



ACADEMIC PLAN 2024-2030



Approved by Academic Senate on October 3, 2024

Approved by College Council on November 4, 2024

Los Angeles City College

November 2024

LOS ANGELES COMMUNITY COLLEGE DISTRICT



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Introduction

Purpose

The Los Angeles City College (LACC) Academic Plan 2024-2030 outlines the long-term planning of each of the individual units at the college to support the College in achieving its Educational and Strategic Master Plan. This plan also aligns with the California Community College Chancellor's Office's "Vision 2030: A Roadmap for California Community Colleges" and the LACCD District Strategic Plan. Vision 2030 identifies the following goals:

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.

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.

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 about 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.

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.

General Overview of the LACC's Service Area

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 1937 and the newest building in 2015. Several buildings have undergone major renovations including Kinesiology North/South, Da Vinci Hall, MLK Library, Herb Alpert Music Center, and the Student Union buildings, and more (Table 1). Upcoming renovations include the Administration and Theater Arts buildings, as well as the quad, and the cafeteria.

| Building Name | Year Built | Year Renovated | Assignable Sq. Ft. | Classrooms | Class Labs/ Specialized Labs |
|-----------------------------|------------|----------------|--------------------|------------|------------------------------|
| Administration/Cesar Chavez | 1962 | Planned | 54,346 | 13 | 3 |
| Athletic Field | 2010 | | | | |
| Chemistry | 1937 | 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 | 2 |
| Radiologic Technology | 1973 | | 4,132 | 1 | 2 |
| Science and Technology | 2009 | | 56,675 | 4 | 27 |

| | | | | | |
|---------------------------|------|---------|----------------|------------|------------|
| Student Services Building | 2015 | | | | |
| Student Union | 2012 | | | | |
| Theater Arts | 1965 | Planned | 27,881 | 0 | 4 |
| Total | | | 516,665 | 117 | 121 |

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

Demographic Factors

LACC's Service Area

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% The population in LACC's service area is projected to continue its decline, dropping to a projected 668,347 residents by 2030, as depicted in Figure 1. The total population decline projected between 2024 and 2030 for LACC's service area is estimated to be 6.9%.

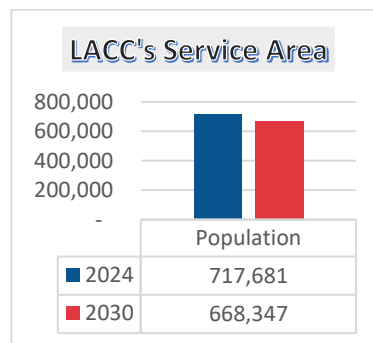


Figure 1: LACC's Service Area Population Projection, 2024-2030, Source: Lightcast



Currently, the male population outnumbers the female population in this area, with males exceeding females by 21,744 individuals. However, both sexes 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 Figure 2. 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.

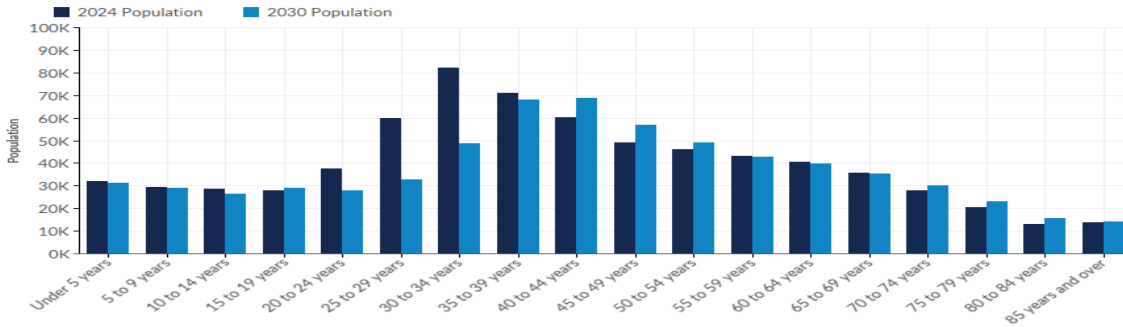


Figure 2: LACC's Service Area Population Projection by Age, 2024-2030, Source: Lightcast

The service area encompassed by LACC reflects a diverse racial composition, as illustrated in Figure 3. 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.

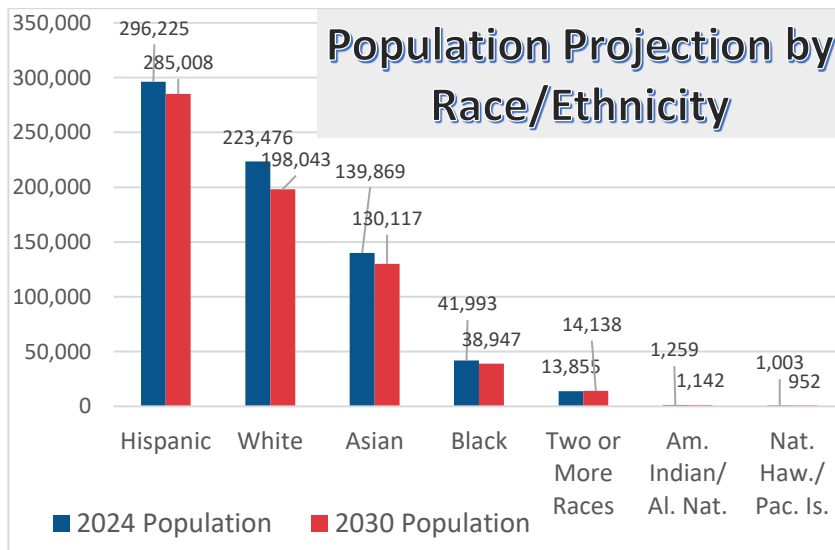


Figure 3: LACC's Service Area Population Projection by Race/Ethnicity, 2024-2030, Source: Lightcast

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 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.

California and LA County

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 figure below (Fig. 4) displays population projections for both California and Los Angeles County for the periods 2024 and 2030.

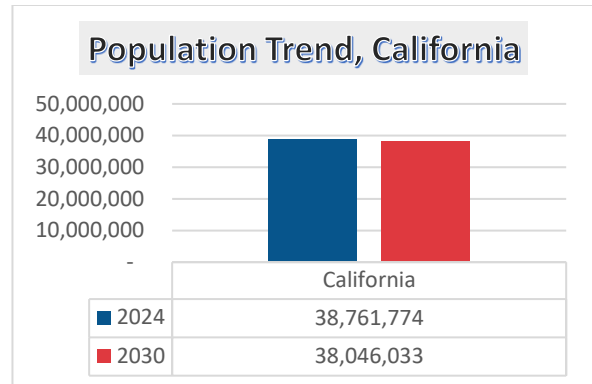
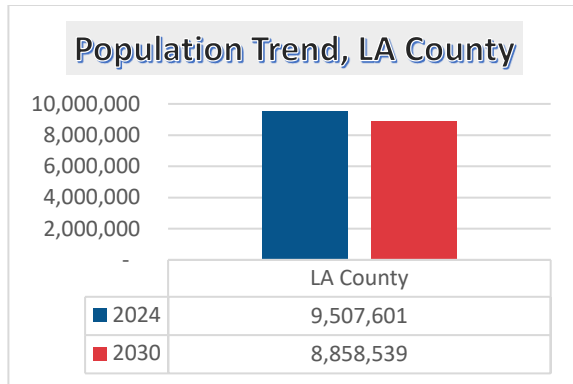


Figure 4: Population Trends for LA County and California, 2024-2030, Source: Lightcast

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. 5).

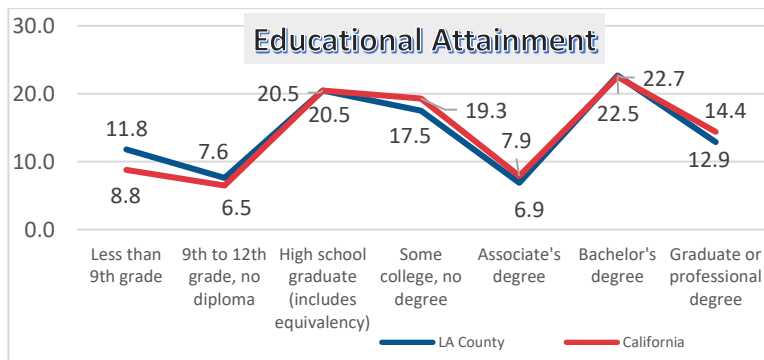


Figure 5: Educational Attainment, LA County and California, 2022, Source: U.S. Census Bureau

However, in LACC’s service area, as previously mentioned, this percentage is notably higher, comprising 30.7% of the population. Conversely, 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.

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, the category “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.

According to the 2022 U.S. Census data, the majority of California's population is native, or U.S. citizen at birth (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 (including all people occupying a housing unit) in Los Angeles County is 2.79, with an average family household size (including the family householder and all other people living in the quarters who are related to the householder) 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.

Public K-12 Enrollment Trends

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. 6, 7, 8).

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

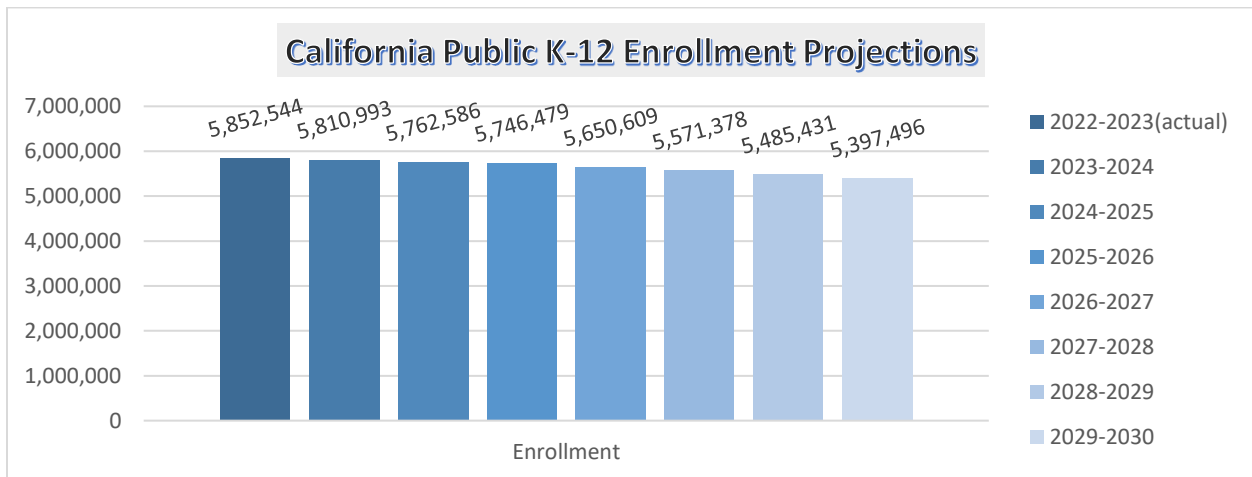


Figure 6: Public K-12 Enrollment Projections, California, Source: California Department of Finance

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

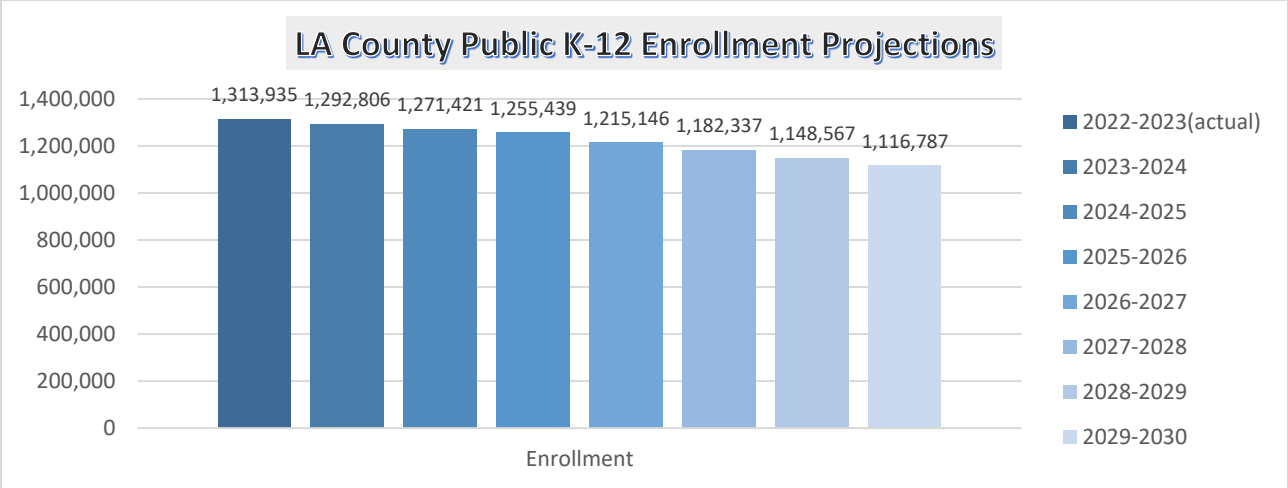


Figure 7: Public K-12 Enrollment Projections, LA County, Source: California Department of Finance

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

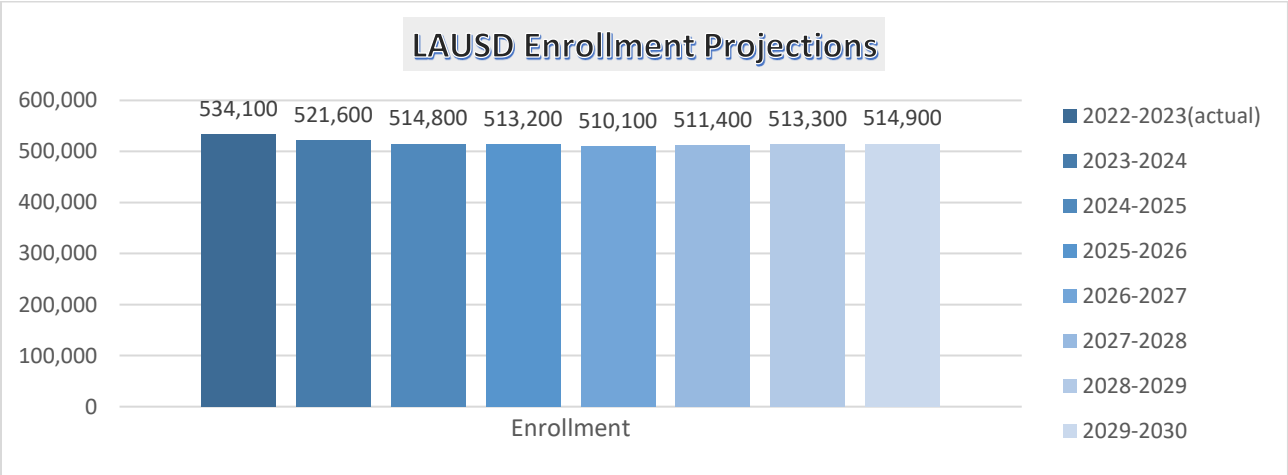


Figure 8: Public K-12 Enrollment Projections, LAUSD, Source: California Department of Finance

Language Factors

LACC's Service Area

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, 6% speak other Indo-European languages at home, and 14% speak Asian and Pacific Islander languages at home.

According to U.S. Census Bureau data, in the LACC service area, the 18 to 64-year-old population totals 552,076, with varying levels of English proficiency (refer to Fig. 9). About 47% of this population speaks only English at home. Among the Spanish speakers at home, only 64% report speaking English "very well" or "well" while 36% experience some level of language difficulty, including 11% not speaking English at all. Among speakers of other Indo-European languages, 91% speak English 'very well,' while 9% have limited proficiency. For Asian and Pacific Island languages, 79% demonstrate high proficiency, and 21% face challenges. Among other languages, 87% speak English 'very well,' with 13% having limited skills.

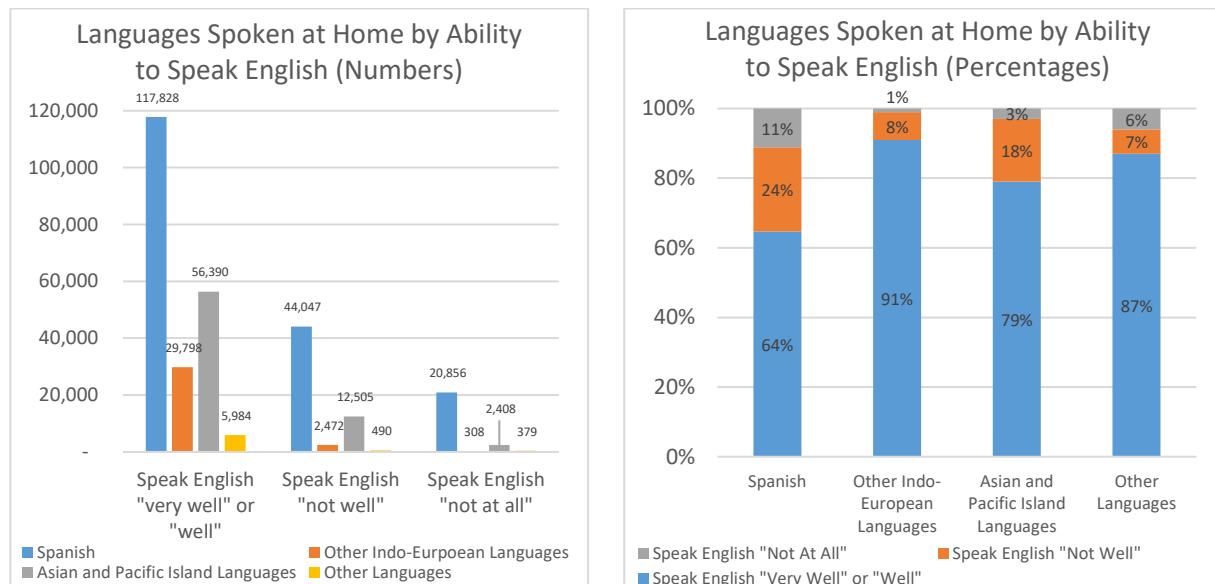


Figure 9: LACC's Service Area Population Aged 18-64 by Language Spoken at Home and English Proficiency (Numbers on the left, Percentages on the right), 2022, Source: U.S. Census Bureau

According to the U.S. Census Bureau's data on poverty status over the past 12 months by age and language spoken at home, trends in LACC's service area show varying poverty rates across language groups (refer to Table 2). Among English-only speakers, only 13% of people are below the poverty line, compared to 19% of Spanish speakers, which is the largest group in LACC service area. The highest rate is seen among speakers of other Indo-European languages at 22%. 18% of Asian and Pacific Island language speakers report having an income below poverty level within the past 12 months, while 20% of those who speak other languages fall below that threshold. These figures highlight elevated poverty levels among all non-English-speaking groups in comparison to English-only speakers.

| | People below poverty level | % | People at or above poverty level | % | Total |
|--|----------------------------|-----|----------------------------------|-----|---------|
| Speak only English | 37,336 | 13% | 249,939 | 87% | 287,275 |
| Speak Spanish | 37,716 | 19% | 165,480 | 81% | 203,196 |
| Speak other Indo-European languages | 9,700 | 22% | 33,580 | 78% | 43,280 |
| Speak Asian and Pacific Island languages | 17,982 | 18% | 79,360 | 82% | 97,342 |
| Speak other languages | 1,664 | 20% | 6,801 | 80% | 8,465 |

Table 2: Poverty Status in the Past 12 Months by Language Spoken at Home (Ages 18 and Over), Source: U.S. Census Bureau

The analysis of labor force participation based on educational attainment among speakers of various languages at home reveals different trends for LACC's service area (refer to Table 3). Among individuals with less than a high school education, Asian and Pacific Island language speakers at home have the lowest labor force participation rate at 27%. Although English-only speakers are in the middle of the spectrum at this educational level, they surpass all other language groups as educational attainment increases. As individuals achieve a bachelor's degree or higher, English-only speakers lead with 85% participation rate, followed closely by Spanish speakers, whose labor force share leads all other language groups across all educational attainment levels, before this level.

| | Less than high school graduate | | High school graduate | | Some college or associate's degree | | Bachelor's degree or higher | |
|--|--------------------------------|--------------------|----------------------|--------------------|------------------------------------|--------------------|-----------------------------|--------------------|
| | In labor force | Not in labor force | In labor force | Not in labor force | In labor force | Not in labor force | In labor force | Not in labor force |
| Speak only English | 38% | 62% | 58% | 42% | 73% | 27% | 85% | 15% |
| Speak Spanish | 62% | 38% | 74% | 26% | 78% | 22% | 84% | 16% |
| Speak other Indo-European languages | 33% | 67% | 40% | 60% | 61% | 39% | 73% | 27% |
| Speak Asian and Pacific Island languages | 27% | 73% | 51% | 49% | 64% | 36% | 73% | 27% |
| Speak other languages | 62% | 38% | 52% | 48% | 71% | 29% | 74% | 26% |

Table 3: Educational Attainment and Employment Status by Languages Spoken at Home (25 years and Over), Source: U.S. Census Bureau

California and LA County

In California, 55% of the population speaks only English at home, while 45% speak a language other than English. In contrast, in Los Angeles County, more than half of the population (55.1%) speaks a language other than English at home. Regarding language breakdowns, 28.8% of California's population speaks Spanish at home, compared to 37.7% in Los Angeles County. Additionally, 10.2% of individuals in California and 10.7% in Los Angeles County speak Asian and Pacific Island languages, while 5% of individuals in California and 5.7% in Los Angeles County speak Indo-European languages other than Spanish at home.

