hire a NextUp student worker to assist with daily tasks that will allow current counseling interns to focus on case management.
Technology	Better usage of Canvas to communicate with students is needed. Increase use of text apps, and other technology-based ways of communicating with students because phone calls and email use is inconsistent.
Facilities	Encourage NextUp students to utilize the Foster Youth Center on campus. Consider housing the NextUp counseling interns there weekly to better connect with students on a "walk-in" basis.
Funding, including other revenue streams	Continue to manage the budget in a way that allows for the non-academic needs of students, including: vendor support cards, university college tours, emergency assistance, and large-scale outreach/recruitment events.

19) Office of Special Services

i.   *Introduction*

OSS provides services to students who have disabilities to ensure equitable access to the education environment.

More specifically, in terms of mission and purposes, OSS facilitates equal access for LACC students with disabilities to participate in educational programs, services, and campus activities through appropriate and reasonable academic accommodations and adjustments. Academic adjustments and auxiliary aids and services are determined on a case-by-case basis by an OSS professional in combination with student dialogue, professional documentation of disabilities, identified educational limitations, and the degree or extent of functional limitation associated with the student's disability.

In ensuring that students with disabilities receive appropriate accommodations, OSS supports students' ability to enter an educational pathway that leads to achieving their academic and career goals and objectives.

One major achievement since the Academic Plan of 2018 was the hiring of an additional faculty member. The program was able to successfully advocate for a disability specialist with a specialty in assistive technology supported by SEA funds. This position has provided much needed support in the High Tech Center (HTC) in terms of expanding the program's ability to provide targeted assistive tech training for OSS students. The individual assesses students' tech skills and abilities and subsequently determines a tailored training plan. Additionally, access is given to assistive tech apps and equipment.

A dean was hired to support OSS along with other Student Services and Instructional programs/departments which could been seen as an achievement. However, the position was left vacant for a time after a long-term leave. A division reorganization occurred wherein OSS was permanently assigned to the current dean.

The primary challenge to implementing many of the goals stated in the 2018-2024 Academic Plan is related to the OSS budget allocation. The state allocation has not been able to cover all required operational expenses. Indeed, the state allocation is not meant to cover all required operational expenses but intends to provide as much budgetary support as the state can provide. The college must and has covered any deficits that have manifested over the course of the last six years.

The current dean has been working with the vice president of Student Services to plan for additional budgetary support from SEA and possibly the general fund. The current allocation and allocation formula process does not keep pace with ongoing salary step and longevity increases. Additionally, the newly implemented state allocation formula will impact the amount of funds that LACC OSS receives even if there is growth in the student population. The formula is being phased in. Our state Chancellor's Office is attempting protect programs by slowly phasing in the formula such that programs do not experience large drops or large increases in their budgets at one time. However, the funding simulation for LACC OSS reflects a decrease in funds from approximately $1.5 million to $1.3 million which represents a 13% reduction. It is not known how the proposed 1.7% COLA will impact the DSPS funding formula in calculating 2024-2025 allocation. Nonetheless, any reduction will have a detrimental impact on OSS. The program now operates on funding that primarily only covers the cost of salaries and benefits. There has not typically been enough funding to purchase new equipment and assistive technology or hire student/intern employees to support the work of the office. The current dean requests SEA funding assistance regularly to support operations and programming not supported by the state allocation. Additionally, OSS faculty regularly seek additional grant resources through the LACC Foundation.

The retirement of an instructional assistant (IA) in 2022 left a critical vacancy which has not yet been filled. This position provided oversight of the High Tech Center which involved assisting and training students on assistive technology such as computer applications and other specialized equipment (CCTVs, enlarged lettered keyboards and other equipment). Since then the disability specialist for assistive technology has been hired, however, this is a faculty position. The day-to-day oversight of the HTC is primarily beyond the scope of the assistive technology specialist position. Given the recent LACCD legal injunction regarding provided accessible services and materials to blind students, the IA is a critical vacancy. This position would support all students in terms of accessing and the utilization of HTC equipment/assistive technology. Hiring this position is supremely imperative to ensuring that the college adheres to the requirements of the injunction.

In general, success outcomes tend to be higher for OSS students as compared the general population across most outcome variables. As I am sure has been the case with many student groups over the past six-year period, there was a drop in OSS student headcount and enrollment in the Fall 2020 and Fall 2021 (Covid emergency period) terms with gradual increases seen starting from Fall 2022 into Fall 2023. OSS students affected a spike in the average GPA in Fall 2020; subsequently, a drop in the average GPA manifested in Fall 2021 with a gradual increase seen in Fall 2022 and Fall 2023. Similar trend can be seen in the average number of units competed in the identified Fall terms.

With regard to Retention and Persistence rates, OSS students were retained and persisted at higher levels than the general population. Interestingly, these outcomes trended higher in Fall 2020 and then decreased in Fall 2021 although there was a significant drop in headcount. A similar trend is observed for OSS Transfer 5-year Math and Transfer 5-year English competition rates. Math and English outcomes waver up and down throughout this period, with slight declines seen from Fall 2022 to Fall 2023. Again, even with these declines, OSS students still performed at higher levels than the general student population.

Though headcount dropped considerably in Fall 2020, OSS students achieve appreciably higher student outcomes in that term. It would be interesting to interview those students who were retained and persisted in Fall 2020 to Fall 2021 to determine what perceived supports and factors were in place that allowed them to preserve through the height of the Covid emergency period.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	An upward trend has been evidenced from Fall 2022 to Fall 2023. We expect that headcount and enrollment will continue to trend upward and hopefully return to the average number of students served in fall terms prior to the pandemic (approximately 600-650 students for Fall). We also anticipate, as a result, an increase the numbers of students served with disabilities such as those with low vision or who are blind, an increase in the number of deaf and hard of hearing students as well as a potential increase in the numbers of students who have learning or mental health disabilities.

Resources and services in response to student, campus, and community needs	With a possible increase in particular OSS student groups, additional specialized resources will be required to support their needs such as equipment, services, and assistive technology. Advocate for additional support from the general fund and other sources such as SEA to fill critical classified vacancies and needs (instructional assistant for the High Tech Center, an additional Special Services Assistant) allow for the program to purchase updated and more efficient equipment and assistive technology; advocate for additional resources to provide more tutoring for Math and English courses in particular.
Use of technology & AI	OSS faculty have recently discussed the potential of AI powered assistive technology to support students with various needs to address the functional limitations created by a disability. These discussions are at their infancy and will continue to determine the appropriate uses of AI to support students with disabilities.
Cross departmental/unit initiatives	OSS has traditionally worked and collaborated across departments and divisions to help educate, provide training and partner with administration, faculty, and staff in an effort to ensure equitable access for students with disabilities. OSS faculty will continue to work partner with the LACC Foundation to identify future resources.
New partnerships with the community, business and/or industry and educational institutions	OSS plans to establish/re-establish partnerships with the Braille Institute and other feeder higher. Continue partnership with Ability First to support students on the Autism spectrum or students with intellectual disabilities.
Ensure accessibility	Ensuring accessibility is the core mission of OSS and drives the work of the department.

iii.   Summary of resources needed to implement the above developments

Staffing	- Fill vacant HTC instructional assistant position - Hire B-shirt classified support for the front desk and to allow for evening hours - Funding to support ongoing unclassified interns, student workers, and tutors
Technology	- AI tech for assistive technology use - Update staff computers - Update specialized HTC equipment - Purchase updated high-speed scanner

	• Purchase cameras for Alternative Testing (test accommodations) monitoring to maintain academic honesty and fortify faculty confidence in OSS testing procedures
Facilities	Expand/remodel the space to add more testing rooms/capability
Funding, including other revenue streams	• General Fund • SEA • Grants/LACC Foundation

20) Office of Student Life

i. *Introduction*

The Office of Student Life provides opportunities for students to enhance their overall personal and leadership development. We are dedicated to meeting each student's needs in order to develop transferable skills for their personal, academic and professional lives.

We support student engagement through the Associated Student Government and student clubs (38 in Fall 2023) and promotes academics through partnerships with departments.

The Office of Student Life during 2018-2024 supported the expansion of our Pop-Up Food Pantry in collaboration with the LACC Foundation.

Unfortunately, student engagement during 2020-2022 was impacted due to COVID and we did not have many active student clubs or the leadership academy.

We had the First Lady of the U.S. as our commencement keynote speaker in 2022.

The full-time Student Services Specialist position has been vacant since the former employee became a Dean. This impacted implementation of different activities through the Office of Student Life. For example, we have not been able to offer our Leadership Academy.

The creating of Athletics with soccer, volleyball, and basketball teams impacted the continuation of our Intra-Mural sports that we offered through our program as use of space is now limited.

We are currently working on bringing back campus engagement through ASG and the Office of Student Life.

Since we now have a Basic Needs Center (City Cares Program) on campus, the Office of Student Life no longer provides the food pantry, as this is coordinated by City Cares.

ii. *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	Increase student engagement through student clubs, and the leadership academy.
Resources and services in response to student, campus, and community needs	Provide more activities in-person to foster campus engagement. Create student clubs that support pathway programs. Look into volunteer opportunities in the community.

Use of technology & AI	Engage students digitally to engage distance learners.
Cross departmental/unit initiatives	Collaboration with other student services programs and pathways to create major/department clubs for students. Collaborate with Noncredit to continue offering the leadership academy as a noncredit course.
New partnerships with the community, business and/or industry and educational institutions	Work with community partners to establish volunteer opportunities for students.
Ensure accessibility	Ensure compliance with district policy.

iii.   Summary of resources needed to implement the above developments

Staffing	Fill Full-Time Student Services Specialist position, hire Unclassified Student Interns to support activities from our office.
Technology	N/A
Facilities	N/A
Funding, including other revenue streams	Increase permanent funding for the office of student life. Commencement costs have increased significantly. We also need funding to bring back the leadership academy, intramural sports, and the peer-to-peer mentor program.

21) Puente

i.   Introduction

The Puente Project is a transfer preparation program that seeks to increase the number of educationally under-served students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors. Originally a Latinx program, Puente is an open access program for all interested students, with special consideration for first-generation college students. Students take rigorous, culturally relevant, transferable English courses the first year of enrollment in the program. In conjunction with English, students enroll in College Success Counseling courses, providing students with guidance to navigate higher education, help them identify academic goals, choose a major, and transfer. A cohort model encourages active community engagement and students attend cultural events and university visits to build a sense of belonging. In addition, the student's family is included in a yearly event to help students understand their familial capital. A mentorship component encourages students to envision majors and career options while making professional connections.

Each fall, the Puente Project admits 25-35 students into Phase I. Those who persist through the spring term advance to the status of Phase II students within the Puente Program. Upon successfully completing the first year of the program, which encompasses essential coursework like the four Puente courses, engaging mentorship events, enlightening university tours, and more, students ascend to Phase III status. This designation endures until they achieve graduation and transfer to a four-year university.

Currently, Puente students are in Phase II. As we eagerly anticipate the recruitment of Phase I students for 2024-2025 academic year. It's worth noting that Puente students are anticipated to exhibit a notable persistence rate across three consecutive semesters—from Phase I through Phase III—that surpasses both the general student population at LACC and their Latino peers within the college community.

In Fall 2023, Puente students attended the Puente Regional Conference: Transfer Motivational Conference at Cal State University, San Bernardino. During the same semester, Familia de Noche event brought students and their family members together. During Spring 2023, Puente Program organized:

- Northern California Campus Tour. Included University Campus Tours, University panels and cultural activities.
- Students matched with faculty Mentors.
- Puente Club chartered with ASG

Puente began in fall 2023, and it is anticipated, based on statewide data, that Puente students will persist. As a Hispanic Serving Institution (HIS), support in serving underrepresented students will align the academic goals of the Puente Program.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	Cohort size each year – 30-35 students. By year four, expand program and introduce Puente MáS (math & science), designed for students pursing a STEM-related major.
Resources and services in response to student, campus, and community needs	Continue to work Admissions to flag students and create cohorts and actively track student success. Partner with Outreach and Recruitment to expand recruitment with local high schools. Partner with FYE to recruit during summer bridge.
Use of technology & AI	Use technology to optimize recruitment. Provide workshops for students to engage in future technology resources.
Cross departmental/unit initiatives	Continue to partner with the Financial Aid office. Collaborate with Social Science Department: Chicano Studies to expand courses offered for Puente cohort.
New partnerships with the community, business and/or	Collaborate with Student Services Programs to ensure students are accessing additional services.

industry and educational institutions	Collaborate with Career Center to guide students toward internship opportunities. Collaborate with Faculty/Senate to recruit for Puente Mentors. Collaborate with Social Science Department: Chicano Studies to expand courses offered for Puente cohort.
Ensure accessibility	Create access to electronic devises. Comply with ADA technology. Develop accessible digital forms and commination.

Staffing	Identify classified staff to assist with grant program needs, as stated in the Grant
Technology	Laptops, scanners, printer, projector access to support students and program development (workshops, orientations, career exploration)
Facilities	Develop a Puente Program space for students which will include a study lounge which would include workstations for students to connect to devices. Space will also include tutoring space
Funding, including other revenue streams	Collaborate with the LACC Foundation to develop additional funding for program growth and expansion

22) Student Recruitment and Outreach

i. *Introduction*

LACC Outreach works in approximately 60 area high schools surrounding downtown Los Angeles. We serve some of the most racially and economically diverse populations in the U.S. including LAUSD (Los Angeles Unified School District) school district. LAUSD is primarily Hispanic/Latino (74 percent) 10% white, seven % Black/African American, six % Asian-Pac Islander, and less than one % Native-American. Our student population at LAC is 56 percent Hispanic, 19 percent White, 9 percent Asian, 8 percent Black, 3 Filipino. LACC population is: Our student population at LAC is 56 percent Hispanic, 19 percent White, 9 percent Asian, 8 percent Black, 3 Filipino. We have seen a growth in our students moving to charter schools. In the past, we have been able to serve our schools in 31 local public schools with weekly visits. We have noticed that Charter High School populations are growing at a fast rate. Many have populations of over 500 students and are surpassing the number of seniors of public schools. This growth has created the need to expand outreach to charter schools. Due to Covid, credit recovery has also caused many students to move to continuation high schools to allow them to work and go to school and make up credits. Reaching continuation high schools, outreach has filled the gap for students who need credit recovery, and with that need, outreach is needed at these sites. In 2018-2019 our Outreach Department was understaffed. It consisted of a dean, a coordinator, and a few student workers. As funding was approved, in 2019-2020 staffing started to increase as we hired eight SSSRS and a new coordinator, along with a dean. In that year, we had a

breakout year. Our enrollment peaked. We were steadily top of the district enrollment consistently. We were able to produce the largest First Year Experience cohort (projected at 1000 students.) We were able to keep our enrollment at second highest in the state, even during Covid happening and being sent home March 18, 2020. Staffing became important as we moved everything digitally. Outreach became the main "go to" team to onboard and maintain students, inform students about how to manage classes, gain resources, access online services, get computers, access student services, etc. We had at that point about 33 student workers-including 23 financial aid student worked, 10 specially funded, 8 SSSRs, q1coordinator, 1 dual enrollment specialist. We interfaced and integrated everything with financial aid and admissions. By 2024 we are fully staffed in the high school outreach team with 5 specially funded student workers. Five financial aid student workers, four student recruiters and one coordinator. We work closely with the half time FYE (First Year Experience) Specialist, two counselors designated for FYE students. We also had a Dual Enrollment Specialist (Full Time) and a half time faculty member hired.