PERCENTAGE OF LIMITED ENGLISH SPEAKING HOUSEHOLDS AMONG ALL HOUSEHOLDS BY STATE

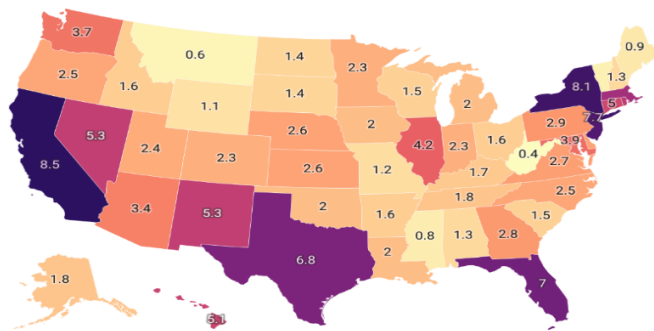


Figure 10: Percentage of Limited English Speaking Households among All Households by State, Source: U.S. Census Bureau

According to U.S. Census data, California has the highest percentage of limited English-speaking households in the United States (Fig. 10). These households are defined as those in which no member 14 years old and over speaks only English or speaks a non-English language and speaks English "very well" (In other words, all members 14 years old and over have at least some difficulty with English).

This highlights the state’s demographics, immigration patterns, and language diversity.

In Los Angeles County, U.S. Census Bureau data shows that among the population aged 5 years and over, those who speak Korean at home have the highest percentage of individuals who speak English not “very well,” with 62% of the Korean-speaking-at-home population demonstrating that proficiency (Fig. 11). Several other Asian language-speaking populations, including Thai, Vietnamese, Chinese, and Khmer, also have more than 50% of their at-home populations speaking English not “very well.” Additionally, among the Spanish-speaking households, which represents the largest demographic group in the county, only 57% of Spanish-speaking-at-home population speak English “very well.”

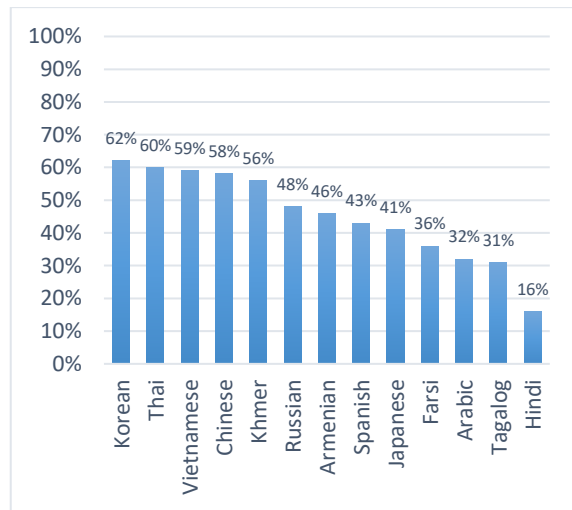


Figure 11: Percentage of Households Who Speak English not "Very Well" by Language Spoken At Home (Los Angeles County Threshold Languages), Source: U.S. Census Bureau

According to U.S. Census Bureau data, in Los Angeles County, among the 18 to 64-year-old population about 47% speaks only English at home (refer to Fig. 12). Among the populations speaking different languages at home, Spanish speakers have the highest percentage of individuals not speaking English at all, at 8%. This is followed by speakers of Asian and Pacific Island languages, where 4% do not speak English. In contrast, only 2% of those who speak other Indo-European languages and other languages report not speaking English at all.

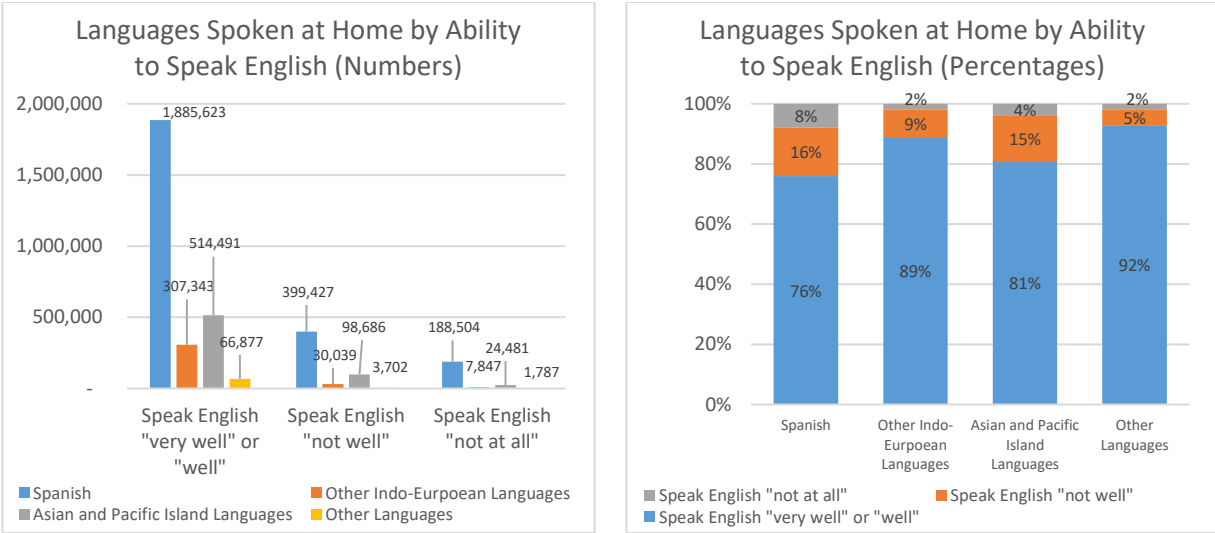



Figure 12: Los Angeles County Population Aged 18-64 by Language Spoken at Home and English Proficiency (Numbers on the Left, Percentages on the Right), 2022, Source: U.S. Census Bureau

This language barrier can have economic and social impacts, as limited English proficiency can affect individuals' ability to access essential services, education, secure jobs, and engage in their communities. There is a need to discuss and assess the possibility of offering various solutions to language barriers, including the use of AI, to empower individuals to enhance their job prospects, pursue higher education, and engage more fully in their communities

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.

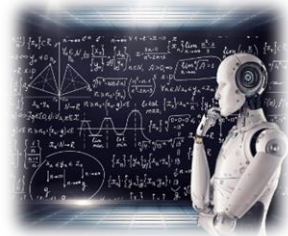
AI is a fast-evolving technology with great potential across all fields. It can enhance worker productivity and organizational efficiency, as well as automate existing jobs. While previous technological advances in automation primarily affected “routine” tasks, AI has the potential to automate “non-routine” 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 tends to work directly in the AI 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 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.



19.1%

The share of AI-specialized computer science PhD graduates

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.

Social-Political Factors

Each year, among the hundreds of bills passed by California's legislature and signed by the governor, dozens have a direct impact on California's community colleges (Fig. 13).

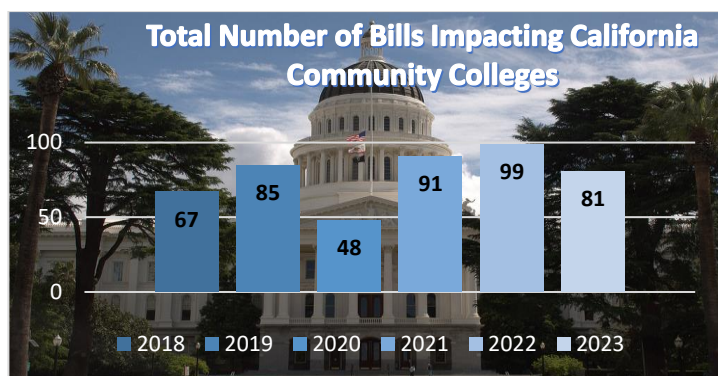


Figure 13: Number of Chaptered Bills Impacting California Community Colleges, 2018-2023, Source: CCC Chancellor's Office

For example, in 2023, 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, and staff, as well as on state and local agency operations or educational partners, such as UC, CSU, K-12, etc.

In the table below (Table 4), there is a list of some important legislation 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 transfer pathway courses, and require each community college campus, on or | 2021 |

| Bill Number (Sponsor) | Title | Purpose | Year Chaptered |
|-----------------------|---|--|----------------|
| | | 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 |

Table 4: 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. 14). 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.

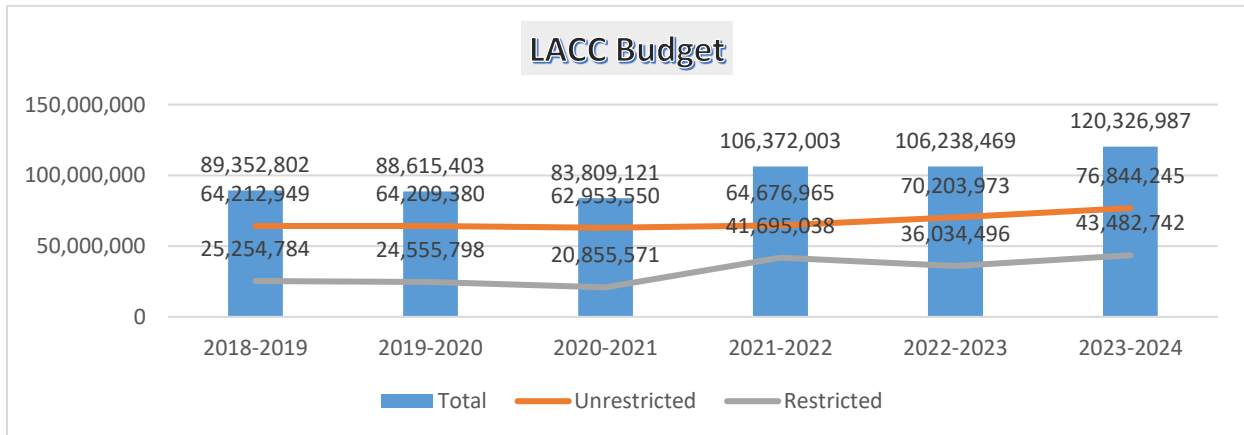


Figure 14: LACC Budget, including Restricted and Unrestricted Funds, 2018-2024, Source: LACCD

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.

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.

8.6M

Occupational Shifts

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

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.

Midpoint automation adoption by 2030 as a share of time spent on work activities, US, %

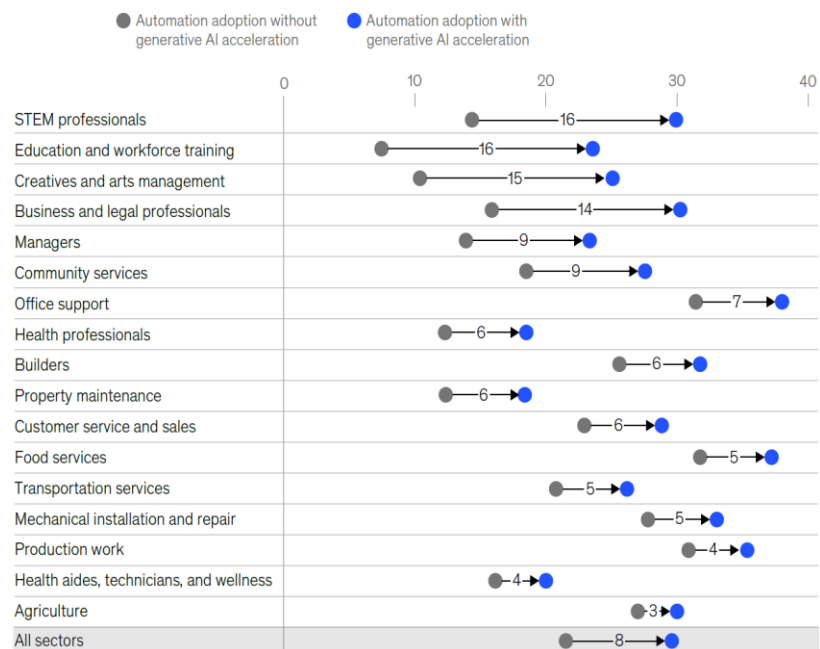


Figure 15: Share of Automated time spent on work activities by Occupations, 2030, Source: McKinsey Global Institute

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. 15). 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

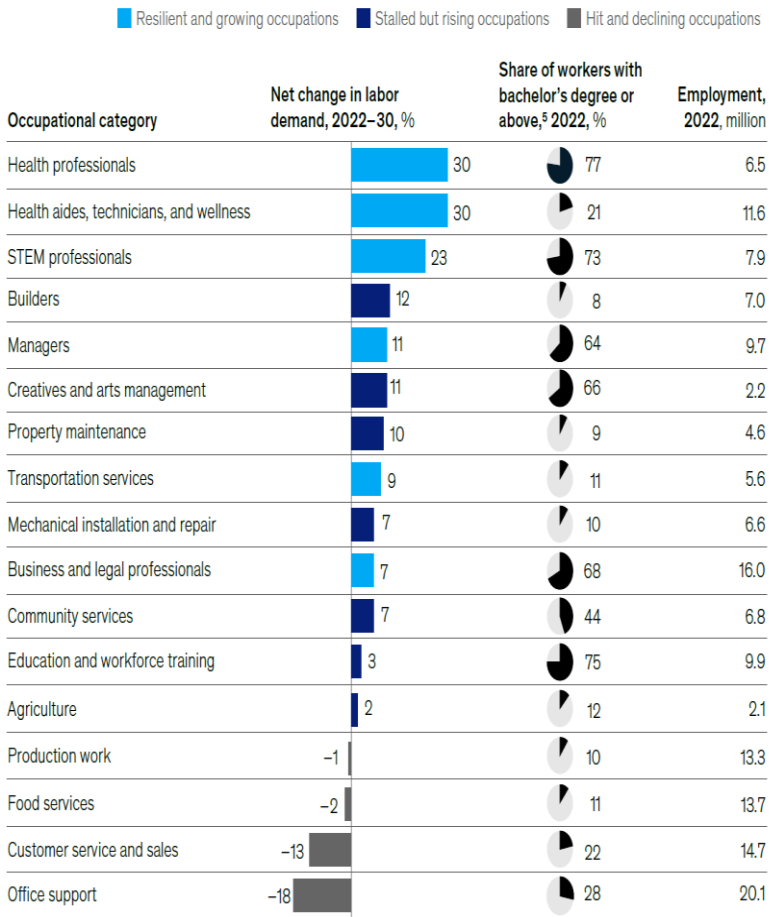


Figure 16: Job Growth in the US., 2022-2030, Source: McKinsey Global Institute

According to McKinsey, the healthcare sector is projected to see the largest job gains in the future (refer to Fig. 16), 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.

LACC’s Service Area level

In LACC’s service area, there are three industries that are particularly competitive: Health Care and Social Assistance, Retail Trade, and Accommodation and Food Services, with Health Care and Social Assistance standing out as the leading sector (Fig. 17).

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

Figure 17: 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 18: 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, and Retail Trade (Fig. 18).

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.

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 (Fig. 19). 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 Diagnosing or Treating Practitioners, Computer Support Specialists, Diagnostic Related Technologists and Technicians, Physical Therapist Assistants and Aides.

| | |
|---|---|
| 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 19: Top 10 Fastest Growing Occupations in LACC’s Service Area, 2024-2030, Source: Lightcast

| | |
|--|--|
| 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 20: Most Competitive Occupations in LACC's Service Area, 2024-2030, Source: Lightcast

The most competitive occupation requiring an associate degree in LACC's service area is that of Paralegal and Legal Assistant (Fig. 20). 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 most competitive occupation requiring an associate degree is Preschool and Kindergarten Teachers, followed by Occupational Therapy Assistants and Aides, with the rest listed in Figure 20.

Institutional Effectiveness

Institutional Effectiveness at LACC is supported by providing data and analysis that aid decision-making and planning throughout the college. This work ensures compliance with external reporting requirements and offers valuable information to both the college community and the public about LACC students and their outcomes. The goal is to deliver accurate and timely information that supports 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.


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 (Table 5). Nonetheless, LACC is dedicated to striving for excellence in every field.

| | 2022-2023 | Institution-Set Standard | Aspirational Goal |
|---|-----------|--------------------------|-------------------|
| Course completion rate | 69% | 67% | 75% |
| Number of associate degrees | 1,731 | 1,253 | 1,728 |
| Number of Chancellor-approved certificates | 1,693 | 1,425 | 1,714 |
| Number of transfers to four-year institutions | 749 | 813 | 901 |

Table 5: Aspirational Goals and Institution-Set Standards of LACC, Source: LACC

Different disciplines show varying achievements in job placement rates and licensure/certification exam passing rates, with continual efforts to meet institutional-set standards and reach aspirational targets.

 **13%**
Drop in
Enrollment

The LACC experienced a decline in enrollments between 2018 and 2024 (Fig. 21). The average annual enrollment number was 74,127 for that period, with an average annual unduplicated headcount of 24,651.

The unduplicated headcount, on the contrary, increased slightly during the same period; however, the unduplicated headcount for the fall semester alone decreased (refer to Fig. 17). The unduplicated headcount in the 2018-2019 academic year was 24,744, and by the 2023-2024 academic year, it had increased by 497 (2%).

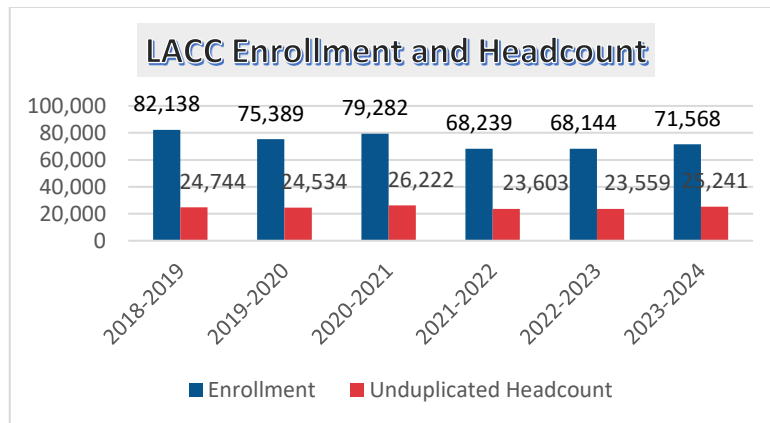
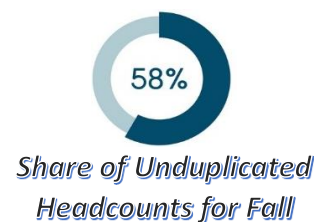


Figure 21: LACC Enrollment and Unduplicated Headcount, 2018-2024, Source: LACC

The unduplicated headcount for the fall semester decreased from 15,230 in the 2018-2019 academic year to 14,054 in the 2023-2024 academic year. This decrease represents an 8% decline. The average annual unduplicated headcount for the fall semester was 14,173. The share of unduplicated headcounts for the fall semester accounts for more than half (58%) of the total annual unduplicated headcounts.

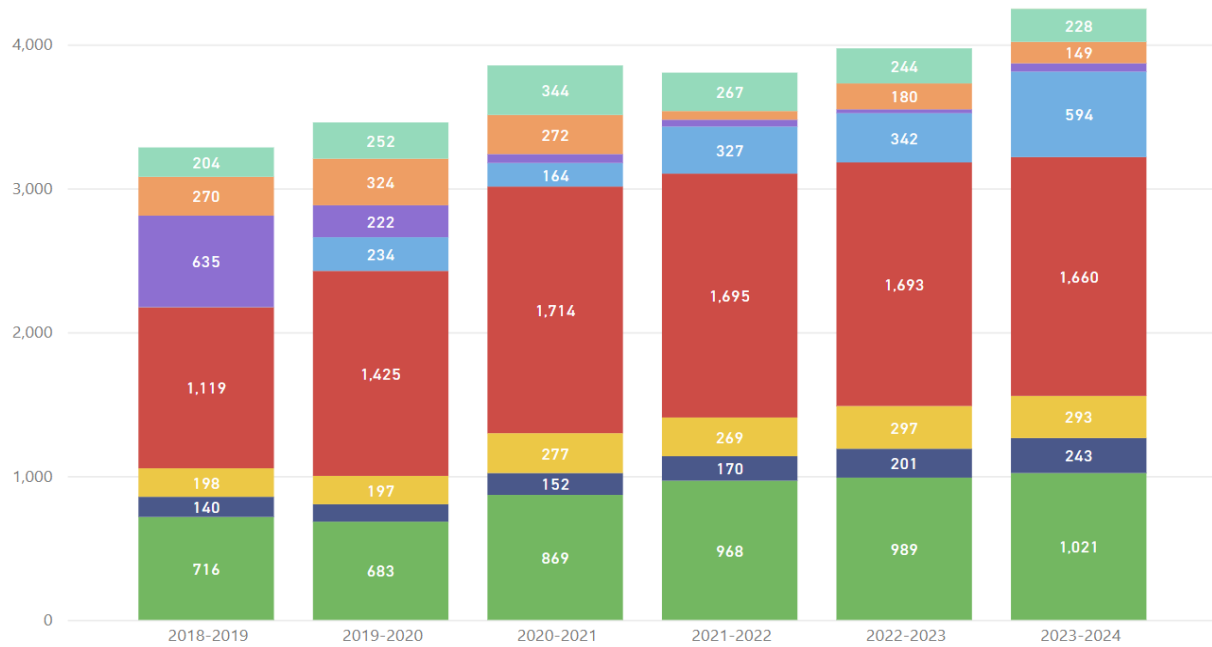


The total number of awards granted by LACC increased between 2018 and 2024 (refer to Fig. 22). In the 2018-2019 academic year, there were 3,284 awards, followed by 3,458 in 2019-2020, 3,854 in 2020-2021, 3,804 in 2021-2022, 3,973 in 2022-2023, and 4,248 in 2023-2024. On average, there were 3,770 awards annually during this period. This marks a growth of 964 awards, reflecting a 29.4% increase over the six-year span from 2018 to 2024.

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, 1,728 in 2022-2023, and 1,787 in 2023-2024. On average, there were 1,557 associate degrees awarded annually. Below is a graphical representation illustrating the total number of awards over the last six academic years.

Awards by Academic Year and Award Type

Award Type ● AA ● AS ● AT ● C ● CN ● CS ● CY ● ST ● STU



22,621
Awards

10,915
Distinct Students

- AA - Associate in Arts
- AS - Associate in Science
- AT - Associate in Arts for Transfer
- C - Certificate of Achievement
- CN - Non-Credit Certificate of Completion
- CS - Skills Certificate
- CY - Non-Credit Certificate of Competency
- ST - Associate in Science for Transfer
- STU - Associate in Science for UC Transfer

| Academic Year | AA | AS | AT | C | CN | CS | CY | ST | STU | Total |
|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|---------------|
| 2018-2019 | 716 | 140 | 198 | 1,119 | 2 | 635 | 270 | 204 | 0 | 3,284 |
| 2019-2020 | 683 | 121 | 197 | 1,425 | 234 | 222 | 324 | 252 | 0 | 3,458 |
| 2020-2021 | 869 | 152 | 277 | 1,714 | 164 | 62 | 272 | 344 | 0 | 3,854 |
| 2021-2022 | 968 | 170 | 269 | 1,695 | 327 | 48 | 60 | 267 | 0 | 3,804 |
| 2022-2023 | 989 | 201 | 297 | 1,693 | 342 | 27 | 180 | 244 | 0 | 3,973 |
| 2023-2024 | 1,021 | 243 | 293 | 1,660 | 594 | 58 | 149 | 228 | 2 | 4,248 |
| Total | 5,246 | 1,027 | 1,531 | 9,306 | 1,663 | 1,052 | 1,255 | 1,539 | 2 | 22,621 |

Figure 22: LACC Awards, 2018-2024, 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 2023-2024. The six-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 48% in the 2022-2023 academic year. The average fall-to-fall persistence rate over the five-year period was 50%.

67%
*6-year Average
 Fall to Spring
 Persistence*

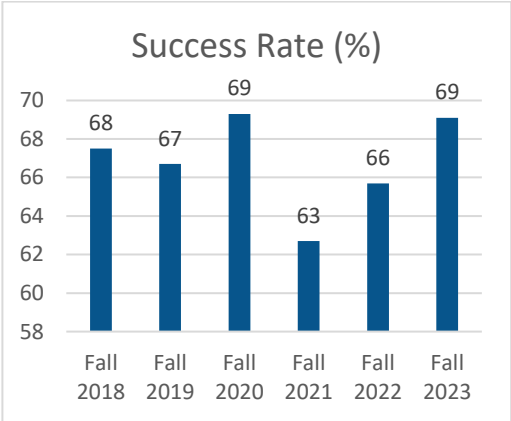


Figure 23: LACC Success Rate, Fall 2018-Fall 2023, Source: LACC

From 2018 to 2023, LACC's average success rate stood at 67% for Fall terms (refer to Fig. 23). However, this success rate was not consistent, experiencing fluctuations over the years. The sharpest decline was observed during the pandemic in Fall 2021. Despite this setback, LACC steadily improved its success rate over the recent three years. With a 69% success rate, LACC nearly reached the fall 2020 success rate level.

Key Strategic Priorities

The Academic Plan places “Vision 2030: A Roadmap for California Community Colleges” at the forefront of its strategic hierarchy. Its three primary goals are achieving equity in success, access, and support. To realize these objectives, Vision 2030 outlines 12 specific actions across three strategic directions: Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and Generative AI and the Future of Learning. These strategic directions serve as a guide to the Academic Plan. Furthermore, our plan aligns with the LACCD strategic plan, which prioritizes educational access, premier learning environments, student success, equity, organizational effectiveness, and fiscal integrity. At the local level, the LACC’s Educational and Strategic Master Plan (ESMP) 2023-2026 serves as the foundational strategic document for our academic plan. The ESMP delineates overarching goals and essential directions that guide our institution’s efforts. Lastly, our plan provides clarity on resource requirements, integrating staffing, technology, facilities, and funding needs. It serves as a fundamental reference for strategic resource planning.

Insights from the Academic Plan 2018-2024

The implementation of the Academic Plan 2018-2024 marked significant progress in program expansion, technology integration, and student support services. However, amidst these achievements, LACC encountered formidable challenges, with the global COVID-19 pandemic being the most impactful.

1. **COVID-19 Disruptions:** Like educational institutions worldwide, LACC encountered a decline in new and continuing student enrollment due to pandemic-related uncertainties. Campus closures hindered recruitment efforts, affecting student outreach. The abrupt shift to online learning presented numerous challenges. Students grappled with mental health struggles, exhibiting increased anxiety and depression, which heightened the need for mental health services and academic flexibility. While some students adapted well to online learning, others faced difficulties. Programs requiring hands-on experiences initially struggled to provide comparable practical learning. Even now, these programs must strike a balance between meeting post-pandemic demands for online courses and preserving essential hands-on experiences. Additionally, recruitment and support for international students were impacted by adjustments in immigration policies and the lack of institutionalized state support.
2. **Staffing:** Although certain departments experienced the benefits of new faculty hires, many others faced challenges due to understaffing. Consequently, expanding services and meeting student demands became difficult.
3. **Prevalence of AI:** As generative AI becomes more prevalent, LACC faculty have been trying to strike a balance between technological advancements and maintaining academic integrity. While AI tools enhance efficiency, students must actively engage to

deepen understanding. There are also efforts to guide students on responsible AI use, proper citation, and originality.

4. **Other Adaptations and Commitment:** During the pandemic, LACC demonstrated remarkable adaptability by transitioning numerous services online. This flexibility allowed for hybrid work arrangements, ensuring continuity in education. However, LACC's commitment to student success extends beyond technology. LACC's faculty and staff have made extraordinary efforts to connect with students on a personal level. Their interactions consistently convey the message, "You matter here." This personalized touch fosters a strong sense of belonging and support. LACC's stakeholders, including faculty, administrators, and community partners, have come together to support student success. Their innovative approaches have helped students navigate the uncertainties posed by the pandemic.

Enhancing academic offerings, digital services, facilities, and partnerships remains central to LACC's mission. These strategic initiatives reflect the college's unwavering commitment to its students.

Conclusions and Recommendations

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.

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, along with industries endemic to Los Angeles art & entertainment, such as filmmaking, screenwriting, theater, and more. 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-Informed 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.

The programs and services section (Appendix A) 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, formerly incarcerated students, foster youth, veterans, and LatinX and African American communities, among others, 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.

Appendix B summarizes staffing, technology, facility, and funding needs presented by each department, unit, or program.

Appendix A: Programs and Services

Academic Affairs

Athletics

Overview

Athletics at Los Angeles City College (LACC) offers a comprehensive pathway for students to achieve their academic and athletic goals. Student-athletes are required to complete a minimum of 12 units per semester to maintain eligibility. Additionally, the department adheres to the rigorous 3C2A (California Community College Athletic Association) guidelines. Since Athletics was reinstated in 2021, it has successfully introduced two sports: Women’s Soccer and Men’s Soccer. In the 2023-24 academic year, Athletics expanded offerings to include Women’s Volleyball and Men’s Basketball. Despite the challenges posed by having part-time coaching staff, Athletics diligently implemented these new sports and the necessary infrastructure to support them.

Personnel Support

The coaching staff, although part-time, strives to provide effective mentorship. However, the limited availability due to their other commitments underscores the need for full-time coaches. A strong coaching presence is essential for fostering a positive team culture.

Counseling services have been inconsistent since the reintroduction of sports. Frequent counselor changes have impacted student success and class selection. In Spring 2024, Athletics made some adjustments to address this issue, and the current counselors are adapting well to the unique demands of athletic counseling.

Facilities

The condition of the athletic field has been suboptimal since soccer’s return. The field, often mistaken as a community park, has led to confrontations with non-athletic users during class time and games. Administrative support to secure the facility and prevent potential harm to our student-athletes is imperative.

A new playing surface is expected by Spring 2025. Additionally, enhanced security measures to protect our athletes are needed. The Kinesiology North Gym has already been resurfaced, benefiting the Women’s Volleyball and Men’s Basketball teams. The Kinesiology South Gym requires similar upgrades.

Weekend access to the Kinesiology North Gym will facilitate scheduling of games, practices, clinics, and camps. Student-athletes consistently achieve high academic standards due to the nature of eligibility rules for student-athletes, and Athletics aims to raise the bar each year in both academics and on-field performance.

Summary of six-year (Fall 2024-2030) plans for Athletics

| | |
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| Enrollment and student demographics | The current demographics are expected to remain consistent until additional sports are introduced. |
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| | <p>Enrollment will continue to align with the existing four sports. On average (for a total of 80 rostered student-athletes):</p> <ul style="list-style-type: none"> • Men’s Soccer will have 30 rostered student-athletes. • Women’s Soccer will maintain an average of 23 rostered student-athletes. • Women’s Volleyball will field 15-18 rostered student-athletes. <p>Men’s Basketball will also average 15-18 rostered student-athletes. During the off-season, there will likely be increased participation beyond the average. These additional participants represent prospective student-athletes who may not ultimately make the official roster.</p> |
| Curriculum in response to student, transfer and/or community/industry/business demands | <p>The Athletics program adheres to both 3C2A and LACCD guidelines concerning curriculum. Student-athletes are eligible to participate in practice sessions only if they are enrolled in an Athletic class. Each sport has its dedicated class for student-athletes.</p> <p>To further support the student-athletes’ development, Athletics will introduce certificates in Coaching and Athletic Training. These programs aim to enhance their knowledge and foster interest in athletics-related fields.</p> |
| Teaching methodologies & AI | <p>The field of athletics has seen significant advancements in analytics. However, progress has been hindered by cost constraints. However, the Athletics faculty and staff remain committed to staying informed about industry trends and adopting relevant practices when feasible.</p> <p>Given the opportunity, it would be beneficial to allocate resources and time for the coaches to attend conferences and events. Continuous learning is essential for enhancing their knowledge and expertise. Monitoring industry developments will be an ongoing priority.</p> |
| Cross departmental/unit initiatives | <p>The department has and will continue to work with the Cinema/TV and Music departments to elevate gameday programs.</p> |
| New partnerships with the community, business and/or industry and educational institutions | <p>There is a need for improvement in this area, and achieving these goals requires additional staffing. The current staffing levels do not allow for efficient operations. Given the significance of athletics and community involvement, the department is committed to enhancing engagement with the community moving forward.</p> |
| Ensure accessibility | <p>The department will continue to ensure that the programs remain accessible for all individuals.</p> |

Summary of resources needed to implement the plans for Athletics

| | |
|------------|---|
| Staffing | <ol style="list-style-type: none"> 1. Athletic Secretary 2. Part-time Sports Information Director (SID) to run and maintain the website (Currently being done by the Athletic Director) 3. Security Presence at each home Game |
| Technology | <ol style="list-style-type: none"> 1. Updated analytic equipment for each sport 2. Maintain updated laptops for coaches |
| Facilities | <ol style="list-style-type: none"> 1. New Athletic Field Playing Surface 2. Safe and Secure Athletic Field 3. Resurface the Kinesiology South Gym |

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| Funding, including other revenue streams | Over the past three years, meals were provided to student-athletes on game days through various on-campus funding sources. This support is appreciated and the department aims to continue this valuable provision. The goal is to secure consistent funding for student-athlete meals annually. |
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Break It to Make It

Overview

The Break It to Make It (BITMI) program serves the vulnerable population of formerly incarcerated students by providing counseling, financial support, and access to college and external resources. Notably, LACC’s program uniquely aims to elevate all students’ ambitions, encouraging transfer and pursuit of bachelor’s and graduate degrees.

Achievements During 2018-24

Despite not participating in the 2018-24 Academic Plan due to lack of institutionalized state support at the time, the program achieved significant milestones, with the support of two grants:

- *Outreach Efforts:* Collaborated with Homeboy Industries, local re-entry homes, and correctional facilities to recruit students; engaged in college enrollment events to raise awareness.
- *Financial Support:* Provided participating students with a \$150 bookstore voucher each semester.
- *Networking and Collaboration:* Established strong connections with on-campus support programs (EOPS, OSS, etc.) to maximize student support.
- *Speaker Series and University Visits:* Organized monthly meetings featuring campus speakers (financial aid, OSS, EOPS, academic departments) and external speakers from UCs’ Underground Scholars and CSUs’ Project Rebound; arranged visits to 1-2 universities per semester, including UCLA, UC Riverside, UC Irvine, CSUN, Cal State LA, and Cal State Long Beach.
- *Break It to Make It Center:* Created a dedicated center in Holmes Hall, providing immediate counselor access, computer facilities, and relaxation space for students.
- *Scholarship Fund:* Initiated a scholarship fund, in collaboration with the LACC Foundation, with the first awards scheduled for this Spring.

Addressing Challenges

Break It to Make It has faced many challenges in serving formerly incarcerated students, but they have been addressed in the following ways:

- *Student Tension:* Acknowledged increased tension among students due to close proximity. Proactively addressing conflict resolution and communication strategies through workshops and collaboration with psychology professors.
- *Legislative Impact:* The creation of the “Rising Scholars Program” at the state level positively impacted incarcerated and formerly incarcerated students. Stable funding is anticipated.

- *Technology Needs:* Recognized the technology gap. Efforts include providing computers, assisting with registration, and purchasing laptops for campus use.
- *Human Resources Improvements:* Enabled two counselors to work with students and facilitated student hiring, enhancing resume-building opportunities.

Summary of six-year (Fall 2024-2030) plans for Break It to Make It

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| Number of students served and their demographics | Ideally, increase the current number of students served 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 | Expand recruitment efforts and ensure that the counseling services address the specific challenges being faced by these students. |
| Use of technology & AI | In addition to the 3 desktops in the center, there are plans to purchase laptops for students for use on campus. BITMI will look for additional resources to expand the availability of laptops for students to be able to take home. |
| Cross departmental/unit initiatives | Create an advisory committee that includes representatives from Student Services and Academic Programs. This will formalize existing relationships that have brought many speakers to BITMI students. |
| New partnerships with the community, business and/or industry and educational institutions | Build on 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 college’s service area. |
| Ensure accessibility | Using Facebook and Instagram as well as participation efforts in outreach events to increase the visibility of the program. |

Summary of resources needed to implement the plans for Break It To Make It

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| Staffing | Continue to have counseling readily available to students and to be able to provide jobs to 3 – 5 students each year. The current levels of professional staffing are great for the current size of the program. |
| Technology | Maximize students’ access to computers both on campus and at home. Continue to assist students in how to use Canvas, Zoom, and online resources effectively. |
| Facilities | Ensure that BITMI 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 BITMI students and look to partner with other organizations on relevant grant opportunities. |

Business Administration

Overview

The Business Administration Department at Los Angeles City College (LACC) offers learner-centered pathways for students interested in transfer, career and technical education (CTE), and foundational skills. Comprising four major academic areas—Accounting, Business

Administration, Economics, and Real Estate—the department provides specialized concentrations in Business, Finance, Management, and Marketing.