As we moved forward, we were able to move to have more SSSRs and divide the outreach staff for high school and have our student recruiter team and student workers (currently I have four student workers specially funded) and four student recruiters and myself, a coordinator. The student recruiter position was open for a year, and we were absent one year with no student recruiters.

Technology has changed considerably as we moved to Zoom. We can conduct meetings via computer. Our processes of presenting academic and student support systems, application, orientation, student ed planning, registration, and application to first year can be done remotely-but creating the relationship between student and representative remains important in person. Students, because of coming back from stay-at-home-covid-times really want to have that one on interface. We find that technology at the schools is still slow though. We need to have hot spots to keep up with wireless speeds. Our own laptops are not sufficient for a group of ten students, so we amplify the number of laptops or devices we can bring to do a group application workshop. We bring students to campus, and we are challenged with spaces to do application or reg workshops as we lost our space to do computer workshops. So, we do not have a lab to do the onboarding. Even though we have 25 laptops to do the work, our space to invite students to do things like their financial aid or application privately is challenged. Outreach normally hosts enrollment fairs in spring and fall, a week of City Senior Days (inviting the new cohort of seniors for one week to campus,) and do counselor and a principal's event. This year, we did many events for superintendents, coordinators, and principals, for the LAUSD district hosting at LACC, creating a need for additional resources to host events, especially facilities. There is also a need for student help to get ready and execute the events. Because our events take place when our staff is at high schools, it is crucial to have staff help at Welcome Center, high schools and to have help to prep for events on campus, tours, and other events. Outreach also purchases marketing and favors for students, merchandise to help promote and advertise academic and service programs here at LACC, especially our First Year Experience program.

ii.   *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	We expect to bring 8400 new First Year Experience Students into the new cohort in the next six years. Assist dual enrollment onboarding of their cohorts. Serving 180,000 students over the next five years through onboarding enrollment fairs and step-by-step onboarding processes of the adult population, student workers and student recruiters assist with this onboarding process. Assist the onboarding of 15,000 students biannually spring/fall semesters system-wide in the welcome center.
Resources and services in response to student, campus, and community needs	High school outreach 4 student recruiters, 5 student workers (specially funded) one coordinator, 1 student service specialist. Need for bilingual services and translation services, products
Use of technology & AI	Computer lab for onboarding, Ai for presentation, Zoom and virtual presentation, onboarding. Client relationships management tool to manage client database prior to being students before onboarding.
Cross departmental/unit initiatives	FYE onboarding labs, vehicle for staging events and doing tours for campus.
New partnerships with the community, business and/or industry and educational institutions	Partnerships with community partners increased. Increased partnerships with private schools, charter schools, public schools. As our boundaries change with LAUSD district line definitions, we expect to see our demographics change within the LAUSD district boundaries change which may yield slightly different demographics. We expect a downturn in the number of high school students as the population decreases, so we will increase our outreach outside of high school to make up for outreach including adult populations finishing high school in non-traditional high schools, or programs, utilizing community partnerships, and working with religious and private school institutions.
Ensure accessibility	Vehicle for accessibility at events-mobility of tours, specified. Lactation room for events for counselors, principal's days.

iii.   Summary of resources needed to implement the above developments

Staffing	4 outreach (at high schools) student recruiters, 1 student service specialist, 5 student workers specially funded, 5 federal work study
Technology	10 hot spots for student workers/staff working remotely at high schools doing onboarding. 10 laptops, technology for connectivity. Virtual tours, virtual graphics for introducing and presenting school
Facilities	Lab for onboarding and registration
Funding, including other revenue streams	Merchandise, event funding for partnerships, large space venue for hosting large crowd events. Vehicles for transportation to and from schools. Client Relationship management tools for managing large databases of students and onboarding information, networking information and sourcing of student referrals.

23) Transfer Center

i. *Introduction*

The Transfer Center serves all student interested in transfer. Due to the fact that we serve the entire campus our total enrolled is 14,937 students. The Transfer Center goal is to increase the number of ADTs, AA degrees, as well as the number of IGETC and CSU certificates obtained on LACC's campus overall. We plan to increase these numbers by continuing to promote the benefits of ADT's for Transfer. In addition, our mission is to continuously increase the number of LACC students that are accepted into CSU's, UC's, Out-of-State schools, and Private schools. We have seen an exponential increase in these numbers by strategically increasing university presence on our campus (CSULA, CSUN, UCLA, USC, Spellman University etc.) while also promoting the importance of Transfer through major events funded by the Transfer department on campus.

Overall, we have seen a 36% increase in transfer numbers and a 40% increase in transfer application submissions. The number of students educational plans created by the department has increased by 52% since 2020 and overall some of the key take aways is that we have seen that some of our strengths come from the increase in staffing within the Transfer Center. Data proved that 84.8% found the Transfer Center to be available when they needed assistance. We hope to continuously grow in that area where we can ensure that students always feel supported, and they know that they can reach out to the Transfer Center at any time during normal office hours and someone will be available to assist them and their needs. In addition, we found that nearly 7-9% of students that accessed the Transfer Center stated that they did not feel supported, and the Transfer Center did not help with making their transfer process smoother or easier. Taking all data into account, our goal is to ensure that we continue to offer workshops, university visits, allow drop-in hours (virtually and in-person), and offer the option for student to self-book with the goal to increase hours for all services once additional staff is on-boarded. The continuation of these services in conjunction with increased staffing can help us reach more students, grow as a department, and increase our ability to assist students who may not have felt supported previously. We also plan to start increasing university rep tabling

to ensure that the students are getting assistance not just from the Transfer Center, but also from the reps directly (this will be a walk-in/drop-in situation). ADT degree completion and transfer success rates can continue to increase with proper planning and more collaborative efforts with IE Office, Admissions and Records Office, and Student Services program units. Since 2021 we have seen an 80% retention rate and a 56% increase in the number of students that come through the transfer center, either by workshops, counseling services, university visits, transfer events, or application drop-ins. We plan to keep increasing these numbers by increasing the outreach on campus and outside of campus.

- 2020- 758 student educational plans were created through the transfer center
- 2021 - A total of 1539 student educational plans were created/updated through the Transfer Center
- 2022- A total 2391 student educational plans were created/updated through the Transfer Center
- 2023 - For the year 2023 (September 22, 2023) we have completed/ created a total of 2426 student educational plans and with the addition of our new adjunct (began August 2023) we are projected to see an increase in student educational plans for the end of the 2023 year.
- Key Takeaway: Each year we are seeing a significant increase in the number of students filtering through the Transfer Center, therefore, proving Transfer that the activities developed and created to reengage our transfer students are working.
- 2020- 2021 Transfer Rates - 606 students transfer to the CSU, with 104 students transferring/enrolling to the UC, 10 students to a Private University
- 2021-2022 Transfer Rates - 565 students transfer to CSU, with 129 students transferring/enrolling to a UC, and 32 students transferring to private universities.
- 2022-2023 Transfer Rates - 782 students transferred to a CSU, with 184 students transferring/enrolling at a UC, with 110 students transferring to a private institution. Currently UC's and CSU's have not fully updated/released the enrollment numbers for Fall 2023, therefore additional data we be released closer to the end of the year.

Assembly Bill 1291, which the Legislature passed attempts to simplify the process of transferring from a California community college to a University of California campus. Under a new pilot program starting at UCLA, students who complete an associate degree for transfer in select majors would be prioritized for admission. The program would later expand to additional campuses in limited majors. Proponents say it would streamline the state's transfer system since students can get a guaranteed spot somewhere in the California State University system by completing an associate degree for transfer. But the student associations representing UC and the community college system are opposed to the bill. However, one concern is that the pilot ADT admissions program does not contain any assurances for students that their hard-earned ADT can be used for admission at a UC or CSU of their choice. Therefore, leading to students opting not to complete the ADT due to uncertainty and more students are requesting just to complete the basic General education to transfer.

We also have seen an increase in students requesting an increase of online programs for transfer, online appointments for counseling, and online classes at LACC. This transition after the pandemic has limited the number of schools that students can apply to until more UC and CSU systems decide to implement more completely online programs for all majors of interest.

This transition has limited the number of schools that we can recommend as a department based on the major and further could decrease the number of students willing to transfer to a UC or CSU school due to the lack of online accessibility.

The Transfer Center will continue to increase Transfer related activities on campus to increase LACC's transfer number and student transfer success. Overall we have seen a 36% increase in transfer number and a 40% increase in transfer application submissions. The continuation of these services in conjunction with increased staffing can help us reach more students, grow as a department, and increase our ability to assist students who may not have felt supported previously. We also plan to start increasing university rep tabling to ensure that the students are getting assistance not just from the Transfer Center, but also from the reps directly (this will be a walk-in/drop-in situation). ADT degree completion and transfer success rates can continue to increase with proper planning and more collaborative efforts with IE Office, Admissions and Records Office, and Student Services program units.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	Over 15,000 students served since we service the entire campus
Resources and services in response to student, campus, and community needs	Increase funding, increase college tours, increase Transfer related events on campus to increase awareness each year for new incoming students
Use of technology & AI	EdVisorly to assist with online development of educational plans, connecting students to the universities, scholarships for Transfer, and mentors from Transfer Schools of Interest
Cross departmental/unit initiatives	Working more with outside departments, collaboration with EOPS, FYE, the Foundation etc.
New partnerships with the community, business and/or industry and educational institutions	EdVisorly, Small Businesses for event collaborations, Run Teams for the 5K run to increase funding for student Transfer applications
Ensure accessibility	Surveys, staff trainings

iii.   Summary of resources needed to implement the above developments

Staffing	Clerical, Adjunct Counselor, and Interns

Technology	EdVisorly
Facilities	N/A
Funding, including other revenue streams	SSSP

24) TRIO Student Support Services

i. *Introduction*

TRIO Student Support Services effectively contribute to student success by increasing access and success, thereby supporting LACC's Educational and Strategic Master Plan goals 1 and 2. TRIO's mission is to assist low- income, first-generation and/or disabled students by providing opportunities for academic advisement, mentoring, assistance with basic college requirements, and motivation to complete their post-secondary education. TRIO serves 160 students (142 are low income and first generation and 20% of this population also have a verifiable disability). Currently 90% of TRIO SSS students have at least a 2.0 GPA and 22% received an AA degree and transferred during 2022 – 2023 academic year.

The program has established collaboration with the math department and the writing center to enhance supplemental instruction and assist students in building skillsets in absence of program tutors for math and English. Since the implementation of AB1705 allowing students to enroll in gateway transfer level courses, the need for tutoring support has increased. The unit faces limitations due to grant budgets and the challenge of keeping up with the overall inflation rate which has affected the ability to hire support staff, program development, equipment upgrades, and training for permanent staff. TRIO does not have a dedicated center where students can study and have staff within the same room. The unit currently shares a computer lab with other student services. The unit needs improved marketing materials with updated information. TRIO SSS students perform higher than general LACC student populations in terms of access and retention. During the pandemic, in Fall 2021, TRIO SSS remained at higher rate in fall to spring persistence rates, success rates and retention rates in comparison to the general LACC population.

ii. *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	TRIO SSS currently participates in a Performance Partnership Pilot Program (P3) since Fall 2022 – Fall 2026 serving undocumented students and anticipates a positive increase in serving undocumented students within the program.
Resources and services in response to student, campus, and community needs	Tutoring, mental health services, engagement activities, career development, and basic needs.

Use of technology & AI	Updated systems, printing for students
Cross departmental/unit initiatives	Continued collaboration with tutoring departments on campus. More collaborative efforts with the LACC Transfer Center, Career Center and the Dream Resource Center (DRC). More integration with the financial aid department.
New partnerships with the community, business and/or industry and educational institutions	Establish increased collaboration with local universities to provide a supportive transfer experience for students. Expand partnerships with local industries that may provide free educational workshops on financial literacy. Currently, TRIO SSS has a supportive alliance with East West Bank
Ensure accessibility	Update the TRIO SSS webpage regularly. Provide students with different modalities to complete TRIO SSS application, onboarding, participate in certain educational activities, and to inform students about the program.

iii.   *Summary of resources needed to implement the above developments*

Staffing	Interns, tutors, and student workers
Technology	Upgrade and increase the number of laptops and calculators for student loan service.
Facilities	Dedicated center and computer lab
Funding, including other revenue streams	Budget for staff, staff training, dedicated space, computer lab, marketing materials. Continued support for additional student engagement opportunities.

25) Umoja

i.   *Introduction*

The Umoja program is a student services program and learning community dedicated to the academic success, personal growth, and self-actualization of Black, African American and other students at LACC. It is a program that is designed to be culturally relevant to the Black student experience and provides a safe and supportive environment, intrusive counseling services, peer tutoring, cultural and academic workshops and activities, and faculty/peer mentoring.

The Umoja program was created in 2018 and thus was not included in the previous Academic Plan. The Covid-19 pandemic in 2020 was a setback with staffing and student participation. The events of the Black Lives Matter movement in 2020 encouraged colleges to support programs that were designed to help Black students and two limited counseling positions were created to supplement the program in 2021. The data has shown that Black students were one of the

hardest hit populations during the pandemic and affected the enrollment and student outcomes of those enrolled within the program.

With the return to campus in 2022, staffing and enrollment has continued to be a challenge. However, a tenure track counseling position was created which was a plus, but the lack of classified support has been challenging. The program has utilized student workers, paid interns, and strategic use of funding overtime hours for some staff members to compensate for the lack of a permanent coordinator in the meantime. Another challenge was the lack of a "Village space" which is crucial in providing students a safe space to congregate and gather. This was temporarily remedied in 2023 when the program was able to use a conference room in the counseling office as temporary village space. In 2024, the statewide Umoja program provided three years of funding to programs based on FTES and the LACC program will utilize this funding to hire a classified specialist role to coordinate the program. This funding will also be utilized to recruit current faculty to attend professional development opportunities to "Umojafiy" one of their courses as a way to provide Umoja supported courses to our students. Three faculty members have been identified and will be attending a three-day training in June and hopefully provide these courses in an unofficial capacity in the upcoming fall semester.

One of the most prominent changes in legislation that impacted the Umoja program was AB 1705, where we saw prep courses (English 028, Math 125/167) no longer being offered. This hurt us as many of our students relied on these courses to prepare them for transfer level math and English. In addition, in 2018 the statewide Umoja program became a $2,500,000 official line item in the California state budget, which came with additional funding to programs. This increased significantly in 2023 where programs were awarded additional SFP funding based on student headcounts. This funding will be critical to hiring the staff necessary for the program to increase outreach, day to day activities, and support services for our students. Regarding facilities, being without a village space was difficult as it is a prominent part of the program. This was remedied with a temporary space in the counseling office and participation has increased since.