Awards Offered

- Associate Degrees for Transfer (AD-T): Available in both Business Administration and Economics.
- Associate of Arts (AA) Degrees: Offered in Accounting and Business Administration.
- Certificates of Achievement: Seven certificates across the four major academic areas.
- Skills Certificates: Two additional certificates.

Noteworthy Achievements

- *Degrees and Certificates:* The department leads LACC in total degrees and certificates awarded, representing 22% of the College's AD-T completions.
- *Online Learning Success:* Business courses have thrived in the online learning environment. Increased online offerings have positively impacted enrollments, success rates, retention, and completions. Over the past six years, completions have more than doubled.
- *Fully Online AD-T Degree:* The department successfully transitioned its AD-T degree to a fully online format, responding to student demand and enhancing accessibility.
- *Online Course Formats:* We offer 85% of courses online, including asynchronous, synchronous, and hybrid formats across typical 16-week terms, as well as 8-week and 5-week short-term sessions.
- *International Student Enrollment:* Online learning has attracted international students, resulting in significant enrollment growth.
- *Efficiency and Retention:* Department-wide efficiency rates, retention, and success rates have improved consistently.
- *Diversity and Inclusion:* Efforts continue to enhance program inclusivity for diverse student groups.

Staffing and Infrastructure

- *Faculty Additions:* Recent hiring includes two full-time faculty members specializing in Accounting and Business Administration.
- *Technology Upgrades:* Lab computers, faculty and staff offices, portable laptops, and projectors have been updated.

Adaptation During the Pandemic

- *Online Proficiency:* The pandemic accelerated our online course delivery. We now excel in delivering content and services through this modality.
- *Cross-Disciplinary Exploration:* We explore cross-disciplinary continuing education programs and micro-learning modalities.
- *Quality Content Delivery:* As we expand and diversify, maintaining high-quality content delivery remains a priority.

External Opportunities

- *Program Expansion:* External conditions present opportunities for program and delivery modality growth.
- *Community College Trends:* Over the past six years, Business Administration program completions among community colleges have increased by 15%.

Summary of six-year (Fall 2024-2030) plans for the Business Administration Department

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| 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. |

Summary of resources needed to implement the plans for the Business Administration Department

| | |
|------------|---|
| Staffing | <ol style="list-style-type: none"> 1. A dedicated liaison with the Counseling department 2. A dedicated liaison with the Online Education department |
| Technology | <ol style="list-style-type: none"> 1. Regular updates to equipment (computers) and software in faculty and staff offices, classrooms, and the computer lab. 2. Continuous Canvas training for faculty. |
| Facilities | <ol style="list-style-type: none"> 1. A larger computer lab (45 seats rather than the current 22) 2. Access to a large lecture hall for 80 students 3. 4 classrooms with 45 seats and newer technology 4. 3 offices for adjunct faculty 5. Larger offices for full-time faculty 6. Separate waiting area for students 7. Secure counter for classified staff to interact with students |

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| Funding, including other revenue streams | Funding for regular equipment updates and promotional marketing. |
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Chemistry

Overview

The Chemistry Department serves dual purposes: preparing students for transfer to STEM fields and, soon, launching our new CTE Program in Food Chemistry.

Post-Pandemic Recovery

- Recognizing the limitations of online education in STEM, the department has maintained fully in-person lecture and laboratory courses since Fall 2021.
- Simultaneously, the department secured a USDA grant to develop the Food Chemistry Program. Three courses are already developed, and one is currently offered.

Legislative Impact and Infrastructure

- The department remains unaffected by legislative changes, except for the removal of certain mathematical prerequisites.
- The outdated Audio-Visual systems (dating back to 2009) require urgent updates.

Student Success and Enrollment

- The department primarily serves STEM students.
- Post-pandemic, the department's student retention and success rates meet expectations.
- Notably, enrollments surpass those of average in-person departments.

Summary of six-year (Fall 2024-2030) plans for the Chemistry Department

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| Enrollment and student demographics | It is difficult to predict enrollments, but it is unlikely there will be demographic changes as the service area remains the same. |
| Curriculum in response to student, transfer and/or community/industry/business demands | The new Food Chemistry Program will provide a new dimension for students to be gainfully employed after two years' study. |
| Teaching methodologies & AI | AI does not impact Chemistry courses as they are in person and do not allow electronics in labs and lectures. |
| Cross departmental/unit initiatives | The Chemistry discipline does not lend itself to working with many Departments, however, there will be collaboration with the Dietetics program for the Food Chemistry Program. |
| New partnerships with the community, business and/or industry and educational institutions | The Food Chemistry program is now affiliated with two 4-year schools, and with anticipated additional relationships. The program is also affiliated with the USDA, and industrial representations. |
| Ensure accessibility | Our programs are as accessible as the District's means allow. |

Summary of resources needed to implement the plans for the Chemistry Department

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| Staffing | None |
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| Technology | Upgraded A/V equipment |
| 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 |

Child and Family Studies (Child Development and Dietetics)

Overview

The Child and Family Studies Department prioritizes student engagement, leveraging faculty responsiveness, and robust support services. Here are some of our key initiatives:

Support Services

1. Tutoring and Instructional Assistants:

- The Child Development (CD) and Dietetics Instructional Assistants, along with well-equipped labs, enhance student success through both on-campus and virtual engagement.
- The department offers tutoring services in both Dietetics and Child Development, accessible both on-campus and via Zoom.

2. Quality Instruction and Professional Development:

- The department faculty engage in ongoing professional development, ensuring high-quality instruction.
- Dialogue about best practices is integral to the department's teaching approach.
- Faculty responsiveness and follow-through with students increase engagement and participation.

3. Relationship-Based Disciplines:

- Both Child Development and Dietetics emphasize strong relationships with students.
- Faculty continuously improve course instruction, addressing challenges related to cheating and AI in the online environment.

4. Pathways and Partnerships:

- Both the Child Development and Dietetics disciplines collaborate closely with CSUs, community partners, and employers to create pathways to higher education and gainful employment.
- The department actively collaborates with CSUs on the development of their new Preschool-3rd Credential in California to create seamless transfer pathways for our students.

Pandemic Impact and Enrollment Trends

- The department's enrollment remained consistent from 2018-2023, with fluctuations.
- Initially, the pandemic led to increased enrollment due to accessible online education.
- The department adeptly transitioned to online courses, even offering virtual student teaching.
- Notably, Fall 2023 saw a 14% increase, and Spring 2024 rose by 22%, indicating positive trends.

- Retention, gateway course success, and overall success rates exceed college averages:
 - *Child Development*: 88% retention, 77% gateway success, 78% overall success (5-year averages).
 - *Dietetics*: 90% retention, 81% gateway success, 81% overall success (5-year averages).
- Despite consistent enrollment, the unduplicated headcount declined over the 6 years.
- Encouragingly, the 9+ CTE Units metric rebounded after pandemic-related lows.
- Working students now opt for fewer classes, impacting enrollment.

Infrastructure and Challenges

- Perkins funding facilitated lab and instructional computer upgrades.
- Improved Wi-Fi benefited both students and faculty.
- Challenges include competition from sister colleges offering fully online classes and mitigating the effects of student bots, which.
- The department successfully replaced a retired faculty member, enhancing student support and attention to departmental activities.
- Unfortunately, the Secretary position remained vacant after the previous incumbent completed her Master's degree. A 0.5 FTE Secretary is urgently needed to assist with contracts, ordering, and maintaining a consistent presence in our office to support students.
- While the department acquired a Hyflex Classroom, integrating equipment components remains a challenge.
- Perkins funding facilitated lab computer replacements, Wi-Fi upgrades, and laptops for faculty and staff.
- Facilities issues persist, including HVAC fluctuations and ceiling leaks requiring repair.

Notable Achievements

- SLO assessments and curriculum updates demonstrate our commitment to excellence.
- The Child Development program consistently leads in certificates awarded, often surpassing other college departments. Over the past 5 years, the department averaged 164 certificates. Notably, this growth occurred as the department transitioned from skills certificates to certificates of achievement. The Child Development AST degree maintains a 5-year average of 55. The AA in Child Development also thrives, benefiting from online accessibility for working students and parents.
- The new AST in Nutrition and Dietetics shows promise, with 7 awarded and continued growth expected. With in-person classes and field experiences, the department anticipates awarding 10-15 of these certificates annually. This year, approximately 12 students are expected to qualify.
- The consistent awarding of certificates, often leading college-wide, reflects the department's commitment to student success.

Evolving Landscape

- Online classes have evolved significantly since 2018, with established best practices.
- Although the removal of remedial English has allowed more students to complete English 101, we find that many still struggle in coursework with writing and understanding.
- Occupations in both Child Development and Dietetics remain highly sought after. Early childhood programs, school districts, and community organizations frequently seek the department's graduates.

Summary of six-year (Fall 2024-2030) plans for the Child and Family Studies Department

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| <p>Enrollment and student demographics</p> | <p><u>Child Development:</u> The department hopes to continue to see increases in enrollment and most likely will continue to have students in all age brackets. The department will continue to engage students in on-campus classes and activities. Hopefully now that the bot issue is addressed with ID Me, those issues will fade away. The development of a new certificate and alignment with the Preschool-3rd credential should help increase and maintain enrollment.</p> <p><u>Dietetics:</u> Enrollment in the in-person classes has started to rebound and enrollment has doubled in the food prep courses. It is expected that the DSS/CDM program will continue to grow. FCS 21 is the class that brings high enrollment and improves efficiency.</p> |
| <p>Curriculum in response to student, transfer and/or community/industry/business demands</p> | <p><u>Child Development:</u> The department has been and will continue to work with the CSUs with regard to the new Preschool-3rd Credential that is in development. The department will make sure the curriculum and practices are aligned so that students can have a smooth transition into this pathway if they choose. The department is also looking into a new curriculum certificate for early childhood education, which is something requested by the advisory board. Other areas of specialization that could be developed are education/skills to work with multi-language learners. The department is beginning the process of updating the ADT in Early Childhood Education.</p> <p><u>Dietetics:</u> The department expects 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 Dietitians or other nutrition related fields. The department continues to work with the ANFP to make sure the program is approved, and the students can take the CDM exam. Chemistry has collaborated to include the Nutrition classes in a new Food Chemistry program.</p> |
| <p>Teaching methodologies & AI</p> | <p><u>Child Development:</u> The department is 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, which is an essential job skill. The department is hoping that there will be more agreement within the 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</p> |

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| | <p>what is not with regard to AI. The department hopes to use HyFlex classroom for instruction in the upcoming years. One faculty in the department has volunteered to work on the AI taskforce.</p> <p><u>Dietetics</u>: Same issues with AI and cheating as child development. 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. The department will also continue to offer appropriate classes online to assist working students, student parents, and CSU/UC students taking nutrition.</p> |
| Cross departmental/unit initiatives | <p><u>Child Development</u>: The department collaborates extensively with the Child Development Center for student training and is looking to potentially work with Dietetics and Kinesiology on a health certificate. The department works with CTE to organize workshops and career fair events.</p> <p><u>Dietetics</u>: 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.</p> |
| New partnerships with the community, business and/or industry and educational institutions | <p><u>Child Development</u>: The department is currently working with the CSUs on aligning the Child Development program to the new Preschool-3rd credential when it comes online. The department works with business and industry partners to help our students get employment and to participate in career fairs, workshops, and our advisory.</p> <p><u>Dietetics</u>: The department keeps reaching out to form new partnerships with healthcare facilities who can become placement sites for the students to complete their required practice hours. The department works with groups such as Project Angel Food and The Gas Company to provide opportunities for students.</p> |
| Ensure accessibility | <p><u>Child Development</u>: The faculty are very engaged in training and quality control initiatives that will ensure that programs and classes are accessible to all. The department plans intentionally to offer classes in varying modalities to meet the needs of all students. The department will continue to engage in training to ensure online instruction passes accessibility checks. The department reviews data to see which DI groups are not achieving their potential and provide services to address the needs such as workshops and tutoring.</p> <p><u>Dietetics</u>: Dietetics will be getting a brand-new Foods Lab in the new Cesar Chavez building, hopefully within the next 6 years. All aspects of accessibility for students have been considered in the planning phases to meet the needs of the students.</p> |

Summary of resources needed to implement the plans for the Child and Family Studies Department

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| Staffing | <ol style="list-style-type: none"> 0.5 FTE 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 | <p>Perkins – request funding each year for department needs.</p> <p>Fees for CDM Exam for students 2,000</p> |

Cinema/TV

Overview

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.

Challenges

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.

Department Progress and Metrics

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

The Cinematography program has a 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 department is constructing a state-of-the-art post-finishing lab equipped with 11 DaVinci Resolve workstations. This lab will be an industry leader in color grading and post-finishing for film and television. The students will have the opportunity not only to learn color grading and post-finishing techniques but also to produce industry-standard deliverables for film festival distribution. Additionally, the department is actively working towards becoming a certified DaVinci Resolve training partner through Blackmagic, with plans to offer the Blackmagic Color Certification 1 upon 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.

Television Program

The Television Program curriculum was revised during Fall 2023 to update all 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.

Infrastructure and Staffing Challenges

The current Cinema-Communication building needs renovations to create more useable classroom space and student-centered workspaces and production locations. There are 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 department's attention that the Cinema-Communication building is on a list of potential buildings at LACC to be replaced. The department strongly encourages the Administration to do a Cost/Benefit Analysis of designing and building a new Cinema/TV building, versus renovating the building. The faculty strongly urge LACCD Build to renovate the current building and consult with the department on the

department’s needs, which include minor sound stage renovations (power distribution upgrades for all three studios), renovation of the upstairs rooms to create teaching spaces, student-centered workspaces, green rooms, foley/sound mixing and mastering, and motion capture room, renovating the third Screening Room to be utilized for student use and outside rental, and HVAC upgrades.

Summary of six-year (Fall 2024-2030) plans for the Cinema/TV Department

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| <p>Enrollment and student demographics</p> | <p>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. Additionally, the department proposes alternative outreach methods—such as leveraging Movie Maker magazine, ASC magazine, industry podcasts, and annual top film school lists—to enhance enrollment and promote program growth.</p> |
| <p>Curriculum in response to student, transfer and/or community/industry/business demands</p> | <p>The Cinema/TV Department at LACC is implementing strategies to boost student success and enrollment. These include:</p> <ol style="list-style-type: none"> 1. Integrate certificate and degree pathway information into foundational courses and conducting orientations each semester. 2. Continue updating the TV curriculum to reflect industry trends. 3. Develop a feature script development class. 4. Consider including socioeconomic breakdowns in film history and film genre courses. <p>The establishment of an Associate of Arts (AA) degree program in Cinematography within the Cinema/TV Department at LACC aims to address the diverse needs of Los Angeles residents while also attracting students from across the nation and around the world. This program provides rigorous industry-focused training, equipping students with the skills necessary to meet employer demands. By emphasizing practical, hands-on experience in camera operation, electrical work, grip techniques, and lighting, the proposed AA degree in Cinematography aligns with industry requirements.</p> |
| <p>Teaching methodologies & AI</p> | <p>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.</p> |
| <p>Cross departmental/unit initiatives</p> | <p>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</p> |

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| | Department for a book adaptation course are underway to enhance student learning and industry connections. |
| New partnerships with the community, business and/or industry and educational institutions | The 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, the department receives 100 student memberships for Film Independent annually, and the department aims to establish a sponsored writing program for exclusive opportunities for LACC Cinema students or alumni. The department is 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. |
| Ensure accessibility | |

Summary of resources needed to implement the plans for the Cinema/TV Department

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| 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 | The 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 | The department regularly and consistently proposes and receives grant funding from the following sources: <ul style="list-style-type: none"> • 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

Overview

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.

Recently, the department expanded Dual Enrollment course offerings with local high schools, although the success rates have been suboptimal. Furthermore, due to the shift to online education during the COVID-19 pandemic, the department has significantly increased distance education offerings. However, there are challenges with bot-driven enrollments.

In response to student demand, the department increased the number of class sections offered in various modalities. Online sections are now in higher demand than face-to-face courses, prompting interest in developing Hyflex courses to capture additional enrollment.

The department acquired two full-time hires to support the Forensics team and establish a Communication Lab. Unfortunately, the department lost the Communication Lab 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, department faculty 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.

While the overall retention rate averages 86% over five years, the department recognizes that the success rate for the gateway course is 68%, and the success rate for all courses is only 70%. Interestingly, state-level data from the California Community Colleges (CCP) indicates a 25% transfer rate for our students, which seems lower than the anecdotal departmental experience. The department acknowledges concerns about the accuracy of state-level data, especially since the discipline transitioned to Communication Studies over a decade ago. Additionally, the External Data pack reflects a “Communication and Media Studies” discipline, distinct from the Communication Studies program, which is not classified as a Career Technical Education (CTE) discipline. Therefore, expectations related to various media sectors are irrelevant in our context.

Summary of six-year (Fall 2024-2030) plans for the Communication Studies Department

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| Enrollment and student demographics | The department anticipates an 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 | There will likely be an increase offering of sections that meet the new CalGETC Oral Communication requirements. |

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| Teaching methodologies & AI | The department will offer online, hyflex, and hybrid classes; the department will develop a response to AI generative work. |
| Cross departmental/unit initiatives | The department plans to 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 | The department would like to develop and open a Communication lab for the community. |
| Ensure accessibility | Updated technology and classroom furniture are needed. |

Summary of resources needed to implement the plans for the Communication Studies Department

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| Staffing | The department needs a tutor and staff to run a Communication Lab. |
| Technology | Updated technology is needed to maintain relevance; Recording equipment for the lab is also needed. |
| Facilities | We need dedicated space where all offices, classrooms, and labs are in close proximity; need to soundproof classrooms; re-wire Jefferson Hall to update all technology; update furniture for classrooms to be more equitable. |
| Funding, including other revenue streams | We need continued funding for the Forensics team. |

Computer Science, Information Systems, and Applications (CSISA)

Overview

The Computer Science, Information Systems, and Applications (CSISA) department offers comprehensive programs in Computer Science, Computer Technology, and Office Applications. The primary mission is twofold: to prepare students for transfer to four-year universities and to provide essential training for careers related to technology and business applications. Specifically, the department addresses critical needs by equipping diverse students with the skills necessary for high-demand roles in Cybersecurity, Cloud Computing, Data Analytics, Machine Learning, Software and Web Development, and Information Workers. The department is also committed to fostering an equitable learning environment that supports student diversity.

In the previous academic plan, CSISA achieved significant milestones, including the development of new programs tailored to market demands. These programs cover areas such as Cloud Computing, Cybersecurity, Full-Stack Development, Data Analytics, and Machine Learning. However, challenges remain with faculty recruitment—specifically, the need to hire new faculty to teach these innovative programs and replace three retired faculty members, with additional retirements planned.

Across the district, the Computer Science and Computer Technology disciplines have successfully converted most CO SCI and CO TECH courses to common CS & CIS course numbering. This alignment greatly facilitates compliance with the statewide common course

numbering requirements outlined in AB 1111. Unfortunately, the department has experienced a net loss of two full-time Computer Science faculty members, and it is anticipated that department will lose another CS faculty member at the end of the 2024-2025 academic year, followed by a second faculty member the subsequent year. These staffing changes pose a risk to adequately support the Computer Science programs and meet students’ needs. Additionally, urgent upgrades are needed for two of the computer labs, as the existing equipment is over eight years old.

The environmental scan reveals a significant surge in K-12 interest in AI and computer science, with the number of AP computer science exams increasing ninefold. Economically, there have been 8.6 million occupational shifts during the pandemic, particularly in STEM-related fields. Projections indicate a 23% increase in demand for tech professionals by 2030, with additional opportunities in banking, insurance, and pharmaceutical industries. Notably, the occupation category of “Software and Web developers, Programmers, and Testers” is the fastest-growing in LACC’s service area. According to the Bureau of Labor Statistics, overall employment in computer and information technology occupations is expected to grow significantly faster than the average for all occupations between 2022 and 2032, with 377,500 annual job openings. Furthermore, the median annual wage for this group exceeds the median wage for all occupations.

Summary of six-year (Fall 2024-2030) plans for the CSISA Department

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| Enrollment and student demographics | Due to the much higher than average expected growth in jobs related to computer and information technology, enrollment in CSISA programs are expected to steadily increase over the next 6 years. |
| Curriculum in response to student, transfer and/or community/industry/business demands | A significant increase in demand in the workforce to fill jobs related to technology is expected. 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 hyflex courses to enable distance-education students to complete all our programs online. The department will also explore the use of AI to enhance instruction 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. The department would like to extend efforts in the coming years to convert all CS & CIS to zero-cost. These conversions will enhance instruction and make the courses and programs affordable and accessible to students. |

Summary of resources needed to implement the plans for the CSISA Department

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| Staffing | The department needs to replace retired faculty & staff: 1. Three full-time Computer Science instructors. 2. One Instructional Assistant. 3. Tutors to support students in the CSISA programs. |
| Technology | The department needs to replace outdated computers in FH202 & FH206 with high performance computers to support computationally intensive programs such as gaming. |
| Facilities | FH 202 & 206 needs to be equipped with high performance computers to support computationally intensive applications such as gaming and AI. |
| Funding, including other revenue streams | Additional budget is needed for requested faculty and staff hiring. The department also needs funds from Perkins and Strong Workforce to replace the computers in FH 202 & FH 206. |

Cooperative Education

Overview

The Cooperative Education Work Experience program at Los Angeles City College aligns closely with the college’s mission of promoting accessible and equitable learning opportunities for our diverse community. By forging partnerships with industry leaders—including Snapchat, SoFi Stadium, Netflix, Children’s Hospital, and JP Morgan Chase—the department empowers students to achieve their educational and career aspirations through immersive, real-world experiences. These experiences not only support students in completing their associate degrees, certificates, and transfer requirements but also enhance their career readiness, providing valuable pathways to success in today’s rapidly evolving job market. The department’s unwavering commitment to equipping students with practical skills and competencies contributes to the college’s overarching mission of empowering individuals and enriching the local and global communities.

The implementation of cooperative education work experience initiatives represents a significant advancement in the program’s effectiveness. Through heightened student engagement with real-world employers and the integration of practical skills into academic curricula, Cooperative Education enriches students’ educational journeys and equip them with competencies highly sought after by employers. However, as the department strives for equitable access to these opportunities, challenges persist—particularly in fostering inclusivity and diversity within partnerships and ensuring all students have equal access to experiential learning. Maintaining robust partnerships with industry stakeholders remains essential for the program’s success, emphasizing the ongoing need for collaborative efforts and continuous improvement.

Over the past five years, the department has responded to changes in legislation, technology, human resources, and facilities. Compliance measures have been updated, and program requirements adjusted to align with new workforce standards, especially considering the dynamic challenges posed by the COVID-19 pandemic. Technological advancements have transformed the department’s teaching methodologies, enabling online learning platforms and

virtual work experiences—critical during periods of lockdown and remote work mandates. Despite pandemic-related disruptions to internship opportunities, the department has innovated alternative virtual internships and strengthened partnerships with organizations offering remote work experiences. Looking ahead, Cooperative Education’s strategies prioritize resilience and adaptability to navigate unexpected disruptions while maintaining the commitment to meaningful work-based learning opportunities for students.

The program boasts a 72% success rate and an impressive 96% retention rate, demonstrating the strong track record in supporting students’ educational and career goals. These outcomes reflect the dedication of the adjunct faculty coordinator and staff, as well as the effectiveness of the programs and CTE support. Moving forward, the department remains steadfast in ensuring students receive valuable work experience to enhance their skills and prepare for high-wage jobs. By continuing to provide hands-on learning and professional development opportunities, Cooperative Education empowers the students to thrive in the competitive job market and achieve their full potential.

Summary of six-year (Fall 2024-2030) plans for Cooperative Education

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| Enrollment and student demographics | The Cooperative Education program will strategically emphasize flexible and accessible learning models. These adaptations aim to accommodate the diverse demographics of the student body and align with evolving educational landscapes, student needs, and workforce demands. As a result, an increase in enrollment is expected. |
| Curriculum in response to student, transfer and/or community/industry/business demands | In response to evolving student, transfer, and industry demands, the program will consistently enhance and broaden its curriculum. This involves integrating emerging technologies and providing real-world experiences to ensure that graduates are well-prepared to meet workforce requirements and address community and industry needs. |
| Teaching methodologies & AI | The program will progressively integrate AI-driven teaching methodologies. This integration aims to enhance personalized learning experiences, foster critical thinking, and equip students for an AI-driven workforce. By doing so, the department contributes to innovation and adaptability in education. |
| Cross departmental/unit initiatives | The program will strategically enhance cross-departmental and unit initiatives. Specifically, the department will focus on integrating work-based learning opportunities across various disciplines and fostering collaborations with industry partners. These efforts aim to equip students with practical skills and relevant experiences, ultimately enhancing their employability and contributing to the development of a skilled workforce. |
| New partnerships with the community, business and/or industry and educational institutions | The program will proactively establish new partnerships with community, business, and industry stakeholders. The primary focus will be on work-based learning, which the department considers a pivotal strategy for promoting equity. By ensuring that all students have inclusive access to practical experiences and essential opportunities, the aim to enhance their academic and professional success. |
| Ensure accessibility | The program is committed to ensuring accessibility by implementing inclusive practices and leveraging technology. These efforts aim to |

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| | accommodate diverse learning needs and provide equal opportunities for all students. |
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Summary of resources needed to implement the plans from Cooperative Education

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| Staffing | Recruiting a full-time, experienced faculty member dedicated to fostering employer engagement and program enhancement is essential for establishing a robust program. Working 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. Their efforts will contribute to students' success in the workforce and reinforce our commitment to excellence in education. |
| Technology | To effectively support the implementation of work-based learning initiatives, strategic investments in technology infrastructure are essential. This includes virtual collaboration tools and remote access platforms and the establishment of (Career) (Digital Portfolios). These technological enhancements not only enhance student engagement but also facilitate seamless integration between academic coursework and real-world experiences. |
| Facilities | In conjunction with partnerships with other Career and Technical Education (CTE) programs, the facilities like 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 | By leveraging Perkins funding and work-based learning grants, the department can enhance accessibility and equity by providing stipends for valuable experiential learning opportunities, benefiting students' academic and career advancement. |

Dental Technology

Introduction

The Dental Prosthetic Technology Program at LACC is committed to continuous improvement and maintaining high educational standards. The department's vision centers on state-of-the-art equipment and comprehensive learning experiences, preparing students for successful careers in restorative prosthetic dental laboratory technology. By integrating prosthodontic theoretical knowledge, technical skills, and basic business principles, the program aligns with industry standards and ensures student success.

While significant strides have been made in reorganizing and updating courses to meet accreditation requirements, the department faces challenges such as limited outreach efforts, COVID-related setbacks, and staffing shortages. Despite these obstacles, ongoing measures have positively impacted student success and workforce readiness.

Updates in Commission on Dental Accreditation standards and National Board of Certification exams necessitate curriculum and classroom adjustments. The focus remains on students' end goals: successful program completion and passing all three required national certification

examinations for the Certified Dental Technologist (NBC/CDT). The department provides additional support, including intensive preparatory workshops, coaching, and necessary tools and materials, to eliminate barriers and address equity gaps.

Successful completion of program and certification requirements equips students with strong competencies sought after in the restorative prosthodontic industry, opening doors to lucrative employment opportunities. The demand for qualified dental technicians continues to grow, particularly in digital restorative dentistry, implants, and high-end esthetic dentistry. Nationally, a 5% projected growth aligns with California’s 20% growth, and local industry indicators support multiple employment offers with competitive salaries and benefits.

The Dental Prosthetic Technology program rigorously prepares students for careers in Restorative Prosthodontic Dentistry. Performance indicators demonstrate positive outcomes, including high retention rates (median 94.74%) and 100% completion of postsecondary credentials. Recent increases in AS degree production (40%) and certificate completions (63%) reflect the department’s commitment. The program is experiencing enrollment challenges and could benefit from additional support in marketing to the local communities as well as to international students.

Summary of six-year (Fall 2024-2030) plans for the Dental Technology Department

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| Enrollment and student demographics | Enrollment is expected to steadily increase with comprehensive college support in program exposure, marketing, and recruitment efforts. While projecting student demographics for the next six years remains challenging, recent cohorts have comprised over 50% female Hispanic students aged 20-35, 10-15% Asian students, and a mixed representation. Notably, the program predominantly serves individuals from economically disadvantaged 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 | <ol style="list-style-type: none"> 1. Digital technologies complete curricular integration and use as platforms for increased real case evaluation, analysis, planning and execution. 2. Enhance practices on the existing cumulative, dynamic, and hybrid teaching methodologies. 3. 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 collaborates with admission, counseling, and financial aid units to assist prospective students during onboarding. This collaborative effort aims to serve the educational goals of students pursuing clinical dentistry careers by creating an efficient, interdisciplinary course hub to fulfill dental school admission requirements. |

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| New partnerships with the community, business and/or industry and educational institutions | <p>1. Strengthen collaborations with dental laboratories and offices to enhance student internship experiences.</p> <p>2. Partner with milling and printing centers to expand digital prosthodontic applications and reduce costs.</p> <p>3. Maintain close ties with the Dental Industry and coordinate with the CTE and workforce unit to expand job opportunities on the Department’s Job Board.</p> <p>4. Prepare special populations for high-skill, high-wage certifications and in-demand occupations.</p> |
| Ensure accessibility | <p>Following an analysis of program outcomes, the Dental Technology Department is strategically planning to enhance accessibility by removing prerequisites and implementing an open-entry approach. The initiatives focus on improving access and persistence through hybrid learning, targeted workshops, and the integration of pedagogical technologies such as artificial intelligence (AI). These efforts aim to enhance department management efficiencies.</p> |

Summary of resources needed to implement the plans for the Dental Technology Department

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| Staffing | Replacement of two retired full-time faculty with two new full-time hires and full-time laboratory assistant to support the extensive technology and laboratory classroom equipment maintenance. |
| Technology | Dental Digital scanner and programs and classroom computers replacement to support dental digital programs and annual software updates. |
| Facilities | Facilities require 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. |

Earth Sciences

Overview

The Department of Earth Sciences is committed to delivering a contemporary and rigorous curriculum across all disciplines. The department’s primary goal is to prepare students for both transfer to four-year institutions and entry into the workforce. The department’s pedagogical approach emphasizes student-friendly, learning-centered methods, allowing students to achieve their educational and industry-related objectives.

Program Offerings:

- *Geography AA-T and Geology AS-T Degrees:* The department offers specialized programs that lead to an Associate of Arts in Geography for Transfer (AA-T) and an Associate of Science in Geology for Transfer (AS-T). These degrees provide a solid foundation for students seeking seamless transfer opportunities.
- *Course Offerings:* The department provides a comprehensive range of courses necessary for completing program requirements or facilitating transfer. Notably:
 - *Physical Geography (Courses 1 and 15):* Satisfies Physical Science and Lab transfer requirements.

- *Physical Geology* (Courses 1 and 6): Also fulfills Physical Science and Lab transfer requirements.
- *Cultural Geography* (Course 2) and *Geography of California* (Course 14): Satisfy Social Science transfer requirements.
- *Liberal Arts Contribution*: The courses also contribute to the Liberal Arts: Natural Sciences and Mathematics Associate of Arts (AA) degree.

Departmental Metrics (5-Year Averages, 2018-2023):

- Department:
 - Enrollment: 852
 - Sections: 35
 - Credit FTES: 89
 - Dual Enrollment FTES: 5
 - Efficiency: 425
 - Retention within Term: 91%
 - Gateway Success: 79%
 - All Success: 79%
 - Majors Outcomes: 1 ADT award in 2022-2023
- Geography:
 - Enrollment: 448
 - Efficiency: 464
 - Retention within Term: 91%
 - Success: 76%
- Geology:
 - Enrollment: 295
 - Efficiency: 383
 - Retention within Term: 91%
 - Success: 83%
- Earth Science:
 - Enrollment: 71
 - Efficiency: 450
 - Retention within Term: 92%
 - Success: 77%
- Environmental Science (4-Year Averages):
 - Enrollment: 36
 - Efficiency: 321
 - Retention within Term: 84%
 - Success: 74%

Comparative Data:

- *Geography Completions* (2018-2022, 10 Institutions other than LACC):
 - -26% growth regionally

- 95.7% of awards were Associate’s degrees
- Median earnings: \$47.15/hr. & \$98.1K/yr.
- Top job categories: “Managers,” “Computer Occupations,” and “Environmental Scientists and Specialists”
- *Geology Completions* (2018-2022, 8 Institutions other than LACC):
 - -35% growth regionally
 - 100.0% of awards were Associate’s degrees
 - Median earnings: \$40.86/hr. & \$85.0K/yr.
 - Top job categories: “Computer Occupations,” “Industrial Production Managers,” and “Installation, Maintenance, and Repair Workers”
- *Student Transfer Trends* (LACC Geography and Geology): The percentage of students transferring to four-year institutions increased from 23% (2011-2012) to 41% (2020-2021).

Summary of six-year (Fall 2024-2030) plans for the Earth Sciences Department

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| 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. Professor 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. |

Summary of resources needed to implement the plans for the Earth Sciences Department

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| 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. |

English/Credit ESL/Linguistics

Overview

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, the success rate remains stagnant, and the equity gaps have not narrowed. The law has increased funding to support efforts and the department will continue to review data and reform practices, curriculum and class offers to improve our rate. Since the pandemic almost all the faculty are certified to teach online classes, and though the department has returned to campus, half of the courses remain as online options. In the last five years, the department hired four new full-time instructors to make up the six retirements during that period. The department also hired a full-time secretary and employ at least one student worker each year through CalWorks. Because the tutoring program has grown in staff and services, the Writing Support Center moved to another building (AD100, soon to be on the 2nd Floor of the Martin Luther King, Jr. Library in Summer 2024), which is managed by one of the 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, the section offers have decreased from 838 in 2018-2019 to 484 in 2022-2023, along with efficiency from 431 average weekly scheduled contact hours (WSCH) per full-time equivalent faculty (FTEF) in 2018-2019 to 375 in 2022-2023. While the 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. The success rate in the 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 the 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. The 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, the discipline successfully transitioned the entire daytime program to in-person learning. Compared to other large credit ESL programs in the LACCD, the discipline is scheduling significantly more in-person sections, and the enrollment for 2023-2024 is up 21%. The discipline will continue to offer evening programs 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.

The discipline began offering E.S.L. 110 (College Composition for Non-Native Speakers) in Spring 2023. The discipline 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 the traditional assessment tool. The 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, the department held a successful in-person workshop for faculty members to discuss the results of SLO assessment and the implementation of AB705. The department plans 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, here are our enrollment statistics. In the 2021-2022 academic year, the discipline 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, the lower-level sections moved back to campus, but experienced low enrollment in the evening sections. In the most recent academic year, 2023-2024, the discipline maintained 53 sections, but experienced an increase in enrollment to 1,323. In Fall 2023, the discipline shifted the daytime program to in-person classes and the evening sections back to Zoom.

The E.S.L. program retention rate within term has averaged 92% over five years with a high of 96% in 2019-2020. The success rate has averaged 76% with a high of 81% in 2019-2020. The discipline's 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, the discipline has increased the number of sections per semester from two in 2021-2022 to four 2022-2023. The efficiency, which was steady at 450 Average WSCH per FTEF, had a sharp decline to 295 in 2022-2023 because of additional sections. However, efficiency is expected to grow, while maintaining the retention rate within term at the average of 77% over five years. The program's overall success rate has remained steady at 61%.

Summary of six-year (Fall 2024-2030) plans for the English/ESL Department

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| Enrollment and student demographics | <u>English:</u> The 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 |
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| | <p>program will improve its course completion rates to the campus average of 67%. That would require a change in class and support offers and implementing best practices in our classrooms through professional development.</p> <p><u>Credit ESL:</u> To improve outreach, financial support is needed for the creation of advertising posters, banners, and fliers as well as the production of high-quality videos for the LACC website. The discipline has 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.</p> <p><u>Linguistics:</u> The 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%.</p> |
| <p>Curriculum in response to student, transfer and/or community/industry/business demands</p> | <p><u>English:</u> With the 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. The program’s ADTs have already increased student transfers to universities for future educators and content editors.</p> <p><u>Credit ESL:</u> The discipline is 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.</p> <p>We plan to create additional ESL Milestone Certificates of Achievement in specific Career and Academic Pathways such as Business, Child Development, and Health Science.</p> <p>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 the faculty to reach the discipline’s student success and retention goals. We request ongoing funding for stipends for our adjunct faculty members.</p> <p><u>Linguistics:</u> 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. Linguistics students go on to transfer to 4-year universities in teaching and international studies.</p> |
| <p>Teaching methodologies & AI</p> | <p><u>English:</u> Most of the classes utilize online support, and as a result, AI has proven to be a challenge in terms of cheating and plagiarism. The department is looking into classroom practices and program policies that promote honest work by the students.</p> <p><u>Credit ESL:</u> Following the onset of the pandemic, all full-time faculty and all but one adjunct instructor became certified to teach online classes. Faculty are also concerned with the impact of AI and are looking into practices and policies that promote authentic student writing.</p> |

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| | <p><u>Linguistics:</u> All the 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, faculty have engaged best practices that promote honest work by the students.</p> |
| Cross departmental/unit initiatives | <p><u>English:</u> To accommodate students in other majors, the discipline are collaborating with STEM fields, Math (Data Analysis), Business and Psychology to contextualize the transfer-level class and building cross departmental collaboration with Cinema for the Creative Writing program.</p> <p><u>Credit ESL:</u> The discipline is collaborating with the International Students Program, the Noncredit Program, and Counseling to recruit students.</p> <p><u>Linguistics:</u> 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.</p> |
| New partnerships with the community, business and/or industry and educational institutions | <p><u>English:</u> 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). The ADTs and other awards will continue to help students transfer to 4-year university programs.</p> <p><u>Credit ESL:</u> The department is planning to explore offering Dual Enrollment classes for English language learners in local high schools.</p> <p><u>Linguistics:</u> The linguistics faculty has been presenting research at international conferences and collaborated with LACC Foundation on sharing culturally responsive pedagogies with campus faculty.</p> |
| Ensure accessibility | <p><u>English:</u> The program has always worked and will continue to work with DSPS service to ensure course materials are accessible.</p> <p><u>Credit ESL:</u> The program has worked with our DSPS Services to ensure that all class materials are fully accessible.</p> <p><u>Linguistics:</u> The program has always worked with our DSPS services to ensure our class materials are accessible.</p> |

Summary of resources needed to implement the plans for the English/ESL Department

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| Staffing | <p><u>English:</u> 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.</p> <p><u>Credit ESL:</u> In the last five years the department has hired one new full-time credit ESL instructor to replace two retired full-time faculty members. Going forward, the department 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.</p> <p><u>Linguistics:</u> If the efforts in enrollment proves to be successful for Linguistics, the discipline will need at least one more full-time faculty to compensate for future retirements.</p> |
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| Technology | <p><u>English:</u> While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring.</p> <p><u>Credit ESL:</u> While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring.</p> <p><u>Linguistics:</u> Classes are fully online and relies on Canvas.</p> |
| Facilities | <p><u>English:</u> Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms.</p> <p><u>Credit ESL:</u> Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms. The department will review the hours of operation of the 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.</p> <p><u>Linguistics:</u> 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.</p> |
| Funding, including other revenue streams | <p><u>English:</u> Along with its 10100 fund, the program relies on funding from state initiatives like AB 705, 1705 and tutoring funding from the district.</p> <p><u>Credit ESL:</u> As part of AB1705 funding, the department will collect and review data regarding student success and create promotional materials.</p> <p><u>Linguistics:</u> Outside of the department's 10100 fund, no additional funds are needed.</p> |

International Student Program

Overview

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.