The headcount of the Umoja program throughout the past few years has been relatively stagnant and has hovered between 115-135 students. This lack of growth can be attributed to a couple of factors including the pandemic and lack of adequate staffing. These numbers are expected to rise with more staffing support. On the other hand, success and retention outcomes have historically been the same or higher than college averages. For example, in fall of 2023 Umoja students had averages of 72% in success rates and 89% in retention rates compared to the college average of 69% for success and 86% for retention. Furthermore, Umoja students are completing transfer level English and math within 5 years at higher rates than the college average at 52% and 37% compared to 34% and 27%. These number become more significant when compared against the Black student population which had a 61% success rate, 82% retention rate, 36% transfer English rate and 24% transfer Math in 5 years. This shows that Black students enrolled in the Umoja program are shown to be significantly more successful than Black students not enrolled in the program.

ii.   *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	400 (30% of total Black pop.) predominantly service Black, Multi-ethnic, and Latino population
Resources and services in response to student, campus, and community needs	Fully staffed program (Classified Coordinator, F/T Counselor, Umoja Instructors, student workers, interns, tutors), partnership with BSAP programs at local feeder high schools
Use of technology & AI	A fully functioning computer lab within the Umoja Village, increased usage of social media for outreach and marketing purposes
Cross departmental/unit initiatives	Continued collaboration with student services programs (EOPS, Trio, Guardians Scholars, OSS, Etc.)
New partnerships with the community, business and/or industry and educational institutions	Partnership with LAUSD Black Student Achievement Program (BSAP), continued relationships with graduate programs from local universities for graduate internship opportunities
Ensure accessibility	Continued collaboration with OSS to ensure all content is accessible with all students enrolled in the program.

iii.   *Summary of resources needed to implement the above developments*

Staffing	Hire full time coordinator, graduate interns, student workers, tutors
Technology	N/A
Facilities	A dedicated village space with increased capacity for growth of the program along with designated office space for counselor and coordinator
Funding, including other revenue streams	Continued funding support to support Umoja staff, outreach to local high schools, tutoring, and on and off campus activities

26) Upward Bound

i.   *Introduction*

The mission of the LACC Upward Bound Program is to increase the education attainment rate of the communities served by our four target high schools (Belmont, Hollywood, Fairfax and Manual Arts) by supporting low-income/first generation participants through high school and into a post-secondary educational program.

Our program is currently in the second of a five-year grant cycle, having been funded for seven consecutive cycles. We're funded to serve 120 students each year, and generally serve up to

150-160. We exit 40-50 students each year, with a nearly 100% high school graduation rate, more than 95% enrolling in college the semester after they complete high school, and persistence to completion of a post-secondary course of study ranging between 60-80%.

The past five years began with a vacancy in a professional staff position, which was filled at the beginning of the 2019 program year. Six months later we had to modify our program service delivery due to the COVID-19 pandemic. Thankfully our staff members have developed a strong work relationship that enabled us to collaborate remotely, redesign our Summer Academy to be fully remote, and to maintain enrollment levels for the two years that were most impacted by the pandemic. We are fortunate to have a supply of laptops from a supplemental STEM grant from a previous grant cycle, so we were able to lend a full-function laptop (versus a limited Chromebook) to those participants who needed one.

In the middle of the pandemic, we had to apply for renewal of our grants. Working with the college's grant writer and the Office of Institutional Effectiveness, we have been renewed for another five years (2022-2027).

We have returned to full in-person services, including weekly high school visits, on-campus Saturday workshops and the Summer Academy, and regular tours of colleges and universities. Our program has always promoted the opportunity for our high school participants to take college classes, and now this aligns with the state's effort to have all high school students do this. Our program's success lies in the support provided to our students who undertake the academic challenge.

Upward Bound participants are not included in the data sets presented by the college because they are fully enrolled in their respective high schools. They do enjoy their first college experience as enrolled LACC students during our Summer Academy, and several continue to take college courses during the academic year through Dual Enrollment. The annual performance report that we submit to the US Department of Education contains the data relevant to our program participants' persistence rates through high school (100%), completion rates of a rigorous course of study (100%), enrollment rates into a post-secondary educational program (96%), and rate of completion of a post-secondary program within 6 years of high school graduation (~60%).

Our federally funded grants may receive a slight cost of living increase over the years, but generally we receive the same dollar amount to serve the same number of participants year after year. This current grant cycle will end in 2027, so we will begin the proposal-writing process in the fall of 2025 to renew our grants for another five years.

We will continue to maximize the use of college facilities and resources to provide our participants a comprehensive college experience. We collaborate with various academic departments to provide exciting and enriching course opportunities. We inform our students on the wide array of support services available to LACC students so they can seek out similar services at the colleges they ultimately attend. We can be flexible with students who may not be able to attend classes in person, and will provide necessary support to students who take classes on-line, especially those whose courses may be asynchronous.

Looking ahead, we hope our needs for running an on-campus Summer Academy will be considered as college facilities are modified in the next two years. We will require an appropriate space to serve breakfast and lunch daily to our 120 participants, and we hope to have access to large reception areas for large meetings with parents and our annual summer

banquet. We plan to reach out to program alumni who may be able to speak to our students, provide mentoring opportunities, and other in-kind support. We will continue to work with the LACC Foundation to develop other fundraising opportunities.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	
Resources and services in response to student, campus, and community needs	
Use of technology & AI	
Cross departmental/unit initiatives	
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	

iii.   Summary of resources needed to implement the above developments

Staffing	
Technology	
Facilities	
Funding, including other revenue streams	

27) Veterans Resource Center
i.   Introduction
The Veterans Resource Center (VRC) aims to create an encouraging environment by acknowledging, honoring, and addressing veterans' unique needs, while helping them attain

their educational goals. We provide comprehensive wrap around services through campus resources and community partnerships to help veterans, dependents, and spouses understand and leverage their educational benefits while empowering social agency during their transition from service to college. According to the GI Bill comparison tool, 193 students are utilizing VA education benefits at LACC, we anticipate this number will increase each year over the next 6 years.

Major achievements of the VRC includes the acquisition of a larger space that provides technology and printing access, study space, a lounge area, and separate offices for support services. Another achievement is the hiring of a permanent specialist/certifying school official and several VA student workers to operate the VRC. The program has also expanded or re-established partnerships with community organizations to offer more in-house wrap around services. This includes mental health/wellness counseling through U.S. VETS Outside the Wire, services to help with job training and advancement through Veterans Readiness and Employment (VRE), and a community-driven support network through the Department of Mental Health Veterans Peer Access Network, and U.S. Vets. While the acquisition of a larger space has been beneficial, we have encountered challenges with the location of the VRC. Being away from crucial student services programs and the center of the campus has created challenges in students' ease of accessing services, the staff's ability to collaborate with other departments, and on campus presence/involvement in campus wide activities. We have also encountered fiscal challenges with hiring a full-time academic counselor for the program.

Two pieces of legislation have impacted VRC processes and veteran students. The first involves changes to full-time regulations during and post pandemic per the VA. Students are now required to enroll in an in-person course to receive a monthly housing allowance, this in person requirement was waived during the pandemic. This creates challenges during semesters where in person classes are limited. The second piece of legislation addresses residency for students who live in California and are using education benefits under Chapter 30, 31, or 33. Under the provision of Isakson and Roe Veteran Health Care and Benefits Improvement Act of 2020, section 1005, the requirement for covered individuals to enroll in a course at a public institution of higher learning within three years of being discharged to receive in-state tuition is no longer required effective August 1, 2021. Veteran students are now able to receive state tuition regardless of discharge date.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students served and their demographics	According to the GI Bill comparison tool, 193 students are utilizing education benefits at LACC. We anticipate this number will increase each year over the next 6 years.
Resources and services in response to student, campus, and community needs	Continue to collaborate and create partnerships with community organizations that support veteran students, spouses, and dependents.

Use of technology & AI	Technology and AI will be used as a tool to improve our content and delivery of services online and in person. We aim to streamline processes, increase virtual services, and uplift the student experience.
Cross departmental/unit initiatives	Establish streamlined processes with the Admissions and Business Office to ensure accurate processing of documentation, payments, fee waivers, and in-state exemptions. Collaborate with Financial Aid, OSS, FYE, and CTE to streamline the application process for veteran students.
New partnerships with the community, business and/or industry and educational institutions	Increase collaboration with fellow LACCD colleges to identify and implement best practices. We also foresee new partnerships with 4-year institutions and their VRCs to support students during the transfer process.
Ensure accessibility	Veterans interested in establishing service connections for a service-related condition are referred to Bob Hope Patriotic Hall. We aim to have a representative at the VRC who can assist veterans with this process. We also aim to strengthen our partnership with OSS and designate a veteran liaison.

iii.   Summary of resources needed to implement the above developments

Staffing	A full-time VRC academic counselor is needed to support the current and growing population. An additional full-time support staff to assist with certification, manage documentation, and support the day-to-day operations of the VRC.
Technology	A student ID card check-in kiosk to monitor daily usage of the VRC. A WebExtender scanning system to upload and store students' documents as required by the VA is also a necessity.
Facilities	Additional quiet space for students to use for studying that is independent from the shared lounge area. Furthermore, we recognize the importance of privacy and anonymity when it comes to mental health and seeking resources, therefore we see value in having a separate space for students who are working with our US Vets wellness counselor.
Funding, including other revenue streams	Explore funding through the foundation and community donors that can be used towards snacks/drinks in the lounge, technology, book/material vouchers, emergency housing/grocery assistance, and veteran specific scholarships.

28) Welcome Center

i. *Introduction*

Our Welcome Center functions as a physical hub dedicated to aiding students throughout their academic endeavors at Los Angeles City College. From initial inquiries about the institution to achieving milestones like transfer, earning degrees or certificates, or completing specific courses, the Welcome Center is there every step of the way. We provide assistance with inquiries, guide students through the application process, and help them navigate the campus seamlessly, all geared towards ensuring their success.

Reflecting on the period from 2022 to 2024, the Welcome Center achieved significant milestones despite challenges outlined in the Academic Plan 2018-2024. Serving over 30,000 students during this time frame stands as a notable accomplishment. Despite the constraints imposed by social distancing mandates, the Welcome Center remained a physical hub where students received support in achieving their goals and fostering a sense of belonging within the LACC community.

Over the past five years, the Welcome Center has witnessed significant transformations influenced by shifts in legislation, advancements in technology, changes in human resources, and improvements in facilities. These changes have had both immediate impacts and lasting effects on our department.

Legislation changes, such as updates to education policies and student aid programs, have necessitated adjustments in our procedures and services to ensure compliance and provide optimal support to our students. For instance, changes in financial aid regulations required us to refine our processes for assisting students in accessing funding opportunities.

Advancements in technology have revolutionized how we engage with students and streamline our operations. Implementing digital tools for student inquiries, applications, and campus navigation has enhanced efficiency and accessibility, improving the overall student experience. Human resources changes, including staff turnover and professional development initiatives, have influenced our team dynamics and service delivery. Investing in ongoing training and professional growth opportunities has empowered our staff to better meet the evolving needs of our student population.

Facilities enhancements, such as renovations and expansions, have provided us with improved physical spaces to serve students more effectively. These upgrades have enabled us to create welcoming environments conducive to student success and engagement.

Moving forward, we anticipate these changes will continue to shape our department. We will remain vigilant in monitoring legislative developments to adapt our practices accordingly. Embracing emerging technologies will be integral to enhancing our services and maintaining relevance in a rapidly evolving digital landscape. Additionally, we will continue to leverage facility improvements to create inclusive and welcoming spaces that foster student success and belonging.

ii. *Summary of six-year (Fall 2024-2030) developments*

Number of students served and their demographics	The student population is projected to grow by 20-30% over the next six years.
Resources and services in response to student, campus, and community needs	We require additional computers to accommodate students. Additionally, we need an Outreach/Welcome Center vehicle to assist students.
Use of technology & AI	We will require newer computer monitors instead of projectors due to the consistent burnout of projectors.
Cross departmental/unit initiatives	We will need to maintain ongoing collaboration with all departments to ensure students consistently receive appropriate guidance.
New partnerships with the community, business and/or industry and educational institutions	N/A
Ensure accessibility	Consistently working to ensure that our software is up to date.

iii.   Summary of resources needed to implement the above developments

Staffing	A Student Services Specialist is needed to support additional initiatives within both our Virtual and Physical Welcome Centers.
Technology	Replace the two projectors in the Welcome Center with new monitors. Obtain additional all-in-one computers for our Center.
Facilities	Enhance lighting with brighter bulbs. Update the carpet to brighten the space.
Funding, including other revenue streams	Sustain ongoing funding from SEA to guarantee the presence of qualified and dependable student workers.

c) Administrative Services

1) Administrative Services Office

i. *Introduction*

The Office of Administrative Services oversees several areas including college operations, budget, personnel, and emergency preparedness. This includes:

- Campus Bookstore
- Budget & Finance
- Safety, Security & Emergency Preparedness
- Campus Cafeteria/Vending & Cafe
- Maintenance & Operations
- Facilities & Bond Program
- Information Technology
- Human Resources
- Payroll
- Risk Management
- Purchasing & Contract Procurement
- Facilities Use Rental Permits
- Business Office.

Administrative Services comprises departments that support the business and facilities operations of LACC. Our mission is to provide essential support services necessary to achieve the teaching and public service goals at LACC. The Administrative Services team is committed to providing services and facilities to enrich a quality learning environment which advances education, technology, scholarship, and public service.

Administrative Services provides planning and business services to college students, faculty, and staff. Budget development is a key component of the Planning cycle, and this department works with the Academic Affairs and Student Services to allocate funds to those areas identified through the College Education Master Plan. Administrative Services provides campus wide support through document control, accounting, payroll, college facilities management, and maintenance and operations. It also oversees the operation of the bookstore, reprographics, personnel services, and the College Sheriff including safety, security, and emergency preparedness.

During the recent 5 academic years the Office recruited and filled VP and AVP Administrative Services vacancy, provided a balanced budget while eliminating annual deficit, implemented Covid 19 protocols and procedures to support distance learning and remote work initiative, maximized Federal Funding HEERF I/II/III and MSI to provide the funding support to implement the updated technology software and equipment for faculties, Students, and school staff, implemented the new Student-Centered Funding Formula (SCFF)

Agility and Streamlined Operations: LACC will prioritize nimbleness and efficiency in all administrative functions, adapting policies, procedures, and processes to changing conditions with ease. Collaboration with other colleges within the LACCD and the District Office will be

emphasized to foster a cohesive ecosystem working collaboratively to solve problems and capitalize on opportunities.

Technological Advancements and Digital Transformation: Recognizing the pivotal role of technology, LACC will invest in innovative infrastructure and digital resources to enhance teaching, learning, and administrative efficiency. The implementation of innovative platforms and robust analytic tools will enable data-driven decision-making and personalized services for students and staff.

Student-Centric Facilities and Experiences: LACC will prioritize the creation of welcoming, inclusive, and technologically advanced physical spaces that cater to the diverse needs and preferences of our student body. From flexible learning environments to smart facilities equipped with state-of-the-art communication and interactive technologies, our facilities will be designed to foster collaboration, engagement, and innovation.

Diversity, Equity, and Inclusion: LACC will continue to champion diversity, equity, and inclusion initiatives to create a campus community that celebrates and embraces differences. By fostering a culture of belonging and providing support services tailored to our diverse student population's needs, we will ensure that everyone can succeed and thrive.

Environmental Sustainability: Committed to environmental stewardship, LACC will implement sustainability initiatives to reduce our ecological footprint and promote environmental responsibility. From energy-efficient infrastructure upgrades to waste reduction programs, we will instill a culture of environmental consciousness and equip our students with the knowledge and skills to address pressing environmental challenges.

Financial Sustainability and Resource Management: Considering changing funding models and revenue challenges, LACC will pursue holistic and diversified business models to ensure long-term fiscal health. This will involve scenario planning, financial modeling, and innovative revenue generation strategies to support our mission and strategic priorities.

Admin Services has received positive survey results by embracing these strategic goals and initiatives, Los Angeles City College will remain at the forefront of higher education, empowering individuals, transforming lives, and enriching our community for generations to come. Through collaborative effort, visionary leadership, and a steadfast commitment to excellence, we will continue to shape the future of education and serve as a beacon of opportunity for all.

As we embark on the journey from 2024 to 2030, Los Angeles City College (LACC) remains committed to excellence and innovation in the face of transformative changes in business, technology, demographics, and social dynamics. Our strategic goals reflect our dedication to adaptability, quality, and exceptional experiences, ensuring that LACC remains a leading institution in higher education.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students/staff served and their demographics	Focus on Enrollment Retention, Provide Online robust class offerings /Dual Enrollment and RESJ framework to support diverse student population
	Certificate program options

Resources and services in response to student, campus, and community needs	Veteran's Grant, Dream Resources grant, Umoja grant, Dual Enrollment- Upward Bound & Gear Up, Meal vouchers (Food for Thought).
Use of technology & AI	Updated Computer Labs & Wi-Fi, Website User Friendly, Online Marketing, Cranium Cafe, Canvas
Cross departmental/unit initiatives	Financial Aid/Fee Waiver process to reduce to Student Bad Debt, Position Control, Emergency Operations Plan, procurement one-on-one trainings
New partnerships with the community, business and/or industry and educational institutions	Develop revenue opportunities with Facility Use Permits, Chamber of Commerce, LACC Foundation, Kaiser, Wesley Health
Ensure accessibility	Website Revamp, Campus Wayfinding, Dual Enrollment

iii.   *Summary of resources needed to implement the above developments*

Staffing	CFA, AVP, HR Officer, Sr. Admin Assistant, IT Manager
Technology	Enhanced Dept/Campus Wi-Fi infrastructure, desktop cameras, security cameras, security parameter fence, hotspots, reprographic center
Facilities	Water Boiler System/ HVAC, New Rad Tech Building
Funding, including other revenue streams	Def Maintenance Funding

2) Accounts Payable and Purchasing Office
i.   *Introduction*

The Accounts Payable and Purchasing Office directly serves students by facilitating unit's procurement needs, ensuring timely assistance and support in acquiring the necessary resources for academic and administrative purposes. The department supports the college's mission of efficient operations and academic excellence.

Major achievements include consistent satisfaction ratings across various aspects such as ease of navigation, timeliness of assistance, quality of support, communication, and professionalism of staff. Challenges may include occasional dissatisfaction regarding process difficulties or the need for more information.

Technological advancements have enhanced processes, while legislative changes have required adjustments in procurement procedures. Staff training and development has played a crucial role in maintaining standards of service despite these changes.

Satisfaction metrics provided by Institutional Effectiveness have been pretty consistent over the last three years. Accounts Payable will focus on improving the ease of navigating accounts payable processes through customer education and training and Purchasing will focus on improving timeliness and support by seeking to improve response time.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students/staff served and their demographics	Anticipate a need for flexible procurement solutions to accommodate potential changes in student numbers and shifts in demographics.
Resources and services in response to student, campus, and community needs	Continued focus on enhancing efficiency, responsiveness, and adaptability in meeting campus needs.
Use of technology & AI	Integration of advanced technologies to streamline procurement and accounts payable processes and improve service delivery.
Cross departmental/unit initiatives	Collaboration with other units to optimize resource utilization and enhance overall organizational effectiveness.
New partnerships with the community, business and/or industry and educational institutions	Further partnerships with the community, businesses, industries, and educational institutions to expand procurement options, and support college initiatives.
Ensure accessibility	Ensuring accessibility by implementing user-friendly interfaces, providing comprehensive information, and offering support services for diverse needs.

iii.   Summary of resources needed to implement the above developments

Staffing	Adequate staffing levels with a focus on continuous training and professional development to maintain high service standards.
Technology	Investment in advanced procurement and accounts payable technologies to improve efficiency and effectiveness.

Facilities	Infrastructure support to facilitate procurement and accounts payable operations and accommodate potential growth.
Funding, including other revenue streams	Consistent funding streams to support procurement and accounts payable activities.

3) Bookstore /Cub Store / Hungry Cub Snack Shop
i. *Introduction*

The LACC College Store supports the educational experience by providing students, faculty, and staff access to course materials and resources requisite for student success. Students have immediate local access to these materials. In the last five years the biggest change has been the method to provide best pricing on textbooks to the customer. Once the instructor submits their order, the Cub Store provides alternative versions of the same material, including rental, loose leaf, and digital. The ability to purchase from Internet marketplaces such as Amazon has allowed the unit to source traditional versions at a much lower cost and pass the savings to the customer. This practice also has allowed the unit to help instructors continue to use older versions of books for a longer period of time. OER legislation has resulted in the Cub Store not getting the orders for materials even when many students still purchase printed copies. Human Resources has made hiring sub and relief during peak periods difficult. The unit functions year-round and needs support during peak times to assist customers, shorten lines, and process orders. The Cub Store works hard to support the campus community and is seen as helpful and responsive. The unit needs to overcome the stigma that they are too expensive. Pricing is comparable to other stores in California and the margin (mark-up) is set, Board approved, and has not changed in over 25 years. The College Store consistently works on ways to provide the most competitive prices to students.

During the Academic Plan 2018-2024, the main achievement in the provision of services is the Inclusive Access (IA) that provides students with the digital version of the text on day one of the class; and laptop rental. The challenge was a difficult time getting buy in for Inclusive access and the needed software and integrations. The Bookstore finally got the software in April 2024 and Harbor has buy in from the Math Department. They will be moving forward in Summer and the other stores including City will implement in Fall 2024.

The challenge regarding the Laptop rental was attributed to Covid. Student were given laptops by many departments and stock was low in supply chains. We also found that how the laptop is registered and the ability to have IT "clean" the machine for the next student was not an easy. Also, most students did not want to "pay" once they had been given a free one.

New methods of providing service includes working with software vendor to revamp and utilize website to have more offerings outside of textbooks. An accomplishment was the ability to add clothing and many of our supplies to our site. This is always a work in progress.

Another service includes getting new registers and mobile units that allow "line busting" and the possibility of setting up sales space in non-traditional areas. The challenge was inability to procure these items and the stores that did could not get them to work as needed. Another challenge is overloaded staff and turnover of our cashier keeping up with this. However, we just changed credit card processors and will be getting hand held mobile machines for credit card

sales. The goal will be with our system rfp in 2025 to include handhelds that will let students utilize account funds. In addition, We were able to get access to the tools to add items to our site and found that if other stores have made a catalog, we can easily add the items to our site using their catalog.

The Bookstore is researching online requisitioning to assist instructors in providing their orders to the store promptly so there is time for the store to process and procure lower cost alternatives. The challenge is to find software that works with our current bookstore software. The one we chose due to pricing had bugs and the faculty found it cumbersome as they did the built-in software we have in our system. However, with the adoption of Teams software the faculty voted to turn in adoptions via an excel Share drive. This seems to be working quickly and is easily accessible to those who need to enter the requests.

To Interact with other units, the Bookstore continue to work with all units on campus and outside agencies including the VA and Vocational Rehab, high schools and other colleges, District AP, AR, and Personnel Commission, legal counsel, contracts and District IT, and communicate more information to instructors regarding information about available formats of textbooks and the ramifications of each. The challenges include periodic change of leadership of many of these groups so we continuously need to rebuild relationships. However, with the advent of the IDP process we work easily with departments to provide goods via the JV process. Also, our buyer has started attending Academic Senate and Chairs meetings promoting the need for faculty adoptions in order for students to have materials for the start of classes which is proven to increase students' success.

To expand new partnerships with the community, business and/or industry, we need to look for food vendor for more options for students, expand social media, and investigate partnerships with local restaurants to bring alternative food selections to the campus. One of the challenges is that the district started a 10 year contract with Pacific Dining. However, after Covid restrictions were lifted Pacific Dining did not come back to LA City College. They are waiting for the new Cafeteria to be built. In the meantime the Bookstore's Convenience Store (The Hungry Cub) continues to provide a vast array of offerings and SNAP approved offerings (we did get SNAP/EBT approved but had a problem with our equipment which should be resolved for this Academic Plan cycle). The store has started working with vendors to provide different vending machine options at different areas of campus.

As OER materials grow, the store can be a conduit for distribution and as of May 2024 the unit will be providing digital for all titles that have a digital option. However, not all titles are available digitally. The available titles are automatically added to our courses and able to be sold. Also, EOPS allowed their students to request a print version of the OER titles.

To response to campus needs, the Bookstore continue to provide a variety of services to the campus. It worked with Admin Services and district to start an Inter-Department Purchase process. This allows departments to order from the store using the JV process.

During the past five years:

• OER Legislation has allowed for "free" or "low cost" materials for students this shift has meant a change the bookstore role and revenue streams. With fewer students purchasing expensive textbooks, the bookstore has had to adapt by diversifying offerings to include a wider range of merchandise, such as gift items, imprinted, school supplies, apparel, food and technology products.

• Technology has brought challenges and opportunities. On one hand, the rise of digital textbooks and online stores has reduced the demand for physical textbooks impacting traditional bookstore sales. This has led to a decline in foot traffic and textbook purchases at the store. However, technology has also opened up new avenues for the bookstore to engage with students and enhance their offerings such as food and technology. We work with departments to be a one-stop shop for their voucher students. By increasing e-commerce and allowing students to order textbooks and merchandise online for delivery or pickup. Additionally, technology has enabled bookstores to diversify their product offerings.

• The Human resource challenge for the store is increased processes with fewer staff at a higher rate of pay and higher benefits. This is mostly a fixed expense we need to overcome.

• The LACC Bookstore has a fairly new facility (2012) but as we spend more time in the building there are challenges such as leaks, camera outages, intercom system does not work, etc. As our business model changes, we are also finding the amount of space allotted to the convenience store is insufficient.

ii.   *Summary of six-year (Fall 2024-2030) developments*

Enrollment and student demographics	No enrollment in the bookstore area. The bookstore hires multiple students throughout the year and many are international students so we have a breadth of ethnicities.
Resources and services in response to student, campus, and community needs	The bookstore is always changing the offerings based on instructor requests, student comments and trends.
Use of technology & AI	The store will be working to get handheld devices to offer payment options at events and in upgrading our software system items online will increase. AI might be utilized to do marketing.
Cross departmental/unit initiatives	Continue to work with all units on campus and outside agencies including the VA and Vocational Rehab, high schools and other colleges, District AP, AR, and Personnel Commission, legal counsel, contracts and District IT. Communicate more information to instructors regarding information about available formats of textbooks and the ramifications of each. New initiative – Inclusive Access.
New partnerships with the community, business and/or	Continually look for food vendors for more options for students, expand social media, and investigate partnerships with local restaurants to bring alternative food selections to the campus. Add more Vending machine options in different areas of campus. Work

industry and educational institutions	with campus to see if the store can add a small convenience store at the North side of campus.
Ensure accessibility	Unless otherwise posted the store is open during posted hours M-F with extended hours during peak period. If we are short staffed, we open the Convenience store and offer access to the main store via the Convenience store. During non-open hours customers can do web orders which will be addressed the next business day.

<p align="center"><i>iii.   Summary of resources needed to implement the above developments</i></p>

Staffing	As we add more online offerings, we will need to dedicate someone to adding these to our site. If all personnel are already stretched thin this may need to be an added person on staff.
Technology	We will need to do an rfp for our bookstore system software in our next cycle. This should allow for more current integrations. We will also be installing software that communicates between our system and Peoplesoft in order to implement Inclusive Access programs (first day digital textbooks).
Facilities	The store will be utilizing the space built to be a coffee shop in the Student Union to open and run a coffee shop. New storage space for seasonal displays, major overstock (the unit houses some items that the nine District stores group buy). Cub Store needs minor remodel; facility leaks when it rains. Possible remodel to improve flow.
Funding, including other revenue streams	Funding for all staff and bookstore projects comes from bookstore revenue or carry-over funds.

4) Budget Office
i.   *Introduction*

The Budget Office is responsible for the strategic planning and allocation of financial resources to address the priorities of the College, aimed at enhancing the quality of services provided to students. This unit plays a pivotal role in determining and prioritizing the College's activities and resource allocations, aligning them with the overarching mission. Collaboratively engaging with faculty and staff, the Budget Office facilitates comprehension and utilization of budgetary data housed within SAP and BW systems. This empowerment enables campus staff to independently

access reports and optimize the budgeting process, resulting in expedited turnaround times and efficient program initiation.

The recruitment process for staff members is currently ongoing. The department is actively pursuing the appointment of an Accountant to assume responsibility for overseeing the college's SFP (Specially Funded Programs). This individual will be tasked with ensuring accurate classification of program expenditures and providing assistance with reporting obligations.

With the necessary move to remote work during the pandemic, the department was able to acquire access to technology that allowed for more rapid responses and improved the ability to communicate via such apps as Microsoft Teams and Zoom. The sustained utilization of these tools is envisioned for the future, promising further advancements in customer interaction with this office.

 Moreover, recent efforts have ensured compliance of the department's website with ADA (Americans with Disabilities Act) requirements, reinforcing inclusivity and accessibility standards.

The Budget Office has observed a notable surge in satisfaction percentage metrics across all categories, marking the highest level achieved over the past three years, with the exception of the "Ease of Navigating/Following the Budget Processes" category. Although strides have been made, our office remains cognizant of areas warranting further enhancement. In response, we commit to conducting a thorough analysis of our business processes, with the overarching objective of continuous improvement.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students/staff served and their demographics	Operations of the office should not be impacted by the continuing trend of providing instruction to hybrid and fully remote students. As more services are provided to students by grants it will emphasize the need for an accountant hire to coordinate these services.
Resources and services in response to student, campus, and community needs	Focus department resources on critical needs as they are identified.
Use of technology & AI	Will explore AI assist with managing SFP programs to provide early notification of over/underspent status to alleviate end of year rush to correct deficiencies.
Cross departmental/unit initiatives	Conduct budget review with campus divisions and staff to help them understand and manage their budgets.
New partnerships with the community, business and/or	Monitor revenue inflow for new funding stream and ensure that the accounting and implementation are completed accurately.

industry and educational institutions	
Ensure accessibility	The recent migration has ensured that the department website is in compliance with ADA requirements

iii. *Summary of resources needed to implement the above developments*

Staffing	Accountant hire to focus on and oversee SFP programs ensuring there are no over/underspent funds and expenditures are within allowable spending guidelines.
Technology	Use the website to provide self-service on use of forms and downloading reports. Create a shared directory for further budget and accounting information for campus budget users.
Facilities	Removal of barriers to help unite the unit and promote teamwork. Improve safety through an indicator of visitors in the office and installation of a buzzer in case of emergency as part of new building build.
Funding, including other revenue streams	Assist and review revenue streams for accuracy and suggest changes that are beneficial to the College. Partner with Event Coordinator's office to prospect and increase revenue streams.