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.

Summary of six-year (Fall 2024-2030) plans for the International Student Program

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| 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 | <ul style="list-style-type: none"> • 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 | |

Summary of resources needed to implement the plans for the International Student Program

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| 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. |

Kinesiology/Health/Dance

Overview

The Department offers the following programs:

- Kinesiology (AD-T)
- Public Health (AD-T)
- Fitness Specialist Certificate of Achievement (COA)
- Physical Therapy Aid Certificate of Achievement (COA).

Department Metrics

In recent years, enrollment numbers have rebounded to pre-COVID levels. The department adjusted the class schedule to accommodate students’ needs, offering both online and in-person classes. Additionally, the department expanded the 8-week course offerings to maximize enrollment. To improve student success, the department also implemented data-driven scheduling practices. Two full-time instructors have been added, and the department is strategically introducing more Career Technical Education (CTE) programs and local degrees. Faculty now have new computers and laptops.

While enrollment, success rates, and degrees awarded have remained consistent, the department is actively working to increase numbers. The department expects growth in both Public Health and Kinesiology AD-T programs. Although Certificate of Achievement numbers are currently low, program restructuring is yielding positive results.

Athletics and Facilities

During the 2018-2024 Academic Plan, Athletics returned with Women’s and Men’s Soccer in 2020 and Women’s Volleyball and Men’s Basketball in 2023. Despite these achievements,

COVID restrictions continue to impact our Kinesiology/Dance discipline. Face-to-face classes remain essential for student success, and the department is actively addressing this challenge.

The facility-based Kinesiology department prioritizes cleanliness, security, and proper maintenance. The department is 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, resulting in students not returning for more classes. Well-maintained facilities enhance student experiences and encourage retention. The current facilities include the Swimming Pool, Locker-room, Soccer Field, Kin North and South Gyms, Weight Room, and Fitness Center.

Other Factors

The department is proactively addressing the potential negative impact of AB 928 CAL-GETC. Additionally, work is underway to complete smart classrooms, providing an updated tech-enabled learning environment.

Summary of six-year (Fall 2024-2030) plans for the Kinesiology/Health/Dance Department

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| Enrollment and student demographics | The department anticipates 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 | <p>There has been a creation of new awards and curriculum to provide transfer and CTE pathways for students. Below programs have been submitted to Curriculum/EPPIC/LARC:</p> <ol style="list-style-type: none"> 1. Pre-Sports Medicine CTE Certificate of Achievement. Program allows students to explore what a career in sports medicine could be like by working with our athletic trainers and sports teams here. Helps students to consider graduate school an education goal. 2. Health & Fitness Management CTE Certificate of Achievement. Partnered with the business department to offer a Certificate of Achievement 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 Certificate of Achievement. Prepares students to learn the philosophy, performance, health and welfare to become a modern-day athletic coach. 4. AS degree in Human Movement and Applied Fitness CTE degree. Degree embeds a robust exercise science major curricula that is more robust than the current Kinesiology ADT allowing students to become applied fitness expert while earning a liberal arts education. <p>Awards currently being developed:</p> <ol style="list-style-type: none"> 1. Yoga 250 Hour Certification CTE Certificate of Achievement – will prepares student to become 250 hr certified yoga instructor. 2. Dance Instruction Specialist CTE Certificate of Achievement – will prepare students to work as dance instruction specialist. 3. Strength & Conditioning Specialist Certificate of Achievement – 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. |

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| 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 |

Summary of resources needed to implement the plans for the Kinesiology/Health/Dance Department

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| 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 |

Law/Administration of Justice

Overview

The Law and Administration of Justice Department offers comprehensive Career Technical Education (CTE) training and transfer programs for students. Notably, the Law discipline houses one of only two American Bar Association-approved Paralegal Programs within the LACCD. Graduates from the Paralegal Program consistently secure employment. Additionally, the Administration of Justice discipline has introduced an AS-T in Administration of Justice with a specialization in forensic science, which has garnered significant popularity.

Enrollment Trends and Challenges

Despite the successes, the Administration of Justice discipline faces enrollment challenges due to shifting societal perceptions of law enforcement, particularly within LACC's demographics. To address this, the department is actively exploring distance education options to attract and retain students. However, the department's visibility remains low, necessitating an expanded marketing and advertising campaign. Furthermore, custodial support enhancements are crucial to maintaining a clean and welcoming environment for the facilities. Notably, the Paralegal Program classes are predominantly in the evening as the program caters to working adults. Students would feel safer if there were a higher visibility of security officers and if the facilities were cleaner.

During the 2018-2019 academic year, enrollment stood at 1,698 students. Over the subsequent 2018-2024 term, enrollment peaked at 1,921 students in 2020-2021 but declined to 1,381 students in 2022-2023. Despite pandemic-related fluctuations, the goal is to regain pre-

pandemic enrollment levels (approximately 1,650 students) within the next two years. Here are the enrollment numbers from 2018 to 2023:

- 2018-2019: 1,698 students
- 2019-2020: 1,651 students
- 2020-2021: 1,921 students
- 2021-2022: 1,415 students
- 2022-2023: 1,381 students

The pandemic posed significant challenges during the 2018-2024 term. While online classes initially contributed to enrollment growth, student engagement waned over time, impacting retention and success rates. The Paralegal Program remains committed to in-person classes, but the Administration of Justice discipline may need to transition to online formats for survival. While some classes remain in-person, Canvas Course Shells and Zoom augment faculty-led sessions. Striking the right balance between in-person and online classes remains a priority for both the Law and Administration of Justice disciplines.

Innovations and Future Plans

Paralegal Program

Within the Paralegal Program (Law discipline), the program is developing an E-discovery (electronic discovery) class—an essential legal process involving the preservation and use of electronic data as evidence. It will be primarily taught in a computer lab. Additionally, the program is transitioning to Westlaw Patron Access—an online legal database accessible to all Paralegal Program students. The department is also in discussions with Thomson Reuters about implementing Time & Billing Software, which will be integrated into the curriculum. This software streamlines time tracking and automated invoicing for law firms, providing valuable exposure to students. Furthermore, the program is strongly considering launching a bachelor's degree program in Paralegal Studies, with positive feedback from the Advisory Committee. The Paralegal Program (Law discipline) is collaborating with the Library to relocate law books to Holmes Hall.

Administration of Justice Program

The Administration of Justice discipline actively engages local high schools for marketing purposes and aims to expand enrollment through dual-enrollment classes. The program is also establishing an Advisory Committee to guide curriculum development and address community needs. The program is also expanding our online class offerings, necessitating increased use of technology. Faculty members are actively learning to enhance their class presentations through technology adoption. Recently, one Administration of Justice faculty member completed a 20-hour course focused on teaching high school students, while others have expressed interest in similar professional development opportunities. The Administration of Justice discipline is also in the process of establishing its inaugural Advisory Committee.

Staffing

Over the past five years, the department hired a secretary, significantly improving administrative efficiency. Given evening classes, having a secretary available during business hours has proven invaluable. Additionally, a full-time faculty member joined the Administration of Justice discipline, actively engaging in outreach with local high schools.

Summary of six-year (Fall 2024-2030) plans for the Law and Administration of Justice Department

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| 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. The department is 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 industry and educational institutions | The Paralegal Program is constantly adding to its Advisory Committee. The Administration of Justice discipline is creating an Advisory Committee. |
| Ensure accessibility | Continued update for assistive technologies is needed. |

Summary of resources needed to implement the plans for the Law and Administration of Justice Department

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

Life Sciences

Overview

The Life Sciences department plays a pivotal role in supporting students’ educational and career aspirations. The commitment to accessibility and equity drives the department’s programs, which serve two primary purposes: preparing students for transfer to 4-year institutions through the Biology ADT (Associate Degree for Transfer) and meeting pre-allied health prerequisite requirements. These prerequisites are essential for students pursuing careers in nursing, radiologic technology, pharmacy, physical therapy (PT), occupational therapy (OT), and related fields.

Achievements and Challenges

During the 2018-2024 period, the most significant achievement was the establishment of the Pre-Allied Health AS (Associate of Science) and certificate programs. To date, the department has awarded nearly 200 AS degrees and approximately 800 Certificates of Achievement. However, the department faced challenges, including the global pandemic, which impacted course delivery and student learning experiences.

Department Metrics

Enrollment Trends: Over the past five years, the average enrollment has remained comparable to 2018 levels. The pandemic-related surge in enrollment during 2020-2022 led to a subsequent drop in 2022-23. Despite offering various lecture formats (synchronous online, asynchronous online, and in-person), some students hesitated to return to traditional labs. The department's practice of combining a single lecture with two labs has mitigated efficiency declines, maintaining a respectable 5-year average of 563.

Despite relative success compared to other departments, the 2023 enrollment declined by 23.5% from 2018 levels. However, this decrease followed a surge in enrollment during the pandemic when online laboratory components allowed students to meet admission requirements for allied-health programs. As students return to in-person laboratory experiences, we anticipate enrollment improvements in 2024. Early indicators show a 10.7% increase in Summer 2023 and Fall 2023 compared to the same period in 2022.

Retention: Remarkably, the retention numbers remained steady despite enrollment fluctuations. The 5-year average for success in gateway courses aligns with the 2018-19 success rates.

Awards: The creation of the Pre-Allied Health AS and Certificate of Achievement has significantly increased awards within the Life Sciences department. From just four awards in 2018, the department has awarded 310 in 2022-2023, totaling nearly 1,000 over the 5-year period.

Departmental Considerations and Challenges

Student Support Initiatives: While progress has been made, the department's 2018-2024 academic plan emphasized additional student support through Supplemental Instruction (SI) programs. Although the department established Anatomy tutoring through the General Tutoring Program, the allied-health students in Microbiology and Physiology, as well as non-major Biology students, lack access to SI services. Addressing this gap remains a priority.

Technology Considerations: While legislation has had minimal impact on the department, other factors significantly shape departmental operations. Technology, human resources, and facilities needs play crucial roles. As a science program, continual enhancement of technology to meet industry standards is needed. For instance, the current SD resolution projectors in the

science labs fall short of the 4K quality now prevalent in most televisions. Addressing this discrepancy is essential for student learning experiences. The department secured approval for new lab projectors, but their installation timeline remains uncertain.

Staffing Considerations: The department operated with insufficient full-time faculty. The recent hiring of three full-time, tenure-track instructors in Fall 2023 is promising for departmental growth, but the College must ensure that their presence translates into increased standard hours for the department. Otherwise, the department’s envisioned expansion may be hindered. Additionally, laboratory technician support remains inadequate. The current staffing includes two full-time technicians, and the department will need more to support the department’s growth.

Facility and Safety Concerns: The facilities have not seen substantial improvements, but given the current enrollment levels, additional classroom space is not an immediate priority. However, safety and cleanliness within the Science and Technology building are critical. Proximity to the metro subway station exposes students and staff to indigent individuals who occasionally misuse and damage the facilities, posing security risks to students.

Summary of six-year (Fall 2024-2030) plans for the Life Sciences Department

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| 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 previously-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 the department will continue to offer the bulk of the courses to cater to the prerequisites for allied health programs. The department will monitor the community/industry demands, and if there are any changes, the department will adjust the course offerings in response. |
| Teaching methodologies & AI | The department embraced offering a variety of options for teaching 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 the lab class sections will be traditional in-person ones, to increase student access, the department 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 the department does not see a robust or active incorporation of AI tools into the curriculum over the next 6-year period. |
| Cross departmental/unit initiatives | The department will continue to work with the other STEM departments to optimize scheduling of courses so students will not have conflicting class schedules that hinders completion of their educational goals. The department will work with the pre-allied health departments like nursing, radiologic technology, and dental technology to ensure the courses meet their prerequisite needs. |

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

Summary of resources needed to implement the plans for the Life Sciences Department

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| 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 the department needs a third full-time technician. There is also a need for tutor support for all of our course offerings to enhance student success. At this time, the department only offers Anatomy tutoring through the General Tutoring Program and major's Biology (Biology 6 and 7) through MESA. There is no SI support for the non-major's Biology courses nor the Microbiology and Physiology courses. |
| Technology | The department needs new projectors for the classrooms (though they have already been approved for purchase, 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 existing standards as well as maintain and/or replace aging equipment and renew software licenses (i.e., Labster, Visible Body). Extra funding will be needed to support growth as the current funding is barely sufficient for the department's existing needs due to double digit post-pandemic inflation. |

Mathematics

Overview

The Department of Mathematics directly serves students in support of the college mission by providing them with a strong foundation in mathematical, statistical, and analytic skills essential for success in a wide range of careers and academic pursuits. The 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 a positive impact on 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 the community.
- Received a grant to support innovative projects and curriculum development initiatives.
- Developed a certificate program on Statistical Data Analytics.
- Upgraded computer labs for enhanced learning and teaching experiences for students and faculty.

Meanwhile, the challenges included:

- Curriculum developments to comply with education policy from state laws. New courses, MATH 261A and MATH 261B, will be archived as the new AB1705 memo/FAQ stated that colleges are not allowed to offer a two-semester Calculus I pathway.
- Ethical use of AI in education.
- Changes in legislation, such as AB705, AB1705, and other new education policies, have significantly affected the math department and STEM disciplines. 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. 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, resulting 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 needed in college-level courses.

The top reason for the low success rates is that gateway Math 227 (non-STEM) and Math 261 (STEM) students are not able to take courses to provide the foundational skills needed in college-level courses. Other factors that impacted success rates include the pandemic, which prevented students from studying in distraction-free environments like the library or other quiet study spaces. Students were unable to form study groups and had limited access to face-to-face math tutoring. They were restricted to working in groups in a ZOOM setting, which is essential for their academic growth. Additionally, students lack a growth-mindset mentality and confidence in their math abilities, contributing 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). It is not expected for these students to take Math courses in both the Fall and Spring.

Summary of six-year (Fall 2024-2030) plans for the Mathematics Department

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| 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 the 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 the 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. |

Summary of resources needed to implement the above developments

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| 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. |

Modern Languages & Civilizations

Overview

The Department of Modern Languages and Civilization offers a comprehensive range of language courses, including ASL, Armenian, Chinese, French, Japanese, Korean, Russian, Spanish, and soon Arabic. The department boasts the most diverse selection of language courses in the district and the Greater Los Angeles region. It caters to a wide spectrum of student demographics, including younger students fulfilling general education requirements, professionals seeking language skills for career advancement, heritage-language learners, degree-seeking students, and older learners.

The department's offerings include AD-T and AA degrees in Modern Languages for academic progression, certificates of achievement for career opportunities, and courses that fulfill language requirements for CSU, UC, and private universities.

While the initial goal was to have at least one course in each language offered in a distance education (DE) format, the pandemic necessitated a shift to fully online language courses. This transition allowed for the integration of more language learning technology into classes. All full-time and adjunct faculty members are now certified to teach online courses. Despite the challenges posed by the pandemic, the faculty rose to the occasion, developing exceptional and accessible course materials. Additionally, the department successfully hired new full-time faculty members specializing in Japanese, Spanish, Korean, and Armenian.

Since 2018, the Department of Modern Languages and Civilization has expanded its online offerings beyond language courses to include civilization courses as well. Every program now features online courses, resulting in increased enrollment, departmental strength, and nationwide student attraction. The department's commitment to diversity is further bolstered by the addition of full-time faculty members in Japanese, Spanish, Korean, and Armenian. This expansion enables the development of new programs and courses, increased representation on college committees, and a more robust and inclusive department.

The department takes pride in the number of certificates awarded. While the figures may vary annually, there are consistently strong certificate completion rates, particularly in Spanish, Korean, Japanese, Armenian, and Russian. To optimize resources, the department plans to rotate Chinese and French courses between levels 1 and 2.

Despite fluctuations due to modality changes (such as in-person versus online), overall enrollment has remained steady and even increased during the pandemic, especially in the Korean program. 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 do not want to take the course online. The same happens vice versa.

Summary of six-year (Fall 2024-2030) plans for the Modern Languages & Civilizations Department

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| <p>Enrollment and student demographics</p> | <p>The department needs to continue offering online courses which are immensely popular with the students. While committed to offering hybrid and in-person courses for certain disciplines that are difficult to teach online (like ASL) and for beginning levels, the vast majority of students who take level 2, 3, and 4 courses prefer an online environment. Most of the students have full-time jobs and the online environment works for them. Programs 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 course levels 3 and 4 enrollment has not been steady as they are advanced levels, but with offering online modalities, the enrollment can increase.</p> |
| <p>Curriculum in response to student, transfer and/or community/industry/business demands</p> | <p>In Fall 2024, the department will offer Arabic again, as it is believed 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 the department’s classes, as many industries offer a bilingual differential and including a certificate/degree in a foreign language on a resume can lead students to greater job opportunities.</p> |
| <p>Teaching methodologies & AI</p> | <p>Google Translate and now AI have led to issues with academic integrity and plagiarism, but the department believes that AI can be used in the department’s 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.</p> |
| <p>Cross departmental/unit initiatives</p> | <p>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 Spanish 1/2/3/4 series.</p> |

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| 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 the department courses – especially online – to make sure that they are accessible. Work together with OSS for any doubts or questions related to accessibility. |

Summary of resources needed to implement the plans for the Modern Languages & Civilizations Department

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| Staffing | The department 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) remain 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. |

Music

Overview

The Music Department aligns with the college’s mission by offering Associate of Arts for Transfer (AA-T) and Associate of Arts (AA) programs, preparing students for seamless transfer to four-year institutions. Additionally, the department provides various career and technical education certificates that equip students for entry into the music industry.

Despite the capacity to serve up to 250 students through the Herb Alpert endowment, pandemic-related challenges and enrollment limitations have hindered the department from reaching that target.

Looking ahead, the department plans to introduce Music Scoring for Film, TV, Games, World Music, Jazz and Popular Music, and Music Business certificates starting in fall 2025.

Regarding infrastructure, 50% of the technology in key areas such as the Recital Hall, Recording Studio, and Lecture Hall has been upgraded due to funding constraints. The curriculum now emphasizes cultural relevance, particularly in music appreciation. Staffing gaps remain,

including the absence of a full-time sound/audio engineer and part-time piano technician. The department continues to advocate for these positions during program reviews.

Unfortunately, there are challenges in providing the necessary tools to enhance accessibility for vision-impaired students who do not read Braille, as well as other disabled students facing unique challenges due to lack of support by the administration.

On a positive note, AB 705/1705 has positively impacted music students, enabling faster degree completion.