5) Business Office

i. Introduction

The Business Office guides students to an appropriate solution of their financial concerns. The unit processes payment of various fees, clears holds on student accounts, and assists with other student related issues. The unit reduces barriers to student achievement of academic goals. Web-based systems have helped to alleviate need for students to come in person for paying for registration, transcripts, and other needs. Centralized issuing of parking permits has not been implemented. Qmatic system did not work as expected and is no longer used.

AB1313 was enacted in January 2020, which prohibited postsecondary institutions from withholding transcripts as a debt collection tool. This reduced the ability of the Business Office to enforce payment of enrollment fees owed and increased the student bad debt obligation of the college.

ii. Summary of six-year (Fall 2024-2030) developments

Number of students/staff served and their demographics	Flywire credit card payment service for international students enables increased enrollment from this sector. Increased online enrollment and instruction is facilitated by online payment options that accept credit card payments.
Resources and services in response to student, campus, and community needs	Reinstatement of one stop center to serve students during rush time.
Use of technology & AI	Integration of Nelnet credit card payment service that integrates with SIS, streamlining the process by eliminating long lines at Business Office. Standardization and automation of student payment plans will result in uniform application and lifting of student B06 holds.
Cross departmental/unit initiatives	None
New partnerships with the community, business and/or industry and educational institutions	None
Ensure accessibility	Website has been updated to ensure it is accessible to everyone.

iii. *Summary of resources needed to implement the above developments*

Staffing	Reorganization of unit to facilitate career ladder advancement and retention of staff and allow for seamless operation of unit during limited coverage periods.
Technology	Card reader for credit card payments to avoid manual process and potential mistakes.
Facilities	None
Funding, including other revenue streams	None

6) Facilities, Maintenance and Operations
   i.   *Introduction*

The Facilities, Maintenance, and Operations Department is the guardian of college facilities and is tasked with creating and maintaining an environment conducive to student achievement and success by providing safe, clean, comfortable, aesthetic, and purposeful indoor and outdoor learning spaces that meets the needs of the education process. We strive to be an effective, customer service-oriented department that is respected by the College and the community it serves. The Facilities, Maintenance, and Operations Department has assumed greater responsibilities to meet new legislation and technologies. Over the past five years the unit has seen an increased demand for further department regulations and committed policy and practices through a past audit. Over the last 5 years the department has been struggling to meet the expected APPA 3 cleaning levels due to lack of staffing. At current the operations department has 28 custodians on staff whereas APPA level 3 specifies that the college should be staffed at 44 custodians based on the total square footage of the college to be cleaned, resulting in the college facilities having the appearance of being unkept and neglected.

   ii.   *Summary of six-year (Fall 2024-2030) developments*

Number of students/staff served and their demographics	
Resources and services in response to student, staff, campus, and community needs	- Expand and manage the department's comprehensive preventative maintenance programs which protect the college's financial investment in its physical plant. - Listen and respond to our customers' needs. - Perform day to day cleaning, maintenance, repair and upgrading of the existing physical plant in a manner which strives to meet the expectations of the students, faculty, and staff. - Comply with the letter and intent of all applicable statutory, code, health, and safety regulations. - Restore budget and fill all vacant positions within the department. - Train and develop staff to discharge the duties of the department in a professional manner. This will be accomplished in a work environment that is safe, challenging, responsive and rewarding. - Institute a relief/substitute crews for better service due to absenteeism
Use of technology & AI	The procurement and implementation of new key management software. Continued Landscaping and advanced methods in servicing and maintaining campus grounds and buildings.

	Additional training and tutorials in areas of technology and design to the department in the Computerized Maintenance Management System.
Cross departmental/unit initiatives	Continue to work on improved communication and reporting of department work status. Creation of a quarterly Facilities Newsletter. Provide consultation and information regarding facilities and maintenance matters to other support units and departments within the college.
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	

iii.   Summary of resources needed to implement the above developments

Staffing	The department needs the immediate backfilling of the following vacant positions: 8 vacant Custodian position 1 vacant Custodial Supervisor position 1 Vacant Electrician position 1 vacant painter position addition of 1 Carpenter position.
Technology	Programs, handheld devices, radios, and updating methods of building inspection.
Facilities	
Funding, including other revenue streams	Custodial pool, C-shift (1:00am to 7:00am) and a union stanchioned relief crew that would temporally fill staffing vacancies due to absenteeism. Increase budget and staff to maintain and improve cleanliness.

7) Human Resources and Payroll

i.   Introduction

The Human Resources and Payroll Offices play a vital role in enhancing the student experience by furnishing expert guidance, leadership, and adherence to District protocols and policies. These offices undertake a spectrum of responsibilities, including processing personnel actions, orchestrating recruitment drives for Classified, Academic, and Management personnel, facilitating payroll preparation and administration, resolving issues, and furnishing campus-wide information and training.

Over the past five years, the Human Resources and Payroll Offices have encountered significant adjustments stemming from new state and federal regulations, as well as mandates from the District. Notably, the Chancellor's Directive mandating pre-clearance of newly hired personnel

and the introduction of the District's Supplemental Retirement Plan, which saw the retirement of over 50 employees during the 2017-18 Academic year, stand out as pivotal changes. In 2023, LACC HR department was successful in recruiting and onboarding 32 faculty/counselors. The unit remains committed to evolving and adapting its services to align with the dynamic needs of the campus community.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students/staff served and their demographics	
Resources and services in response to student, staff, campus and community needs	Develop and launch an orientation for all new employees on campus to familiarize them with the campus and answer their questions in conjunction with the IT Department, Facilities, and the Welcome Center. Encourage the use of the Districts ESS services and encourage a paperless environment to the extent possible. Enhanced target recruitment efforts by utilizing industry job boards and marketing tools.
Use of technology & AI	Implement a new time entry system which will allow employees and/or Departments to enter their own timesheets into the payroll system and prompt the supervisor to review the time and approve payment. Implement a new electronic filing and storage system. Implement a ticketing system such as Freshdesk to allow the tracking of tasks/workflow.
Cross departmental/unit initiatives	Continue to communicate with all units on campus and Districtwide, and provide support as needed.
New partnerships with the community, business and/or industry and educational institutions	Work with the District Human Resources, Payroll and SAP teams to set up a new time entry system. Continue to work with Viatron to set up an electronic filing and storage system. Research and partner with other educational institutions to establish programs/courses for Classified Staff to obtain industry specific related certificates.
Ensure accessibility	

iii.   Summary of resources needed to implement the above developments

Staffing	Office Assistant

Technology	
Facilities	Both Payroll and Personnel need a front counter and an indicator of visitors in the office. Also, a safety buzzer in case of emergency.
Funding, including other revenue streams	Funds needed to cover the cost of additional staff as well as the cost of the new electronic storage system and a heavy-duty scanner.

8) Information Technology

i. *Introduction*

The Information Technology department provides computer resources to students, faculty and staff including the latest technology and software applications in the classroom, as well as fast and reliable wired and wireless connection to the Internet. They assist students and staff by setting up college network accounts and support the student services helpdesk team with their SIS Portal, password support, and other related needs.

Over the past five years, the IT department has undergone significant reorganization aimed at enhancing operational efficiency, fostering collaboration, and optimizing resource utilization across the District. The overarching focus has been on transitioning towards a Shared-Services model to cater to district-wide technology requirements effectively. Notably, technological advancements have been propelled by bond construction projects over the last decade, resulting in noticeable enhancements across various domains such as audiovisual setups in classrooms (e.g., "Hyflex" classrooms/ computer labs), building management systems (including energy, HVAC, and fire alarms), door access control, security camera systems, student computer labs, specialized program labs, and mobile devices (e.g., laptops, tablets).

However, despite these advancements, there is a pressing need to allocate additional resources to adequately support the expanded technological infrastructure. Investment in additional resources will enable the IT department to address evolving technological requirements, maintain operational effectiveness, and provide seamless support to the campus community.

ii. *Summary of six-year (Fall 2024-2030) developments*

Number of students/staff served and their demographics	Offer training to employees in a way that is designed in accordance with the principles of pedagogy.
Resources and services in response to student, campus, and community needs	Offer simple and single sign-on access to technology resources.
Use of technology & AI	Fund computing and classroom technology investments. Implement technology to support online learning and emerging technologies.

	Comply with established and upcoming regulations related to information security. Offer reliable, resilient, and fast access.
Cross departmental/unit initiatives	Work closely with stakeholders to align technology needs with department-specific needs.
New partnerships with the community, business and/or industry and educational institutions	
Ensure accessibility	Partnering with college business and academic units to ensure access for all.

Staffing	1 Online multimedia specialist or related, 2 Instructional assistants, and 1 IT technician.
Technology	Ensuring technology in classrooms and other areas is secure. Tools to support and maintain technology in a nonintrusive and efficient manner. Continued funding to support updates and new technologies.
Facilities	
Funding, including other revenue streams	Funding to support and maintain college HVAC and backup power in the data center and telecom rooms. Funding to support and maintain technology that meets or exceeds information security requirements.

9) Sheriff's Office

i. *Introduction*

The LACC Sheriff's Office directly supports students by ensuring a safe and secure learning environment for the campus community. In addition, LACC Sheriff's personnel worked in collaboration with LACC leadership in developing emergency and safety plans, exercises and drills. LASD Deputies and Security Officers patrol the campus, responding to calls for service and provide law enforcement as well as assist in medical emergencies, partnering with the Los Angeles Fire Department. Sheriff's Personnel also provide patrol checks to various areas of the campus, and offer security escorts to students, faculty, and staff. Our LACC Campus Ambassadors also patrol the campus, providing additional presence throughout campus.

Campus Ambassadors also support the college by unlocking doors for instructors, and providing escorts to visually impaired students.

In addition to providing direct safety/security services, the Sheriff's Office has provided numerous trainings to the campus, including awareness trainings to faculty and students tailored to the specific class/building. The Sheriff's Office has also partnered with Department of Mental Health to provide crisis response trainings to Faculty, Staff, and Administrators to ensure the safety of all involved, including students.

The campus Sheriff's Office has worked extensively with campus IT and facilities/maintenance to identify and correct security breaches on campus. The Sheriff's Office also works with various campus groups, including Work Environment Committee, Union Leaderships, and Student Government to ensure that safety/security concerns are addressed promptly, and to foster a sense of community between the sheriff's office personnel and campus stakeholders.

Utilizing the current Access Control systems on campus, the sheriff's office has created a patrol schedule where personnel are to scan their access control cards at various pre-determined locations throughout the campus. This allows the sheriff's office to ensure that patrols are being completed through the campus, and ensures a higher visibility for students, faculty, and staff. In addition, the sheriff's office utilizes a new surveillance camera system to monitor different areas of the campus, providing a force multiplier and allowing our limited personnel to observe multiple areas of the campus to help prevent criminal activity, and to assist in investigations.

Changes in policy with the District Attorney, specifically in regards to crimes no longer being enforced, has caused numerous concerns in regards to the ability to ensure the safety of our students, faculty and staff throughout the campus. The inability to arrest for trespassing, and the zero-bail policy which forces law enforcement to cite and release for numerous crimes including theft, burglary, and battery, has caused instances where the same individual is on campus repeatedly breaking-in/committing crimes without consequences. Due to the zero bail police the sheriff's office has seen numerous repeat offenders, some returning the same day. These issues, along with the inability to remove unhoused individuals from areas of the campus where they like to congregate, have caused students, faculty, and staff to feel unsafe, and believe the sheriff's office is not providing adequate response. The sheriff's office has attempted to mitigate these feelings utilizing trainings and open dialogue with the campus community.

Current staffing of 1 Deputy and 2 Security Officers creates difficulty in ensuring the level of safety/security the campus requires. Our current 7 Campus Ambassadors and 1 Sheriff's Cadet are not adequate to provide desk coverage at all times, requiring an officer be removed from the field to work the station, lessening the patrol presence and ability to respond to calls.

Legislation such as AB47, reduced many felonies, including drug related crimes, to misdemeanors or infractions, greatly limiting the sheriff's office ability to contact, detain and arrest individuals who violate such laws.

The District Attorney's lenient policies and his unwillingness to file and prosecute, further hinders law enforcement's ability to detain and charge non-students violating trespass laws, and other offenses.

The Sheriff's Office has been successful in maintaining a high level of safety through the campus. When comparing the statistical data from LACC with the surrounding 5-mile LAPD

Rampart Division Jurisdiction, one can see the crime rate at city college is very low making it a safe environment conducive of learning and growth.

ii.   Summary of six-year (Fall 2024-2030) developments

Number of students/staff served and their demographics	No enrollment in the sheriff' office. The LACC sheriff's office hires multiple students throughout the year and many are international students so we have a breadth of ethnicities.
Resources and services in response to student, campus, and community needs	The LACC Sheriff's Office strives to provide the best possible service to the campus community with the amount of current personnel.
Use of technology & AI	The LACC Sheriff's Office uses technology to create force multipliers and better provide for the safety and security of the campus
Cross departmental/unit initiatives	The LACC Sheriff's Office continues to work with Facilities, IT, and administration to resolve safety and security concerns on campus. The Sheriff's office also works with the various campus groups to ensure safety/security concerns are resolved promptly.
New partnerships with the community, business and/or industry and educational institutions	The LACC Sheriff's Office works with many outside organizations, including LAPD, LAFD, and LA DMH to provide a safe and secure campus, as well as mental health services for students
Ensure accessibility	The LACC Sheriff's Office is manned 24/7 and is always accessible at any time.

iii.   Summary of resources needed to implement the above developments

Staffing	Our staffing of 1 Deputy and 2 Security Officers through the week makes it difficult to respond to the campus' need for security presence and patrols. When Campus Ambassadors or Sheriff's Cadets are not available, 1 of the Officers is required to return to the station to work the front desk, lessening the presence throughout the campus.
Technology	

Facilities	
Funding, including other revenue streams	

7) Insights from the Academic Plan 2018-2024

During the implementation of the Academic Plan 2018-2024, progress was made in program expansion, technology integration, and student support services, despite facing challenges, with the biggest being the global COVID-19 pandemic.

The Academic Plan 2018-2024 encountered a significant challenge with the onset of the COVID-19 pandemic, which impacted educational institutions worldwide. LACC, like many others, faced hurdles across its departments and units as it navigated through unprecedented disruptions and uncertainties. The COVID-19 pandemic had an adverse impact leading to a decrease in new and continuing students. Recruitment efforts were hindered due to campus closures. The transition to online learning during the pandemic posed initial difficulties, particularly affecting student engagement and skill acquisition, especially for programs requiring hands-on laboratory work.

Changes in program requirements led to a decline in student attendance, although reinstatement of these requirements is expected to improve attendance in the future. Staffing changes also presented challenges, with some departments benefiting from the hiring of new full-time faculty while others struggled with understaffing.

Legislative and technological changes posed further challenges. Adjustments in immigration policies and regulations impacted the recruitment and support of international students. Lack of institutionalized state support and funding was among the challenges listed by the departments/units.

To overcome those challenges LACC successfully integrated technology into its services, transitioning all its functions online during the COVID-19 pandemic. From the other side, the COVID-19 pandemic also contributed to the emergence of hybrid and stay-at-home occupations. These new work arrangements provided more flexibility for individuals to pursue college education.

The establishment and expansion of certain academic programs led to some increases in enrollments and completions. This growth was particularly evident in programs that adapted well to online learning modalities during the COVID-19 pandemic. Student services also transitioned to online systems, effectively enhancing service delivery through virtual platforms and providing online resources for improved communication and support. Overcoming legislative, technological, and human resource challenges, the institution adapted its services to maintain student engagement through both physical and virtual support systems.

Through initiatives aimed at enhancing academic offerings, improving digital services, upgrading facilities, and fostering stronger partnerships, the institution aims to address these obstacles and maintain its commitment to fostering student success in the forthcoming academic years.

8) Conclusions and Recommendations

In conclusion, this Academic Plan 2024-2030 lays down a comprehensive roadmap for LACC to thrive and excel in the coming years. With a strong emphasis on student success, academic excellence, and community engagement, this plan reflects our commitment to providing accessible and high-quality education to all individuals in our diverse community.

From the demographic perspective, the LACC's service area includes diverse neighborhoods like Hollywood and Koreatown, with a significant decline in population projected by 2030. The area has a high ethnic diversity, with Hispanics being the largest group. Educational attainment is varied, with a considerable percentage of the population holding bachelor's and advanced degrees. Language diversity is notable, with a significant portion of the population speaking languages other than English at home.

From the technological perspective, the current period is characterized by advancements in generative AI which can automate non-routine tasks. There is growing interest in AI and computer science education at all levels, from K-12 to higher education. AI has the potential to transform educational environments, enhancing learning and operational efficiency.

From the social-political standpoint, numerous bills affecting community colleges in California were passed, addressing issues from financial aid policies to course numbering systems. Legislation often aims to improve student success and access to education, with a notable increase in laws focusing on community colleges.

From the economic outlook, the U.S. labor market has seen significant shifts during the pandemic, with changes in demand across various occupations. In LA County, there is a projected job growth across several sectors with healthcare expected to see the largest increases. At LACC's service area level, the fastest-growing industries include Health and Social Assistance, Real Estate, and Transportation and Warehousing.

Based on the insights from the environmental scan revealing a spectrum of demographic, technological, social-political, and economic challenges and opportunities faced by LACC, here are several recommendations:

1. **Adapt to Demographic Changes**
   - Targeted Recruitment: Develop targeted recruitment strategies to address the declining population in the service area. Focus on underrepresented groups and non-traditional students to widen the potential student base.
   - Community Outreach: Enhance community outreach programs to engage with the local population, particularly in neighborhoods with high ethnic diversity, to ensure that potential students are aware of the educational opportunities available at the college.

2. **Embrace Technological Advancements**
   - Incorporate AI and Technology in Curriculum: With AI identified as a rapidly expanding field in the environmental scan, integrate AI and technology-focused courses to prepare students for sectors influenced by technological advancements and changing job landscape. This includes not only IT-related programs but also incorporating technological competencies in business, healthcare, and other fields.

- Upgrade Technological Infrastructure: Invest in updating the college's technological infrastructure to support advanced teaching methods and remote learning options, catering to the needs of a diverse student population.

3. **Respond to Social-Political Influences**
   - Policy Advocacy: Engage in educational policy advocacy (through the District) to influence legislation impacting community colleges, responding to the large number of bills affecting education as highlighted in the environmental scan section. This includes pushing for policies that reduce educational barriers and support student success.
   - Program Alignment with Legislation: Regularly review and align programs with new legislation to ensure compliance and to take advantage of any new funding or resources made available through state laws.

4. **Economic Factor Adaptations**
   - Career-Focused Programs: Expand and promote career-focused educational programs that align with the fastest-growing industries in the service area, such as healthcare, real estate, and technical services. This could involve partnerships with local businesses and industries to ensure alignment with labor market needs.
   - Support Services: Enhance support services like career counseling, job placement, and internship programs to help students transition from education to employment, particularly in high-demand sectors.

5. **General Strategic Enhancements**
   - Data-Driven Decision Making: Utilize data analytics to continuously monitor and evaluate the effectiveness of programs and services. This approach can help in making informed decisions that align with both student needs and institutional goals.
   - Enhance Lifelong Learning Programs: Offer flexible learning opportunities for lifelong learning, especially catering to the increasing population segment aged 55 and older, as they represent a growing demographic in the service area. Provide upskilling and reskilling courses that reflect local job market demands, ensuring that all community members, especially older adults, have access to education that enhances employability and personal development.

Programs and services section outlined extensive initiatives across academic disciplines, student support services and administrative services aimed at enhancing educational offerings aligned with industry and societal needs, designed to support student well-being, academic success, and career readiness. Some programs are focused on enriching their curricula with broader access and more interactive content or expanding facilities and incorporating real-world applications into the curriculum to better prepare students for professional environments. Others emphasize upgrading labs and equipment to foster advanced research opportunities or investing in state-of-the-art technology and facilities to support student creativity and industry preparedness.

To help students succeed, some student service programs focus on providing tailored support to economically or educationally disadvantaged students, undocumented students and African American communities, foster youth, or other targeted groups, emphasizing the need for

additional staffing, facility improvements and updated resources to expand and enhance services, better meet the developmental and health needs of the student. Some programs aim to facilitate smoother transitions for students entering from high school and those transferring to four-year institutions.

This plan highlights considerable staffing requirements across all areas, emphasizing the need for additional faculty, support staff, and operational roles to enhance service delivery, support student success, and adapt to evolving educational standards and student needs. The plan also expresses the needs for enhancements and modernizations across its facilities to meet evolving educational needs, encompassing the construction of specialized labs, renovation of classrooms, integration of advanced technology, and improvements to counseling and health services areas, all aimed at fostering a conducive learning environment and supporting student success and well-being. The departments and units are placing a significant emphasis on upgrading LACC's technological infrastructure, encompassing software, hardware, and digital resources, to meet contemporary standards, enhance both student and faculty experiences, and support specialized programs. This plan also emphasizes the funding requirements for meals, equipment, staffing, expanding program access and services, utilizing federal, state, or other financial resources.

The subsequent section presents staffing, technology, facility, and funding needs presented by each department, unit, or program.

9) Projections for Future Staffing, Technology, Facilities, and Funding Needs

Throughout this academic plan, departments/units projected staffing, technology, facilities, and funding requirements necessary to achieve their goals in the next six years.
The tables below list the facilities-related, technology-related, staff-related, and funding-related needs included in this plan.

a) Staff-Related Needs

Department/Unit	Faculty/Staff Needs
Academic Affairs	
Athletics	Athletic Secretary. A part-time Sports Information Director (SID) to run and maintain the website. (Currently being done by the Athletic Director) Security Presence at each home Game
Break It to Make It	Continue to have counseling readily available to students and to be able to provide jobs to 3 – 5 students each year. Our current levels of professional staffing are great for the current size of the program.
Business Administration	A dedicated liaison with the Counseling department and the Online Education department.
Chemistry	None
Child and Family Studies	.5 Secretary, tutoring for CD and Dietetics
Cinema/TV	The department has experienced attrition in faculty and staff over the years, with positions left vacant, including the absence of a faculty lead in audio production and an unfilled Video Engineer position since 2022. Additionally, there is an ongoing need for an Instructional Assistant and/or part-time department secretary, which has been requested annually during program reviews for the past five years.
Communication Studies	Need to establish a tutor and staff to run a Communication Lab
Computer Science, Information Systems, and Applications (CSISA)	Hiring to replace retired faculty & staff. • Three full-time Computer Science instructors. • One Instructional Assistant.

	• Tutors to support students in our programs/labs.
Cooperative Education	Hiring a full-time experienced faculty member dedicated to fostering employer engagement and program enhancement will be crucial in creating a strong, robust program. Alongside career advisors, job coaches, and industry liaisons, this faculty member will play a pivotal role in facilitating meaningful partnerships, mentorship, and placement opportunities for students, ensuring their success in the workforce, and reinforcing our commitment to excellence in education.
Dental Technology	Replacement for FT faculty, laboratory assistant supporting the extensive technology and laboratory classroom equipment maintenance
Earth Sciences	Existing staffing is currently adequate.
English/Credit ESL/Linguistics	English: Being the largest program at the college, it plans to hire at least two full-time faculty in the next six years to compensate for upcoming retirements. Credit ESL: In the last five years we have hired one new full-time credit ESL instructor to replace two retired full-time faculty members. Going forward, we will need to hire at least one more full-time faculty member in the next six years to compensate for future retirements. The English & ESL Department has a full-time secretary and employs at least one student worker each semester. Linguistics: If our efforts in enrollment proves to be successful, we will need at least one more full-time faculty to compensate for future retirements.
International Student Programs	The essential staff for an international education office include: counselors, recruiters, language instructors, admissions specialists, secretary and Designated School Officials (DSOs).

Kinesiology/Health/Dance	Additional specialized service technicians for equipment
Law/Administration of Justice	Staffing is currently at an efficient level.
Life Sciences	To effectively manage department needs and achieve modest growth, an additional full-time laboratory technician position is needed (3 total techs for the department). The Life Sciences department currently is allotted two full-time technicians but at present we only have one full-time technician and one full-time provisional technician who is leaving June 2024. We also need tutor support for all of our course offerings to enhance student success. Currently, we only offer Anatomy tutoring through the General Tutoring Program and major's Biology (Biology 6 and 7) through MESA. We have no SI support for the non-major's Biology courses nor the Microbiology and Physiology courses.
Mathematics	New faculty to replace retired and retiring faculty.
Modern Languages & Civilizations	Hire additional faculty in Spanish and Russian in the future.
Music	Hire a commercial music piano accompanist (we lost our FT in 2020). Our commercial area is growing rapidly, and we are unable to provide the services to our students. Hire a FT sound engineer. Currently, we share with Cinema/TV (50/50). Our demand is getting higher with concerts, performances, and technology courses. It is impossible to have a sound engineer who can only work for 20 hours per week. Additional adjunct faculty to teach new courses in music scoring, music production and technology, and music business.
Noncredit Adult Education	2 Student Services Specialists to coordinate the data collection and compliance mandated by CCCCO, CAEP, and WIOA: AEFLA and coordinate the delivery of student support services to campus and offsite students.

	2 Student Services Aides to provide noncredit adult education with intake, orientations, and onboarding support. Job Developer to support student job placements and conduct regular follow up and reporting on job placement Technology coordinators (ISA) to facilitate professional development and technology integration in noncredit courses on and off campus.
Nursing	Hire of 2 additional full-time nursing faculty (including a Director of Nursing). Our current full-time to part-time teaching faculty ratio is 5:21(2023) which has improved from 3:21 (2022). Hire a Simulation AR/VR/MR Technologist for clinical labs (Position was approved in 2022 for a Sim technologist in Nursing, this should be modified to include Mixed Reality Instruction and expanded to encompass Allied Health as well as Nursing.). A part-time worker is needed who can handle student confidential file conversions from paper media to electronic databases. Conversion of our grant-funded part-time peer mentor coordinator, and coordinator of student academic success endeavors to LACC funded position (24 hours/week)
Online Education	Creation of a position specifically to run POCR on campus.
Philosophy	Tutor, Full-Time Philosophy Instructor
Physics and Engineering	Hiring of a full-time Physics/Engineering instructor
Psychology and Human Services	Continued administrative support via administrative assistant position is vital for continue progress in this area.
Radiological Technology	One FT faculty and FT clerical staff
Ralph Bunche Scholars	Program assistant: a classified staff member would help with many of the clerical duties that the RBS Director is currently doing. Student worker, who is currently in the budget, though some student workers are paid by Work Study
Social Sciences	Need Sociology Faculty

Visual & Media Arts	We need a studio IA, especially in kiln and powertool area, and hope to keep our very capable new ½ IA as a full time IA in the digital area, if former IA Preger decides to quit. A hire in Journalism could help boost that program.
Theater	• Hire for the 4 unfilled full-time positions in acting • Secretary • Assistant House Manager for marketing, outreach, front of house organization
Tutoring	For Writing Support: an AB 1705 SFP Tech to help develop the centralized Learning Center; for General Tutoring: a 1.0 classified staff and .5 faculty director.
Student Services	
Admissions and Records	Additional staffing of Evaluation Technicians and Admissions and Records Assistants are needed to meet the needs of these increasing awards and dual enrollment students. Work study students are also need to help with this workload. In their absence this 2023-2024 academic year, the Admissions and Records staff has taken their time to fill in the duties that they usually do. Admissions usually gets 3 to 5 work study students but had none this year.
CalWORKs	1 Full-time Counselor 1 Classified Staff
CARE	Hire MSW intern to provide case management for CARE students. Existing funding is available to implement a staffing plan.
Career Center	The Career Center would be better served with a dedicated director/coordinator and consistent clerical support staff. The Career Center would also benefit from a part-time or full-time job placement coordinator for employer outreach and increased connections to jobs for students. In the past, the Career Center has been able to hire interns who were able to provide 1:1 support for jobseekers, drop-in services, and

	more career workshops than can currently be offered.
Child Development Center	
City Cares Network/ Fresh Success	Fresh Success maintains a need for full-time classified support staff. The City Cares Network effectively utilizes unclassified paid interns as Career Guidance Counselor Assistants, assisting academic counselors in a manner that relates to their own graduate or upper-division courses of study. On-site academic counselors are necessary to ensure that students who have been unable to prioritize academics due to basic needs insecurity are connected with professional academic counseling services when they come to our office seeking basic needs support.
Dream Resource Center	2 student workers paid (nonfederal work study) 4 Unclassified Paid Interns 1 full-time SFP Specialist 1 classified student services assistant 1 adjunct counselor 1 full-time counselor/coordinator
Dual Enrollment	The addition of 3 SSSRs will be needed to assist with the growing state-level demands for dual enrollment implementation and programming. They will support offsite support with onboarding, applications, K12 forms, Canvas support, and student success support.
Extended Opportunity Programs and Services (EOPS)	Fill vacant EOPS Student Service Assistant position. Fill future faculty and staff vacancies. Continue to hire and expand unclassified paid intern positions. Existing funding is available to implement staffing plan.
Financial Aid	Additional staff members with outreach experience
First Year Experience	2 Additional Unclassified Paid Interns 2 Registration Assistants