Staying abreast of music technology remains challenging due to annual changes and limited ongoing resources. Additionally, the department has yet to replace a piano accompanist who retired in 2020.

Given the declining population in the service area, proactive outreach and targeted marketing to high schools are essential. The department proposes bundling critical gateway courses (such as Music 200, English, and Math) for high school students in grades 11 and 12 to expand pathways to the music programs.

Furthermore, the Music District Discipline Committee is well-positioned to adopt a common course numbering system.

Lastly, understanding AI’s impact on the industry—particularly in sound recreation and composition—should inform teaching methodologies. While ChatGPT has seen increased use for music assignments, students must be guided to use AI as a starting point rather than a sole solution for learning outcomes.

Summary of six-year (Fall 2024-2030) plans for the Music Department

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| Enrollment and student demographics | Increased enrollment through outreach to high schools, revised use of Herb Alpert endowment (LACC Foundation) 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 | <ul style="list-style-type: none"> • 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 and masterclasses |
| Teaching methodologies & AI | The department will strive to incorporate the use of AI into our programs, especially in terms of music production and composition. |
| Cross departmental/unit initiatives | <ul style="list-style-type: none"> • Music Gaming certificate with VAMA department • Music Business certificate with Business and Law departments |

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| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Increased internship opportunities for students in local music businesses (including LAEP) Music majors will be able to mentor in elementary schools (Prop 28 allows this) and receive scholarship stipends. |
| Ensure accessibility | Continue to use the latest technology to provide increased access to the courses, programs, and performances. |

Summary of resources needed to implement the plans for the Music Department

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| Staffing | <ul style="list-style-type: none"> Need to hire a commercial music piano accompanist (the department lost this full time position in 2020). The commercial area is growing rapidly, and the department is unable to provide the services to our students. Need to hire a full-time sound engineer. Currently, the department shares with Cinema/TV (50/50). The demand is getting higher with concerts (livestreaming), performances, and technology courses. It is impossible to have a sound engineer who can only work for 20 hours per week. |
| Technology | <ul style="list-style-type: none"> Replace all smart podiums and projectors in all classrooms (the contractor and the system no longer exist, and the department is unable to replace any of the parts) Remain current with new/updated music production and technology (computers, software, audio) |
| Facilities | Piano Storage room (HVAC), Instrument room (HVAC) |
| Funding, including other revenue streams | <ul style="list-style-type: none"> 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 |

Noncredit Adult Education

Overview

The LACC Noncredit Adult Education Program promotes inclusivity and access by providing adult 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 the 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) on noncredit instruction is multifaceted. While AB 1096 removes the requirement for students participating in non-English classes to concurrently enroll in ESL coursework, a challenge arises from the popularity of in-language instruction among students. Policies for hiring and evaluating faculty qualified to teach these courses, as well as the procurement of in-language instructional materials, are still 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. The department has 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.

Summary of six-year (Fall 2024-2030) plans for the Noncredit Adult Education

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| 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 due 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 |

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| | 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. |

Summary of resources needed to implement the plans for the Noncredit Adult Education

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| Staffing | 2 Student Services Specialists to coordinate the data collection and compliance mandated by CCCCCO, 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. |

Nursing

Overview

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 mission directly supports the college's goal to promote accessible and equitable learning that benefits the diverse local and global communities served (LACC, 2023). The nursing faculty and students serve the healthcare needs of the diverse urban population in acute care, extended care, and community agencies in Los Angeles. The program aims to provide nurturing and skillful instructional classroom and clinical experiences that empower students to persist, graduate, and pass the NCLEX-RN licensure examination. This, in turn, improves their quality of life through well-paying professional jobs as caring and competent Registered Nurses and enables them to concurrently enroll or transfer to a BSN program to obtain the highest quality of employment and leadership with employers of excellence. The aspirational goal is to expand clinical experiences into non-traditional, underserved communities in urban Los Angeles and diverse global environments.

Regarding the current trend of nursing graduates' higher NCLEX-RN pass rates, the standard set by the BRN requires nursing programs to maintain a minimum of seventy-five percent (75%) pass rate for first-time takers on the NCLEX-RN (national licensing examination for registered nurses). There has been a recent reversal of a five-year trend of decreased NCLEX pass rates. In 2018-2019, the Nursing Department had its highest Annual Pass Rate of 96%, followed by subsequent five-year decreases, reaching 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 on multiple strategies for providing greater student support, improved curriculum, and instructional methodology.

Over the last two years the Nursing Program has exceeded the 75% NCLEX 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 CCCCCO Nursing Enrollment and Retention grants in both 2021-23 and 2023-25, which have supported the Nursing program.

Notable achievements include faculty completion of educational in-services with the Assessment Technologies Institute (ATI), a program used by about 70% of nursing schools across the United States to help student nurses learn and master important nursing concepts, teach students, test students, and prepare for the new format NEXTGEN Registered Nursing licensure exam (NCLEX-RN). These ATI Champions programs train and mentor faculty in instructional modalities, and authentic assessment and testing methods. One Nursing faculty member has become an instructor-trainer for the American Heart Association's Basic Cardiac Life Support (BCLS) certificate training for faculty and students at LACC and is also in the process of attaining Advanced Cardiac Life Support (ACLS) certification to perform an optional additional module of skilled certifications for LACC's cohort of 4th-semester students each semester, differentiating their skills with employers.

Providing the BCLS and ACLS certifications will reduce the financial burden for students to individually pay this fee, as it will be offered free of charge for LACC Nursing students. This advanced and differentiated training will 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 member 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 the 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 the years 2018-2022 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 four faculty-led committees that include student leadership participation in non-confidential areas of discussion.

Legislation: Efforts surrounding the Covid-19 pandemic in the past five years have sought to mediate the healthcare crisis associated with the loss of life and well-being. Many of the temporary legal and policy changes related to Distance Education opportunities have allowed learning to transcend traditional classroom boundaries. This ability to provide tele medical communication, appointments, assessments, and interventions will prove to be a positive freedom for learning without time/location constraints. However, it also created challenges for verifying the learner and ensuring a fair assessment environment. The 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, providing both synchronous and asynchronous learning opportunities with the assistance of AR/VR/Simulation technicians. Peer-reviewed medical research performed by Artificial Intelligence (AI) has led to significant breakthroughs, such as identifying two forms of certain types of cancers previously attributed to only one type. AI is poised to assist in classroom and clinical studies in healthcare with sufficient system guidelines, safety protocols, and teacher-learner instruction.

Human Resources: The pandemic's second wave has led to an ongoing chronic mental health crisis for individuals with Long-Covid symptoms and for healthcare workers and caregivers suffering from mental health issues, PTSD, anxiety/depression, social isolation, and Compassion Fatigue. 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 continues to change the teaching-learning, including technology-supported learning. Simulation models have become more complex and require a greater portion of 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 sites are unavailable. With the appropriate simulation devices, scenarios can allow students to practice skills before experiencing them in the hospital setting. Examples include code blues, labor and delivery, and pediatric emergencies.

Los Angeles Clinical Community Facilities: Pending California legislation AB 2578 is not supported by the Chancellor/LACCD or the BRN because it will reduce the actual availability of clinical training sites in California, particularly in Los Angeles, by allowing outside agencies from other states to use these facilities for their programs. Within the LACC campus, building out the Nursing program to scale would achieve a higher return on investment (ROI). Paired with grant funds and alternative models of instruction, this would make the Nursing programs more profitable. The addition of BSN or post-ADN programs would offset the cost of Nursing education and ensure that Nursing operates on a cost-effective model. While an economic model that measures the positive effect and monetary contribution on student enrollment for Anatomy, Physiology, Microbiology, Math, English, and Communications courses (which are pre- or co-requisites of Nursing) is not currently employed, it would be wise to do so before making any assertions regarding the costliness of the program. Additionally, creating Dual-Enrollment inter-segmental Guided Pathways that move CNA and MA certificate programs, and LVN to RN to ADN to BSN programs, and accounting for Credit for Prior Learning pathways to completion, would underwrite the cost of the programs. This type of stacking of certificates to create degrees and 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 the lack of a dedicated workspace for student tutoring and insufficient funding to reconfigure existing unused or underutilized space for this purpose.

Challenges with an inadequate number of clinical partners, changing hospital policies, and insufficient faculty are making clinical placements for students more difficult. This results in compromising the quality of the clinical educational experiences for students and obtaining enough clinical placement opportunities each semester, which hinders their ability to progress in the program. This also limits the ability to increase enrollment numbers. To scale the Nursing

program growth with new simulation, there is an ideal need for one additional dedicated AR/VR simulation lab classroom equipped with 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 ideal but functional opportunity for 1-2 years could be the joint use of a campus shared AR/VR lab; however, this would not allow for simulation requiring 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, and 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 the general population). Nursing also has higher student success rates (e.g., in Fall 2023, Nursing success is 100% vs. 69% in the general population). These trends between populations have consistently been higher from 2020 to 2023. Nursing has an exceptionally high Course Completion and Retention Rate, consistently above 95%. These percentages are outstanding.

The Fall 2023 cohort (19 students) accepted into the Nursing program is predominantly female (90%). The largest difference in the male-female ratio was in Fall 2019 (40 students) with 70% female and 30% male, and Fall 2023 with 63% female and 37% male students. The Spring 2021 cohort had 95% female and 5% male representation. Notably, 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 2022, the last three cohorts have had more students over 25 years old, 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 have 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 provide an initial understanding of the composition of Nursing student cohorts. Further research is needed with inferential statistics to 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 predictions 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 are 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 Nursing students and the healthcare population served.

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

Summary of six-year (Fall 2024-2030) plans for the Nursing Department

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| <p>Enrollment and student demographics</p> | <p><i>Increasing Enrollment:</i> The goal is to increase enrollment from the current 40 students per year (20 students twice a year) to either 80 or 100 students per year. The Board of Registered Nursing currently approves 50 admittances twice a year. Addressing identified limiting factors such as instability within the nursing program related to the full-time to adjunct ratio, high turnover of faculty, low NCLEX-RN pass rates, and a historical lack of clinical site contracts will help achieve this goal.</p> <p><i>Community Healthcare Partnerships:</i> Increasing partnerships in Nursing and across Allied Health professions could benefit all programs by providing more clinical sites and strengthening strategic collaborations. There is a growing need for culturally competent healthcare for underserved populations, including ethnic minorities, non-binary individuals, aging populations, disabled and differently-abled individuals, those who have had contact with the justice system, neighbors experiencing food and housing insecurity, and the high number of international and immigrant populations in urban Los Angeles County.</p> <p><i>Innovative Educational Experiences:</i> The vision includes providing innovative and immersive educational experiences in both non-traditional urban and global healthcare environments. Developing Nursing faculty and students with compassionate and competent cultural caregiving skills will enable them to serve as student peer mentors for wellness and human flourishing, community healthcare workers, and healthcare providers in both traditional acute-care settings and non-traditional community clinics.</p> <p><i>Building Alliances:</i> Efforts are underway to build new alliances and contracted clinical partners to develop preceptorships and apprenticeships for 4th-semester students. Project Hire (Higher) will allow students to gain valuable Advanced Cardiac Life Support (ACLS) certification, promoting optimal employment.</p> <p><i>Diversity and Inclusion:</i> The program has a diverse faculty and student group and aims to increase the representation of male students and other under-represented groups, including international students, to provide equitable healthcare to the community served.</p> |
| <p>Curriculum in response to student, transfer and/or community/industry/business demands</p> | <p>The Nursing Department intends 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 effectively utilizes innovative instructional methodologies and authentic assessment. The department will incorporate industry advisory board inclusions of curriculum and modality innovations from industry</p> |

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| | <p>leaders, both in-person and in telehealth environments, to provide increased access to healthcare for communities and diverse learning opportunities for student nurse learners.</p> <p>Furthermore, the department intends to align its curriculum with the highest standards set forth by the Accreditation Commission for Education in Nursing (ACEN). This initiative enables eligibility to partake in the CCC initiative, providing 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 produce safer, practice-ready, new graduate RNs for the local workforce.</p> <p>All nursing courses are transferable to partner CSUs and private university partners, and 75% of current Nursing students are enrolled in a BSN program. The department aims to formalize concurrent ADN-BSN enrollments or develop a BSN Nursing program in partnership with other LACC colleges related to SB 895. This involves aligning the curriculum and partnering with a district-wide universal nursing curriculum based on concept-based learning models to reduce redundant coursework. The department seeks to partner with general education departments such as Math and Life Sciences for contextualized courses for Nursing and Allied Health. Additionally, the department will partner with the Non-Credit department to offer seamless transitions from medical assistant certificate programs, Certified Nursing Assistant programs (recently written by a Nursing instructor colleague and approved at the state level), and refresh the LVN to RN transition program or competency-based challenges for non-traditional pathways. The department also aims to increase collaborations with international colleges that desire U.S. nursing education partnerships or exchanges.</p> |
| Teaching methodologies & AI | <p><i>Implementation and Ongoing Development:</i> The LACC Nursing Program is implementing and continuously developing an evidence-based simulation component 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 initiative will support the needs of modern-day nursing students, align with rapidly changing standards in nurse education, and enhance the quality of education across the curriculum. According to 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, addressing suboptimal infrastructure in skills labs and promoting 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 situations, developing sound clinical judgment, communication skills, and cultural dexterity.</p> <p><i>Upgrading Facilities:</i> The clinical laboratory rooms on campus will need upgraded equipment for simulation, AR/VR/MR. Non-traditional cohort hours or open lab hours in the evenings and weekends may be considered to allow working students to practice psychomotor skills or haptics with</p> |

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| | <p>the assistance of a simulation lab assistant. The department is exploring offering non-traditional winter and summer courses and, pending grant funding, alternative off-site urban and global opportunities that will teach both Nursing content and cultural competence through immersion in a global learning experience.</p> <p><i>Faculty Development:</i> Faculty are actively engaged in professional development activities that promote the application of student-centered, active-learning methodologies in the classroom setting. The department continues 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. 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 AR/VR programs under consideration for purchase with grant monies include AI component modules.</p> |
| <p>Cross departmental/unit initiatives</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>Nursing Student partnerships with ASG to provide campus-wide educational in-services as wellness peer educators on various health care issues.</p> <p>The Nursing department collaborates with Dietetics to incorporate nutritional components into the nursing curriculum. This partnership aims to enhance nursing students' understanding of the metabolic needs of patients and clients across the continuum of the life span.</p> <p>Additionally, the Nursing department has established several other partnerships:</p> <p>With the Information Technology (IT) department, they have created a cross-walk of electronic services for storing and managing electronic</p> |

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| | <p>historical documents, faculty records, and documentation of clinical evaluations and student work submissions.</p> <p>They have engaged with the Radiologic Technology department to learn from their expertise in using a student clinical tracking and co-curricular transcript system (such as Trajecsys) to document student skills inventories and clinical placements.</p> <p>Collaboration with the Education Technology department has allowed them to explore demonstrations, obtain quotes, and assess classroom needs for equipment and installations related to innovative simulation and AR/VR clinical lab experiences, which already have grant funding in place.</p> <p>The Nursing department also plans to organize international student cohorts or global learning experiences, with hopes of securing grant funding for these initiatives.</p> <p>Furthermore, they are working closely with campus-wide tutoring services to further develop and refine Peer Mentor services for nursing students, a program that was launched in Spring 2023.</p> |
| <p>New partnerships with the community, business and/or industry and educational institutions</p> | <p>Build new partnerships with non-traditional clinical sites including LGBTQ+ population to reduce implicit bias, to increase cultural awareness, and to improve patient outcomes.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <p>Ensure accessibility</p> | <p>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.</p> <p>For simulation equipment and software, the program will work with district resources to ensure compliance with accessibility rules and guidelines.</p> <p>Assess the physical configuration of classrooms and skills labs to develop designs that ensure alignment with instructional methodology and student learning.</p> <p>Further research is needed with inferential statistics to discover any disproportionate impacts on student groups may be discovered and effectively addressed</p> |

Summary of resources needed to implement the plans for the Nursing Department

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| <p>Staffing</p> | <p>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).</p> <p>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.).</p> <p>A part-time worker is needed who can handle student confidential file conversions from paper media to electronic databases.</p> <p>Conversion of our grant-funded part-time peer mentor coordinator, and coordinator of student academic success endeavors to LACC funded position (24 hours/week).</p> |
| <p>Technology</p> | <p>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.</p> <p>Specialty equipment for new bedside clinical procedures (budget increased or donation from clinical partners).</p> <p>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.</p> |
| <p>Facilities</p> | <p>Funding to provide a dedicated workspace for nursing student tutors; funding to adapt old, outdated cubicles into group learning spaces for Nursing students.</p> <p>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 SciTech 222.</p> <p>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.</p> <p>One additional clinical lab for advanced simulation, AR/VR and Mixed Reality educational implementation.</p> <p>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.</p> |
| <p>Funding, including other revenue streams</p> | <p>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.</p> <p>The LACC Foundation will support student book vouchers, uniform costs, food cards, and nursing pinning/graduation costs.</p> <p>The LACCD Foundation will support graduates' NCLEX testing costs.</p> |

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| | 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. |
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Online Education

Overview

The Online Education department aims to promote accessible and equitable online learning, benefiting diverse local and global communities. Students have the option to complete many of their required classes through various online modalities, including online, online live, hybrid, and Hyflex formats. These flexible options cater to students who may be unable to physically attend campus due to various reasons.

The department also provides educational opportunities and support for faculty who teach online. Their office offers technical assistance, including creating and managing course shells, integrating approved software into the learning management system, and communicating pertinent technical updates and policy changes to faculty. Regular outreach ensures that faculty receive updated best practices and additional support at the beginning of each semester and session.

In 2018, the department aimed for continued steady growth, with the goal of expanding online offerings to approximately 15%. They also sought to increase the availability of educational opportunities for faculty, leading to a higher number of certified online instructors.

The Covid-19 pandemic accelerated the shift to online education, causing the percentage of online classes to surge from modest levels to nearly all classes. During this crisis, the District DE Committee utilized HEERF funds and other financial support to enhance the availability of two free training courses for faculty interested in teaching online. Although the availability has slowed since 2022, the certification process—comprising standardized, facilitated classes (ITC and IOTL)—has been unified district-wide. As a result, the number of certified faculty within the district and at City has significantly increased. Additionally, a learning stipend incentivized faculty to complete certification by a specific deadline.

Since the end of the emergency conditions, enrollment has been impacted, but online classes continue to attract students. The flexibility of online learning, particularly asynchronous classes, remains an appealing feature for many students during the registration process.

The department is currently planning an audit within the next six months to assess the feasibility of completing certificates and programs fully online. To facilitate student access, they will consolidate this information on one of their official web pages, allowing students to easily research and explore fully online degrees and certificates.

Additionally, the department is actively involved in creating a Peer Online Course Review (POCR) program on campus, contributing to progress within the California Virtual Campus Online Education Initiative (CVC-OEI).

Given the shift of services to online platforms over the past five years, the department continues to provide essential support to faculty and students who may encounter technological challenges. Their Online Technical Support Assistant assists both online and in-person users with issues related to the learning management system and other technical matters.