Foster & Kinship Care Education (FKCE)	One full-time Instructional Specialist, part-time program assistance, and a student worker.
Guardian Scholars	Institutionalize program staffing. Hire a consistent, full-time Academic Counselor and classified Program Assistant (SSA).
General Counseling	Adjunct counselors are needed to maintain the day-to-day functions of the department. Success Coaches (Unclassified Paid Interns) are pivotal in supporting the success of our programs and enhancing the Guided Pathways experience. Based on our high department FTEs, the Counseling department has an ongoing need for a Counseling secretary who can support our different areas.
Health and Wellness Center	Classified support from the college to run health & wellness initiatives on campus. The center is currently staffed by the medical provider (Wesley Health Center)
Library	Hire an additional full-time librarian and adjunct librarians.
Life Skills Center	Continue to use MFT interns and student workers to assist with the work at the LSC
NextUp	Ensure program staff remain consistent and stable. Continue to recruit and hire counseling interns who are in MSW field and have interest in working with foster youth. Hire a NextUp student worker to assist with daily tasks that will allow current counseling interns to focus on case management.
Office of Special Services	• Fill vacant HTC instructional assistant position • Hire B-shirt classified support for the front desk and to allow for evening hours • Funding to support ongoing unclassified interns, student workers, and tutors
Office of Student Life	Fill Full-Time Student Services Specialist position, hire Unclassified Student Interns to support activities from our office.
Puente	Identify classified staff to assist with grant program needs, as stated in the Grant

Student Recruitment and Outreach	4 outreach (at high schools) student recruiters, 1 student service specialist, 5 student workers specially funded, 5 federal work study
Transfer Center	Clerical, Adjunct Counselor, and Interns
TRIO Student Support Services	Interns, tutors, and student workers
Umoja	Hire full time coordinator, graduate interns, student workers, tutors
Upward Bound	
Veterans Resource Center	A full-time VRC academic counselor is needed to support the current and growing population. An additional full-time support staff to assist with certification, manage documentation, and support the day-to-day operations of the VRC.
Welcome Center	A Student Services Specialist is needed to support additional initiatives within both our Virtual and Physical Welcome Centers.
Administrative Services	
Administrative Services Office	CFA, AVP, HR Officer, Sr. Admin Assistant, IT Manager
Accounts Payable and Purchasing Office	Adequate staffing levels with a focus on continuous training and professional development to maintain high service standards.
Bookstore	As we add more online offerings, we will need to dedicate someone to adding these to our site. If all personnel are already stretched thin this may need to be an added person on staff.
Budget Office	Accountant hire to focus on and oversee SFP programs ensuring there are no over/underspent funds and expenditures are within allowable spending guidelines.
Business Office	Reorganization of unit to facilitate career ladder advancement and retention of staff and allow for seamless operation of unit during limited coverage periods.
Facilities, Maintenance and Operations	The department needs the immediate backfilling of the following vacant positions: • 8 vacant Custodian positions • 1 vacant Custodial Supervisor position

	• 1 Vacant Electrician position • 1 vacant painter position • addition of 1 Carpenter position.
Human Resources and Payroll	Office Assistant
Information Technology	Offer training to employees in a way that is designed in accordance with the principles of pedagogy.
Sheriff's Office	Our staffing of 1 Deputy and 2 Security Officers through the week makes it difficult to respond to the campus' need for security presence and patrols. When Campus Ambassadors or Sheriff's Cadets are not available, 1 of the Officers is required to return to the station to work the front desk, lessening the presence throughout the campus.

b) Technology-Related Needs

Department/Unit	Technology Needs
Academic Affairs	
Athletics	Updated analytic equipment for each sport. Keep the laptops the coaches have up to date.
Break It to Make It	Maximize our students' access to computers both on campus and to use at home. Continue to assist students in how to use Canvas, Zoom, and online resources effectively.
Business Administration	Regular updates to equipment (computers) and software in faculty and staff offices, classrooms, and the computer lab. Continuous Canvas training for faculty.
Chemistry	Upgraded A/V equipment in SCI.
Child and Family Studies	Classroom Tech Upgrade for Safety 20k
Cinema/TV	Our department plans to install Final Draft software on all lab computers, while also seeking funding to create four state-of-the-art audio and video editing suites for student use, providing increased access to industry-standard equipment and resources. We want to continue our Avid Learning Partnership with ongoing professional development for faculty in Avid Media Composer and Avid ProTools.
Communication Studies	Need updated technology to maintain relevance; need recording equipment for lab
Computer Science, Information Systems, and Applications (CSISA)	Replacing outdated computers in FH202 & FH206 with high performance computers to support computationally intensive programs such as gaming.
Cooperative Education	To support the implementation of work-based learning initiatives, investments in technology infrastructure, including virtual collaboration tools and remote access platforms, (Career) (Digital Portfolios) are crucial for enhancing student engagement and facilitating seamless integration between

	academic coursework and real-world experiences.
Dental Technology	Dental Digital scanner and programs, classroom computers replacement to support dental digital programs.
Earth Sciences	Geographic Information System (GIS) software
English/Credit ESL/Linguistics	English: While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring. Credit ESL: While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring. Linguistics: Classes are fully online and relies on Canvas.
International Student Programs	To efficiently run an international education office, essential technologies include Student Information Systems, Customer Relationship Management software, Online Application Portals, Virtual Meeting Tools, Language Learning Platforms, International Credential Evaluation Services, Document Management Systems, Financial Aid Systems, Data Analytics Tools, and Student Support Communication Platforms." Establishing a dedicated space for F1 students is essential to accommodate support staff and provide a centralized hub for student services.
Kinesiology/Health/Dance	Continual updates for assistive technologies
Law/Administration of Justice	Newer computers, approximately 12, in our computer lab.
Life Sciences	We need new projectors for our classrooms (though they have already been approved, they have not yet been received nor installed) as our current projectors are SD and do not support the current industry standards in resolution.
Mathematics	Technological innovations in cloud-based tools such as Git repository like GitHub and

	updated equipment like project wirelessly from a laptop to projector.
Modern Languages & Civilizations	Make sure all computers, projectors, and technology in the department (both in offices and classrooms) remains accessible and working.
Music	Replace all smart podiums and projectors in all classrooms (our contractor and the system no longer exist, and we are unable to replace any of the parts). Remain current with new/updated music production technology (computers, software, audio).
Noncredit Adult Education	Access to Wi-Fi Hotspots to support off-site classes access technology for instruction, enrollment, and support services. This would also streamline the enrolment process for offsite students. Access to computer laptop loaners for part time faculty.
Nursing	Ongoing department funds to purchase simulation software and equipment, classroom equipment such as smartboards, interactive whiteboards, and doc-cams, as well as equipment for full-time faculty and staff, including a department copier, networked color printer/scanner, large-screen monitors, laptops with webcam, and wall mounted large screen TV for group web conferencing and whiteboard writing. Specialty equipment for new bedside clinical procedures (budget increased or donation from clinical partners). Working with IT to acquire additional electronic storage of FERPA/HIPPA documents and find solutions needed for transfer of old historical student records to be scanned and stored.
Online Education	Update some of our software within the next 5 years
Philosophy	Replace existing classroom projectors with screens connected to smart desks, such as in Holmes Hall 10

Physics and Engineering	Robotics and automation training setups including Computer Aided Design workstations/cloud-based access. Planetarium to allow astronomy to be taught indoors.
Psychology and Human Services	As digital record keeping becomes ubiquitous in the healthcare fields, some additional training and software may be necessary to further support the growth of our programs and courses.
Radiological Technology	New A/V equipment in two classrooms, funding to fix existing x-ray equipment, upgrade x-ray unit to be descending tube, and other supplies for patient care labs.
Ralph Bunche Scholars	If we get an office, and if we get a study space, we would need some resources for that – phone, computers, and printers.
Social Sciences	Need to AI Learning Lab
Visual & Media Arts	We are in good shape, as long as we have a 5-year computer replacement plan in place
Theater	Will be addressed in the new building
Tutoring	New laptop cart with updated laptops; additional tablets for STEM tutoring
Student Services	
Admissions and Records	High capacity scanners and an updated indexing system would help manage the documentation required to maintain permanent records. We recently started reviewing the Campus Logic system in hope it would provide a more efficient way to collect documentation.
CalWORKs	Upgrade staff and student laptops (loaners). New copier and scanners for our Viatron (paperless system) will be purchased.
CARE	Existing funding is available to implement technology initiatives.
Career Center	The Career Center could provide more robust services if it had a dedicated presentation space for workshops. Also, the Career Center needs computer stations for students to take career assessments and access job search resources.
Child Development Center	

City Cares Network/ Fresh Success	The City Cares Network and Fresh Success programs require sufficient and secure technology to maintain the confidentiality of our often-sensitive student case notes. In addition, laptops available for student use in-office will ensure that, with assistance from staff, students who lack access to a computer or smartphone are able to complete required intake forms.
Dream Resource Center	5 computers with printers, 1 color copy machine, 10 laptops for students, 5 laptops for staff, 1 laminator, 2 scanners.
Dual Enrollment	Due to increasing demands offsite, the department needs hotspots.
Extended Opportunity Programs and Services (EOPS)	Existing funding is available to implement technology initiatives.
Financial Aid	Training center for financial aid staff and perform interdepartmental cross-training workshops
First Year Experience	Text message program
Foster & Kinship Care Education (FKCE)	Access to Zoom for online classes
Guardian Scholars	
General Counseling	Utilize Cranium Café to share private student notes among counselors. Configure Cranium Café or use another platform to send text notifications to students
Health and Wellness Center	Improve Wi-Fi connection at the Health & Wellness Center as it is vital for medical staff.
Library	Update and upkeep of technologies such as computers, projectors, and printers.
Life Skills Center	
NextUp	Better usage of Canvas to communicate with students is needed. Increase use of text apps, and other technology-based ways of communicating with students because phone calls and email use is inconsistent.
Office of Special Services	• AI tech for assistive technology use • Update staff computers • Update specialized HTC equipment • Purchase updated high-speed scanner • Purchase cameras for Alternative Testing (test accommodations) monitoring to

	maintain academic honesty and fortify faculty confidence in OSS testing procedures
Office of Student Life	
Puente	Laptops, scanners, printer, projector access to support students and program development (workshops, orientations, career exploration)
Student Recruitment and Outreach	10 hot spots for student workers/staff working remotely at high schools doing onboarding. 10 laptops, technology for connectivity. Virtual tours, virtual graphics for introducing and presenting school
Transfer Center	EdVisorly
TRIO Student Support Services	Upgrade and increase the number of laptops and calculators for student loan service.
Umoja	
Upward Bound	
Veterans Resource Center	A student ID card check-in kiosk to monitor daily usage of the VRC. A WebExtender scanning system to upload and store students' documents as required by the VA is also a necessity.
Welcome Center	Replace the two projectors in the Welcome Center with new monitors. Obtain additional all-in-one computers for our Center.
Administrative Services	
Administrative Services Office	Enhanced Dept/Campus Wi-Fi infrastructure, desktop cameras, security cameras, security parameter fence, hotspots, reprographic center
Accounts Payable and Purchasing Office	Investment in advanced procurement and accounts payable technologies to improve efficiency and effectiveness.
Bookstore	We will need to do an rfp for our bookstore system software in our next cycle. This should allow for more current integrations. We will also be installing software that communicates between our system and Peoplesoft in order to implement Inclusive Access programs (first day digital textbooks).
Budget Office	Use the website to provide self-service on use of forms and downloading reports.

	Create a shared directory for further budget and accounting information for campus budget users.
Business Office	Card reader for credit card payments to avoid manual process and potential mistakes.
Facilities, Maintenance and Operations	Programs, handheld devices, radios, and updating methods of building inspection
Human Resources and Payroll	
Information Technology	Ensuring technology in classrooms and other areas is secure.

Tools to support and maintain technology in a nonintrusive and efficient manner.

Continued funding to support updates and new technologies. |
| Sheriff's Office | |

c) Facility-Related Needs

Department/Unit	Facility Needs
Academic Affairs
Athletics	New Athletic Field Playing Surface. Safe and Secure Athletic Field Resurface the Kinesiology South Gym.
Break It to Make It	Ensure that our students continue to have access to a space that allows for them to spend time with counselors and each other.
Business Administration	A larger computer lab (45 seats rather than the current 22); access to a large lecture hall for 80 students; 4 classrooms with 45 seats and newer technology; 3 offices for adjunct faculty; larger offices for full-time faculty; a separate waiting area for students; and a secure counter for classified staff to interact with students.
Chemistry	Building of a new Food Chemistry Lab
Child and Family Studies	HVAC Balancing in the CD Building
Cinema/TV	The Cinema-Communication building urgently needs HVAC repairs to ensure a comfortable learning environment, as the current temperature control issues hinder teaching and learning. Additionally, renovations are necessary to optimize classroom space and create student-centered workspaces, with plans for upgrades including a virtual production space and dedicated staff support for students learning industry-standard equipment and software.
Communication Studies	Need dedicated space where all offices, classrooms, and lab are in close proximity; need to soundproof classrooms; re-wire Jefferson Hall to update all technology; update furniture for classrooms to be more equitable
Computer Science, Information Systems, and Applications (CSISA)	Equipping FH 202 & 206 with high performance computers to support computationally intensive applications such as gaming, and AI.

Cooperative Education	In conjunction with partnerships with other Career and Technical Education (CTE) programs, these facilities, including specialized labs and equipment, will create learning environments that strengthen student experience, fostering interdisciplinary collaboration and preparing students with comprehensive skills for success in their chosen career paths.
Dental Technology	Facilities adequate and ongoing maintenance and upgrades to substandard systems.
Earth Sciences	Existing facilities are currently adequate except that Geography requires computer lab access for GIS.
English/Credit ESL/Linguistics	English: Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms. Credit ESL: Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms. We will review the hours of operation of our ESL Lab. Opening the ESL Lab at 11:00 am (Mon – Thurs) rather than noon may be more convenient for students who need a place to study and access a printer for written assignments. Linguistics: Since we plan to continue our online classes, there is no need for additional facilities, although in the future we might offer in-person classes, and classroom space will be needed.
International Student Programs	Establishing a dedicated space for F1 students is essential to accommodate support staff and provide a centralized hub for student services.
Kinesiology/Health/Dance	New Athletic Field (IP). Custodial support and maintenance of the building. A renovated or new South Kinesiology building. Pool needs to be replastered. The Kin South Gym Floor needs to be resurfaced. Outdoor Gym Cement.

Law/Administration of Justice	Cleaner and safer facilities
Life Sciences	Safety, security, and cleanliness guarantees are needed for the SCI-TECH building where the Life Sciences department operates. Those basic requirements are not currently being met.
Mathematics	Assessing and enhancing physical security measures, such as installing security cameras, increasing patrols, and installing a door in the stairway of third floor of Franklin Hall is essential to maintain a safe and welcoming learning environment for all members of the academic community.
Modern Languages & Civilizations	The Language Lab used to be widely popular with our students before the pandemic, it is our priority to make sure this room (JH 115) remains open for our students – even online students – to come in and get assistance with their classes and have a place to study and access foreign language study materials.
Music	Piano Storage room (HVAC), Instrument room (HVAC)
Noncredit Adult Education	The program needs 4-5 dedicated classrooms to schedule noncredit courses that require scheduling outside campus scheduling block as well as dedicated lab space to meet demand for Vocational Education courses that currently require equipment set-up and broken down after each class meeting.
Nursing	Funding to provide a dedicated workspace for nursing student tutors; funding to adapt old, outdated cubicles into group learning spaces for Nursing students. Funding and facilities skilled work to convert a non-functioning workroom space into another faculty office, and relocate the workspace to a new faculty and staff workroom in Sci Tech 222. Nursing Department walls are 6-7 colors of white in some places. Fresh paint and improved task lighting needed in department spaces and in faculty offices.

	One additional clinical lab for advanced simulation, AR/VR and Mixed Reality educational implementation. A conference room for faculty committees and work sessions, community partnership meetings and virtual (Zoom) meetings with State and local agencies and multiple faculty for up to 12 people with large screen monitor.
Online Education	New offices in the future admin building are greatly anticipated.
Philosophy	Replace existing classroom podiums and the instructor's desk with items that do not obstruct students' view of the chalkboards/whiteboards
Physics and Engineering	Creation of a robotics and automation laboratory space Access to computer lab with high performance computers. Planetarium facility.
Psychology and Human Services	None
Radiological Technology	Need plan, budget, and timeline for the project for a new RT building.
Ralph Bunche Scholars	Office space, and a space for students that is more of a lounge.
Social Sciences	Additional Room for Social Science department activities
Visual & Media Arts	DH suffers from lacking electricity output and ideally, we would have more seats than 30 in our labs. We still need to build out outside sculpture area, and we hope the purchase of a mobile exhaust fan will ameliorate the current situation (until power tools can be used outside)
Theater	Will be addressed in the new building
Tutoring	The new MLK Library Learning Center will open in Fall 2024
Student Services	
Admissions and Records	Admissions and Records can keep providing a high level of service in the current facility. Our space currently provides the safety and security required for our staff and classified permanent records. A change in location or

	change to our area would jeopardize this safety and security.
CalWORKs	New office furniture is needed for an unused office, new lobby furniture.
CARE	
Career Center	The Career Center does NOT have a physical location aside from counselor offices in the Student Services building. The Career Center needs a physical location with computers, meeting spaces, a presentation room, and space for a career library.
Child Development Center	
City Cares Network/ Fresh Success	Secure and sound-blocking office spaces are necessary for MSW case managers and academic counselors to meet with students presenting with basic needs emergencies. In addition, Fresh Success requires a locked and private office with no student access in order to meet Federal confidentiality requirements for participant records. Ample lockable cabinet space is also necessary to maintain privacy of certain hard documents and material resources, like gas cards.
Dream Resource Center	Improvement of current facilities with multiple individual offices
Dual Enrollment	
Extended Opportunity Programs and Services (EOPS)	
Financial Aid	
First Year Experience	FYE Center
Foster & Kinship Care Education (FKCE)	Use of classroom facilities for in-person class offerings.
Guardian Scholars	Maintain the Foster Youth Center at the Student Services Building, as it is crucial to the program's success and student retention. Foster Youth need a community and "home".
General Counseling	Redesign the second floor of the Student Services Building to have a more open space for more accessible counseling. Create a central hub where student workers and success coaches can provide intake and refer students appropriately.

Health and Wellness Center	Potentially having an additional space for a Wellness Center that focus on mental health, behavioral support, meditation/prayer room, quiet room.
Library	Additional custodial support to upkeep a clean and welcoming environment.
Life Skills Center	
NextUp	Encourage NextUp students to utilize the Foster Youth Center on campus. Consider housing the NextUp counseling interns there weekly to better connect with students on a "walk-in" basis.
Office of Special Services	Expand/remodel the space to add more testing rooms/capability
Office of Student Life	
Puente	Develop a Puente Program space for students which will include a study lounge which would include workstations for students to connect to devices. Space will also include tutoring space.
Student Recruitment and Outreach	Lab for onboarding and registration
Transfer Center	
TRIO Student Support Services	Dedicated center and computer lab
Umoja	A dedicated village space with increased capacity for growth of the program along with designated office space for counselor and coordinator
Upward Bound	
Veterans Resource Center	Additional quiet space for students to use for studying that is independent from the shared lounge area. Furthermore, we recognize the importance of privacy and anonymity when it comes to mental health and seeking resources, therefore we see value in having a separate space for students who are working with our US Vets wellness counselor.
Welcome Center	Enhance lighting with brighter bulbs. Update the carpet to brighten the space.
Administrative Services	
Administrative Services Office	Water Boiler System/ HVAC, New Rad Tech Building
Accounts Payable and Purchasing Office	Infrastructure support to facilitate procurement and accounts payable

	operations and accommodate potential growth.
Bookstore	The store will be utilizing the space built to be a coffee shop in the Student Union to open and run a coffee shop. New storage space for seasonal displays, major overstock (the unit houses some items that the nine District stores group buy). Cub Store needs minor remodel; facility leaks when it rains. Possible remodel to improve flow.
Budget Office	Removal of barriers to help unite the unit and promote teamwork. Improve safety through an indicator of visitors in the office and installation of a buzzer in case of emergency as part of new building build.
Business Office	
Facilities, Maintenance and Operations	
Human Resources and Payroll	Both Payroll and Personnel need a front counter and an indicator of visitors in the office. Also, a safety buzzer in case of emergency.
Information Technology	
Sheriff's Office	

d) Funding-Related Needs

Department/Unit	Funding Needs
Academic Affairs	
Athletics	We have had 3 great years with meals being provided to our Student-Athletes on Gamedays from other funding sources on-campus. The funding source for these meals has shifted of the 3 years and we are very appreciative of the meals and would like to continue. It would be great if we could have this funding source each year.
Break It to Make It	Continue to work with the foundation to increase support for our students and look to partner with other organizations on relevant grant opportunities.
Business Administration	Funding for regular equipment updates and promotional marketing.
Chemistry	Funding the laboratory project and funding for expensive analytical equipment used in the Food Industry
Child and Family Studies	Perkins – request funding each year for department needs. Fees for CDM Exam for students 2,000
Cinema/TV	Our department regularly and consistently proposes and receives grant funding from the following sources: Perkins/Strong Workforce (approx. $80K annually) HFPA/Golden Globes Foundation (approx. $45K annually) Disney General Entertainment (approx. $10 annually) Emeritus Faculty Donations (approx. $5K annually)
Communication Studies	Continued funding for the Forensics team
Computer Science, Information Systems, and Applications (CSISA)	Additional budget is needed for requested faculty and staff hiring. Funds from Perkins and Strong Workforce to replace the computers in FH 202 & FH 206.

Cooperative Education	Utilizing resources like the Perkins funding through the CTE department or work-based learning grants from the Chancellor's office will enable us to strengthen our efforts in providing work-based learning stipends for students, enhancing accessibility and equity while fostering valuable experiential learning opportunities essential for their academic and career advancement.
Dental Technology	Perkins, other available federal and state funding targeting CTE programs. Seeking industry support.
Earth Sciences	Existing funds are currently adequate.
English/Credit ESL/Linguistics	English: Along with its 10100, the program relies on funding from state initiatives like AB 705, 1705 and tutoring funding from the district. Credit ESL: As part of AB1705 funding, we will collect and review data regarding student success and create promotional materials. Linguistics: Outside of the department's 10100 fund, no additional funds are needed.
International Student Programs	Exploring additional revenue streams such as contract education, au pair programming, and expanded Intensive English Program (IEP) offerings can supplement funding for the international education office.
Kinesiology/Health/Dance	Additional allocation for equipment and equipment maintenance
Law/Administration of Justice	A dedicated budget for Law Library Collection (print) and our Westlaw Patron Access computers.
Life Sciences	Enhance budget allocation from 10100 is needed to uphold our existing standards as well as maintain and/or replace aging equipment and renew software licenses (Labster, Visible Body). Extra funding will be needed to support growth as our current funding is barely sufficient for our existing needs due to double digit post-pandemic inflation.

Mathematics	Funding for hiring new full-time faculty, increase budget for tutors/SI, and technology update.
Modern Languages & Civilizations	Funding for tutors in the key languages (Spanish, Korean, Japanese, and others if funding permits) is needed.
Music	• Funding for ongoing technology upgrades for all tech/production courses • Funding for ongoing instrumental upgrades for all instrumental and ensemble courses • Funding for a PT piano technician • Funding for a FT sound engineer • Funding for adjunct faculty
Noncredit Adult Education	Funding for dedicated staffing and technology needs will result from leveraging CAEP and WIOA: AEFLA funding. However, achievement of this academic plan requires support from additional funding streams such as SEA and general fund.
Nursing	The California Community College Chancellor's Office (CCCCO) Nursing Enrollment and Retention grant funds are allocated for hiring peer mentoring and tutors, student workers, and 1 part-time adjunct faculty, special assignment who leads the peer mentor program and conversion of outdated systems to electronic files and databases. The LACC Foundation will support student book vouchers, uniform costs, food cards, and nursing pinning/graduation costs. The LACCD Foundation will support graduates' NCLEX testing costs. Additionally, the Nursing program will further leverage funds from the 2023-2024 California Department of Health Care Access and Information (HCAI) Song-Brown grant funds to support incoming academically underprepared minority RN students. The HCAI Song-Brown grant funds will be used to retain students who live and plan to work in the greater Los Angeles area, an area of a

	confirmed nurse shortage and medically underserved population.
Online Education	A sustainable source of money be put towards POCR.
Philosophy	None
Physics and Engineering	Perkins, Strong Workforce, NSF, Department of Education, and private sector grants.
Psychology and Human Services	Possible planning grant to develop apprenticeship program for Human Services.
Radiological Technology	Increased budget for increase of student enrollment for dose badges, updating equipment. Faculty will work to secure stipends via grants.
Ralph Bunche Scholar	Foundation (grant). Explore additional sources, along the lines of what MESA is doing.
Social Sciences	AI Challenge Grant
Visual & Media Arts	None
Tutoring	None
Student Services	
Admissions and Records	Increased funding support from the campus will help us meet our staffing needs and meet our area requirements.
CalWORKs	CalWORKs currently receives funding from Prop 98 and a DPSS grant. However, due to a potential budget cut, CalWORKs will seek additional grants to support our students in meeting their needs.
CARE	Continue to apply for and acquire grants to expand and increase student services available. For example, Foundation for California Community College grants.
Career Center	Increased funding for job a placement coordinator, a physical space on campus, and funding for a dedicated Career Center Director or Coordinator. In the event the Career Center faculty can successfully apply for grants, the Career Center needs an administrative professional to assist with the administration & reporting of grant outcomes.

Child Development Center	
City Cares Network/ Fresh Success	Our basic needs programs require funding, especially because some of our programs rely on special, limited-duration funding opportunities. Grants and general operating funds are of use to the City Cares Network to maintain a wide enough variety of resources to ensure that a given student is eligible for at least one resource through our department. Fresh Success requires ample, robust non-Federal funding in order to pay for its services upfront.
Dream Resource Center	Additional funding other than SB 1645, SEA funding, Grant funding, Program 100 allocation to solidify/institutionalize the program at the college. Additional funding needed is approximately over $150,000.
Dual Enrollment	Funding is needed to purchase textbooks and materials to ensure the program remains accessible by eliminating the cost of materials. Funding is needed for DE specific training for faculty, training for our partners, and additional staff to support the growing demands of DE.
Extended Opportunity Programs and Services (EOPS)	Continue to apply for and acquire grants to expand and increase student services available. For example, Foundation for California Community College grants.
Financial Aid	College and categorical funding
First Year Experience	Textbook support for students
Foster & Kinship Care Education (FKCE)	Additional funding to the FKCE program through reallocations from the Chancellor's office, as FKCE does not receive funding from the college.
Guardian Scholars	Institutionalize the GSP. The program should not have to rely on soft funding from the community and Foundation to function. Provide funding for LACC funded Academic Counseling and classified staff support.
General Counseling	Through previous and normal full time faculty attrition (retirements) and Specially Funded Programs (SFPs) offsets to the

	budget, we hope to maintain the level of counseling faculty hires and support to cover the needs in general counseling and serving guided pathways CAP initiatives. It's imperative to have adequate adjuncts and hours available throughout the academic year and enough classified help to support day to day operations.
Health and Wellness Center	The Health & Wellness Center is funded by the health fee collected from students.
Library	Hourly instruction allocated to the budget to ensure appropriate staffing and predict hours for intersession.
Life Skills Center	Financial resources to market the LSC
NextUp	Continue to manage the budget in a way that allows for the non-academic needs of students, including: vendor support cards, university college tours, emergency assistance, and large-scale outreach/recruitment events.
Office of Special Services	• General Fund • SEA • Grants/LACC Foundation
Office of Student Life	Increase permanent funding for the office of student life. Commencement costs have increased significantly. We also need funding to bring back the leadership academy, intramural sports, and the peer-to-peer mentor program.
Puente	Collaborate with the LACC Foundation to develop additional funding for program growth and expansion
Student Recruitment and Outreach	Merchandise, event funding for partnerships, large space venue for hosting large crowd events. Vehicles for transportation to and from schools. Client Relationship management tools for managing large databases of students and onboarding information, networking information and sourcing of student referrals.
Transfer Center	SSSP

TRIO Student Support Services	Budget for staff, staff training, dedicated space, computer lab, marketing materials. Continued support for additional student engagement opportunities.
Umoja	Continued funding support to support Umoja staff, outreach to local high schools, tutoring, and on and off campus activities
Upward Bound	
Veterans Resource Center	Explore funding through the foundation and community donors that can be used towards snacks/drinks in the lounge, technology, book/material vouchers, emergency housing/grocery assistance, and veteran specific scholarships.
Welcome Center	Sustain ongoing funding from SEA to guarantee the presence of qualified and dependable student workers
Administrative Services	
Administrative Services Office	Def Maintenance Funding
Accounts Payable and Purchasing Office	Consistent funding streams to support procurement and accounts payable activities.
Bookstore	Funding for all staff and bookstore projects comes from bookstore revenue or carry-over funds.
Budget Office	Assist and review revenue streams for accuracy and suggest changes that are beneficial to the College. Partner with Event Coordinator's office to prospect and increase revenue streams.
Business Office	
Facilities, Maintenance and Operations	Custodial pool, C-shift (1:00am to 7:00am) and a union stanchioned relief crew that would temporally fill staffing vacancies due to absenteeism. Increase budget and staff to maintain and improve cleanliness.
Human Resources and Payroll	Funds needed to cover the cost of additional staff as well as the cost of the new electronic storage system and a heavy-duty scanner.
Information Technology	Funding to support and maintain college HVAC and backup power in the data center and telecom rooms.

	Funding to support and maintain technology that meets or exceeds information security requirements.
Sheriff's Office	

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