The Office of Online Education (OE) is slated to move into the new administrative building once it is constructed. Currently, their existing office space is showing signs of disrepair and has required maintenance. Recent requests have been made for repairs to ceiling tiles, floor tiles, and the removal of old, worn furniture and chairs. The Vice President's office has responded by ordering new furniture and updating computers in the OE area, ensuring its relevance for faculty members who utilize the space, computers, and printers. Regular updates to computer hardware and software remain crucial to achieving their goal of supporting faculty. Additionally, maintaining an adequate supply of office materials is essential for those using the office. Despite an overall decline in the number of class sections offered online since its peak in 2020-2021, several departments—such as Communication, Law/Admin, Modern Languages, and Psychology—continue to provide a consistent percentage of their sections in an online (asynchronous) format. However, online live (synchronous) classes have fallen out of favor, steadily decreasing since the pandemic.

The Hyflex modality has been implemented in a limited number of Math, English, and VAMA course sections. Hybrid classes, on the other hand, prove particularly useful in the Life Sciences, Psychology, and Theatre Arts. Specifically, in Life Sciences, the hybrid approach allows students to engage in some of their learning online while completing labs in person.

Given the foothold of online asynchronous classes across various departments, it appears that the availability of online courses will persist at or near the current rate.

The OE Office is actively involved in several activities:

- Assisting newly hired faculty in acclimating to online teaching and supporting them as they pursue certification.
- Managing the Peer Online Course Review (POCR) program (with hopes of creating a dedicated position for this task).
- Facilitating faculty evaluations related to online teaching.
- Administering student evaluations for this process.
- Participating in committee meetings and providing updates on OE-related matters.
- Offering educational support to faculty and students navigating online technologies.

Summary of six-year (Fall 2024-2030) plans for the Online Education Office

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|--|---|
| Enrollment and student demographics | Enrollment of students in online classes is expected to remain steady or even grow. This trend is particularly evident as faculty members align their course shells with the California Virtual Campus Online Education Initiative (CVC-OEI) rubric. By doing so, these courses receive priority placement in the CVC's list of classes, which is likely to enhance enrollment and contribute to student success. |
| Curriculum in response to student, transfer and/or community/industry/business demands | |
| Teaching methodologies & AI | The Office of Online Education (OE) remains committed to keeping faculty informed about developments in Artificial Intelligence (AI). They will provide models of text that faculty can incorporate into their syllabuses or assignments, outlining their policy on AI usage. Additionally, the OE office will continue to offer updated learning opportunities on all OE-related topics for faculty, both in formal and informal settings. |
| Cross departmental/unit initiatives | |
| New partnerships with the community, business and/or industry and educational institutions | |
| Ensure accessibility | The Office of Online Education (OE) is emphasizing accessibility in their training classes, particularly the Instructional Techniques for Online Learning (ITC) and Introduction to Online Teaching and Learning (IOTL) courses. As a result, they are cultivating a new cohort of instructors who possess a deeper understanding of accessibility issues. The OE office remains committed to providing learning opportunities on accessibility for all faculty members. Additionally, they are readily available to assist evaluators who may require information about accessibility while serving on evaluation or tenure committees. Notably, a representative from Disability Support Programs and Services (DSPS) actively participates in the OE Committee, providing valuable guidance in various instances. |

Summary of resources needed to implement the plans for the Online Education Office

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| Staffing | A position specifically to run POOCR on campus. |
| Technology | Update software within the next 5 years. |

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| Facilities | New offices in the future administration building are greatly anticipated. |
| Funding, including other revenue streams | A sustainable source of funds for POCR. |

Philosophy

Overview

The Philosophy department at the college has meticulously designed its curriculum to meet transfer requirements and fulfill general education criteria. Notably, they offer honors sections and actively participate in the Ralph Bunche Scholars Program. Over the past five years, the department has made significant strides by expanding its distance education offerings and developing an AA-T Philosophy degree.

One remarkable achievement is that the department has attracted a higher proportion of full-time students compared to the overall college rate. Additionally, all program learning outcomes are up-to-date, and there has been an increase in the number and percentage of first-generation, economically disadvantaged, and Hispanic students pursuing Philosophy.

However, there are challenges to address. Course success rates currently lag behind retention rates by 20%. Among younger students, headcount, enrollment, and Full-Time Equivalent Student (FTES) numbers have consistently declined. Legislative changes, such as AB 1705, have adversely affected enrollment and completion rates, likely impacting the program. Furthermore, the recent retirement of a full-time instructor has negatively impacted course offerings.

On a positive note, technology adoption—specifically the implementation and development of tools like Canvas and Zoom—has allowed the department to reach a larger student audience and offer diverse course modalities.

Despite these efforts, the department faces challenges related to low enrollment and difficulty in recruiting student tutors. They recognize the need to explore hybrid modalities to address these issues.

Summary of six-year (Fall 2024-2030) plans for the Philosophy Department

| | |
|--|--|
| Enrollment and student demographics | Given legislation such as AB 1705, the department anticipates 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. |

| | |
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| 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 Philosophy 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 classes. |

Summary of resources needed to implement the plans for the Philosophy Department

| | |
|--|--|
| 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 | |

Physics and Engineering

Overview

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.

Summary of six-year (Fall 2024-2030) plans for Physics and Engineering Department

| | |
|--|---|
| Enrollment and student demographics | There will be a sharp reduction in the traditional student age group (25 yr. 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. |

Summary of resources needed to implement the plans for the Physics and Engineering Department

| | |
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| Staffing | Hiring of a full-time Physics/Engineering instructor |
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| 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. |

Psychology and Human Services

Overview

The department offers six distinct academic pathways for LACC students. These pathways include transfer options in both psychology and human services/social work, as well as Career Technical Education (CTE) certificates in Human Services and Addiction Studies. Additionally, students have the opportunity to complete degrees in these two areas. The department's commitment aligns with the college mission, providing platforms for degree attainment, job skills, and successful transfer pathways.

The post-pandemic landscape has posed challenges for many academic disciplines. However, it has also led to unique achievements in terms of course offerings and formats. The department has adeptly adapted to the evolving needs of the community by providing a robust selection of courses across various modalities. Notably, the department has introduced an Associate Degree for Transfer (ADT) in Human Services/Social Work.

The transition to modern educational practices includes offering traditional coursework through diverse modalities, ensuring flexibility for our students. These changes have become integral to the department's ability to effectively serve the LACC population.

Despite enrollment declines, the Psychology and Human Services department has managed reasonably well. Overall, these declines have not significantly impacted the number of degrees and certificates awarded. Recent trends indicate an increase in enrollment and a rise in degrees and certificates conferred.

Summary of six-year (Fall 2024-2030) plans for the Psychology and Human Services Department

| | |
|--|---|
| Enrollment and student demographics | The department foresees increased enrollments in their Associate Degree for Transfer (ADT) pathways for both Psychology and Human Services/Work. With the rise in distance education, they expect a more diverse demographic of students to join their department in the coming years. |
| Curriculum in response to student, transfer and/or community/industry/business demands | The department recognizes that societal demands for mental health professionals will significantly influence their growth over the next six years. As a proactive measure, they have initiated an overhaul of their certificate pathways to ensure better alignment with industry demands and to maintain competitiveness in the educational marketplace. |

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| Teaching methodologies & AI | Over the past few years, the faculty has proactively addressed the ever-changing technological demands by engaging in additional training and professional development. They are diligently working to modernize instruction and ensure they are well-equipped to meet the contemporary demands of educators in the current time period. |
| Cross departmental/unit initiatives | The introduction of the Human Services/Social Work degree has established an interdisciplinary track for students. The department is actively collaborating across disciplinary lines to ensure that students are well-prepared for success in both academic and professional environments. Additionally, the Human Services certificate is partnering with the Kinesiology department to further enhance student training. |
| 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 the courses and materials are accessible to all user groups. |

Summary of resources needed to implement the plans for the Psychology and Humans Services Department

| | |
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| Staffing | Continued administrative support via administrative assistant position is vital for continued 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 the department's programs and courses. |
| Facilities | None noted |
| Funding, including other revenue streams | Possible planning grant to develop apprenticeship program for Human Services. |

Radiological Technology

Overview

The Radiologic Technology program aligns with the college and program mission by fostering student success through a comprehensive curriculum, well-defined student learning outcomes, hands-on laboratory experiences, critical thinking skills, and active clinical engagement, ultimately leading to the completion of an A.S. degree.

Our Radiologic Technology program has made significant strides in securing additional clinical sites. Collaborations with UCLA (10 sites), RadNet (expanding from mammography to include radiography and fluoroscopy), and CHLA (Pediatrics rotation) have enhanced our clinical training opportunities. Furthermore, Kaiser Permanente has increased its intake capacity, with LAMC adding four more students (from 8 to 12+) and WLA accepting two additional students (from 8 to 10 total). As a result of these recent expansions, we are enrolling 45 students for Fall

2024, a notable increase from the 29 students accepted in Fall 2023 and the previous years' range of 20-22 students.

In Fall 2023, we successfully launched a new Mammography program, which we plan to offer every fall. This certificate course is open not only to our female Radiologic Technology students but also to female RT students from other colleges and practicing Rad Techs interested in earning a post-primary certification.

Looking ahead, our goal for this semester is to develop a CT certificate course similar to our successful mammography program.

However, we face several challenges:

- *Faculty Shortage:* Despite our achievements, we continue to grapple with a shortage of full-time faculty. While we recently hired one full-time faculty member after two unsuccessful searches, two new faculty hires resigned last fall. The college administration is reposting the second full-time faculty position, but we urgently need additional faculty to teach daytime courses. Additionally, replacing our full-time clerical staff from 2019 is essential. Meeting accreditation requirements for a full-time Program Director and Clinical Coordinator necessitates bolstering our faculty and staff resources to enhance student success.
- *Curriculum and Assessment Deficiency:* Our accreditation report highlighted deficiencies in curriculum and assessment due to the lack of faculty. This challenge has also impacted retention (60% in 2023, 89% overall 5-year rate) and passing rates (58% in 2023, 82% overall 5-year rate). Despite these hurdles, our overall passing rate over the past five years has met the 80% benchmark for both retention and passing rates.
- *Waitlist Impact:* Our previous director implemented a waitlist for program entry, resulting in students forgetting content covered in prerequisite courses during the 2-5 years of waiting. This issue particularly affects anatomy, math, and RT 202 (Intro to EM radiation) courses. The implementation of AB 1705 (Math and English) has revealed ongoing challenges in students' preparedness for radiographic math.
- *Language Proficiency and Patient Safety:* AB 1096 will also impact our students. We have observed that students lacking fluency in reading, writing, and speaking English may pose risks to patients if they cannot follow doctor's orders effectively.
- *Equipment Maintenance and Training:* Our radiographic equipment requires preventative maintenance and repairs. Faculty training on new functioning X-ray equipment is overdue since the procurement of our mobile X-ray unit in 2019. The Joint Review Committee on Education of Radiologic Technology (JRCERT) recommended updating our equipment to industry standards to better prepare students for clinical education.

- *Infrastructure Challenges:* Despite promises of a new building for Rad Tech in 2018, our current facility, built in 1972, remains in poor condition. The HVAC system poses ongoing issues that impact the RT building.

Projected Job Growth: On a positive note, the 2024-2030 LACC Academic Plan forecasts a 30% growth in healthcare professional jobs by 2030, with Diagnostic Imaging expected to increase by 8.93%, surpassing the national average. These trends remain promising despite recent enrollment declines.

Summary of six-year (Fall 2024-2030) plans for the Radiologic Technology Department

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| Enrollment and student demographics | <p>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).</p> <p>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%.</p> <p>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).</p> <p>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.</p> |
| Curriculum in response to student, transfer and/or community/industry/business demands | <p>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.</p> |
| Teaching methodologies & AI | <p>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.</p> |
| Cross departmental/unit initiatives | <p>Our department is considering creating courses with the Dental department. Future Guided Pathways activities is to include all Allied Health programs to</p> |

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| | 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. |

Summary of resources needed to implement the plans for the Radiologic Technology Department

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| 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. |

Ralph Bunche Scholars

Overview

The Ralph Bunche Scholars (RBS) program actively supports the college mission by fostering academic excellence and research skills among students. Our strategic transfer partnerships with prestigious institutions like UCLA contribute to this mission.

Currently, RBS utilizes Franklin Hall 205 as a multifunctional space, serving both as a lounge and a seminar room. Although we no longer have the office in Student Services Building mentioned in the previous academic plan, we recognize the need for an improved space.

Despite the challenges posed by the pandemic, RBS has not significantly increased its student enrollment. Convincing students to join remains a hurdle, as some perceive it as additional work.

In response to the pandemic, we have adapted by offering asynchronous honors sections. Furthermore, we now provide honors contracts beyond the paired-section model, allowing RBS students to earn honors credit across a wider range of courses.

Dual enrollment remains a challenge, especially since most transfer partners prioritize our honors classes for transfer applicants. However, many dual-enrollment students are not

transfers. To mitigate potential enrollment declines due to lower high school graduation rates, we must explore high school opportunities.

Addressing legislation such as AB 705, which restricts preparatory classes, may involve offering single-unit classes during the summer. Additionally, the rise of the California Virtual Campus presents complexities, as honors designations are typically college-specific. We must ensure that students do not seek honors credit for classes taken outside our program.

Regarding academic integrity, we rely on thorough student vetting to prevent improper use of AI tools. Professors play a crucial role in maintaining standards.

While changes in personnel, including the RBS Director, supervising Dean, and VP of Academic Affairs, have occurred, their impact has been minimal, resulting in minor inconveniences.

Summary of six-year (Fall 2024-2030) plans for the Ralph Bunche Scholars Program

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| 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 | |

Summary of resources needed to implement the above plans for the Ralph Bunche Scholars Program

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| Staffing | Program assistant: a classified staff member would help with many of the clerical duties that the RBS Director is currently doing. |
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| | Student worker, which is currently in the budget, though some student workers are paid by Work Study |
| Technology | If the program gets an office and a study space, they 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. |

Social Sciences

Overview

The Social Sciences Department serves as a critical General Education (GE) pathway for students. Our courses align with the new CalGETC GE Breadth requirements for both the CSU and UC Systems. Additionally, we offer Associate Degrees for Transfer (ADTs) in Political Science, Sociology, and Social Justice, an Associate of Arts (AA) in Humanities, and a Skill Certificate in African American Studies.

During the previous academic plan, our 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
- Implementation of a new, updated open classroom
- Increased cultural programming through the Race and Ethnic Studies Journal (RESJ)

However, we also faced challenges during the same period:

- The shift to online modalities due to Covid-19 resulted in fewer in-person courses. Faculty retraining is necessary to enhance online teaching effectiveness.
- We aim to increase success rates.
- Enrollments in in-person courses declined.
- Addressing disproportionate impacts remains a priority.

Over the past five years, changes in legislation, technology, human resources, and facilities have impacted our department:

- The Ethnic Studies Requirement at CSU has increased the need for sections in Area F courses. We anticipate further demand due to the upcoming implementation of the CC Ethnic Studies Requirement in Fall 2024.
- Improving classroom technology is essential; one updated classroom is insufficient for diverse student-faculty engagement.
- New full-time hires (AfroAm and ChS) have supported meeting the Ethnic Studies Requirement. We've also added an adjunct in Asian American Studies.

- Future faculty additions will require additional office space (Sociology, Native American Studies, and Asian American Studies).
- Legislative changes (AB928, AB1111, and AB1096) have influenced our curriculum and course offerings.

Enrollment data over the recent 5-year period shows a decline from 7,557 to 6,791 students, with fluctuations in Credit Full-Time Equivalent Students (FTES) and Dual Enrollment FTES. Retention within the term is stable at 85%, and success rates in Gateway Courses (66%) and All Courses (68%) indicate moderate effectiveness.

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

We serve many part-time students, and their success and retention rates lag far behind 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. However, there has been a notable increase in associate’s degrees for transfer, with 37 awards in 2022-23.

The 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 academic planning.

Summary of six-year (Fall 2024-2030) plans for the Social Sciences Department

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

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| 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 |

Summary of resources needed to implement the plans for the Social Sciences Department

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

Theater

Overview

The Theater Department offers both an Associate of Arts for Transfer (AA-T) and a traditional Associate of Arts (AA) degree. These programs prepare students for transfer to four-year institutions and equip them for careers in the industry. Additionally, the department provides certificates tailored to industry-specific skills.

In 2019, we updated the acting curriculum to align with industry demands, introducing new classes that fit within the repeatability framework. We have refrained from upgrading equipment due to pending construction of a new building. However, our collaborations with the Cinema/TV department have been highly successful. Notably, we've also established partnerships with theaters such as Odyssey Theater, Theater Movement Bazaar, the National Mime Organization, Actors Studio West, and Center Theater Group.

To maintain our competitive edge, consistent funding remains crucial for participation in regional and National Kennedy Center American College Theatre Festivals. In 2023, we proudly secured 21 national awards.

Currently, the department has four unfilled full-time positions in acting and one in House Management. However, we did hire three faculty members specializing in technical theater (Sound, Lighting, Scenic). We've also updated AD 201 with new computers and acquired iPads. Renovation and restoration of the theater space are deferred until the new building is available.

Looking ahead, faculty training in AI utilization, especially in history classes, is essential. Additionally, improving dual enrollment pathways could enhance enrollment. Our ongoing tech and acting classes at RFK may attract more RFK students to LACC's tech program.

Summary of six-year (Fall 2024-2030) plans for the Theater Department

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| 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 |

Summary of resources needed to implement the plans for the Theater Department

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| Staffing | <ul style="list-style-type: none"> • 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 | |

Tutoring (Writing Support and General Tutoring)

Overview

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 Center, which serves students working on writing in all disciplines, the ESL Center, which serves students in ESL courses, and the English 101 Embedded Tutoring program, which staffs every transfer-level English 101 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 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 Center and the ESL Center offer faculty-led workshops throughout the semester and Macmillan Achieve grammar and writing software for independent study. From Fall 2020-Spring 2023, the Writing Center provided an average of approximately 4,000 hours of services to over 1,000 unique students annually. In 2022-2023, the ESL Center 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.

The Writing Center anticipates increased utilization from a renewed partnership with the First Year Experience (FYE) program. FYE students will be required to complete 10 sessions of tutoring as part of their English and math programming.

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 accessed 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 the Office of Institutional Effectiveness to develop dashboards for tutoring that show success rates with tutoring as a variable in all transfer-level subjects for which tutoring is offered.

Summary of six-year (Fall 2024-2030) plans for Tutoring Services

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| 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 programming can remain |

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| | accessible and to discuss how to improve tutor training for assisting students with disabilities. |
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Summary of resources needed to implement the plans for Tutoring Services

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| 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 | |

Visual & Media Arts

Overview

The Visual & Media Arts programs are providing a pathway for people from under-resourced communities into the robust thriving local economy through our CTE, Dual Enrollment, traditional, and transfer programs.

Moreover, the department addresses historical disparities by providing expertise and opportunities to students from underserved neighborhoods. The department’s approach emphasizes hands-on learning in studios, photo and digital labs, and journalism. Particularly after the challenges posed by Covid-19, our faculty believe that hands-on, learning-centered activities are essential for countering learning losses and re-engaging students with their education.

The Graphic Design (GAD) and Photography programs are designed to facilitate entry into the job market or seamless transfer to four-year institutions. Art History and Studio Art offer Associate Degrees for Transfer (ADTs), and Studio Art also provides an Associate of Arts (AA) degree. The curriculum for these programs allows for a solid yet broad foundation, with optional specializations for UC transfer. Given that many foundational courses serve multiple degrees, VAMA educates students to be generalists while allowing for specialization, providing them with a competitive edge upon graduation.

A significant positive change has been the department’s return to Da Vinci Hall (DH), which has enhanced community building, enrollment, retention, and outreach. The gallery once again serves as a community hub, an inspiration, and an educational resource (where we train students through gallery internships). Additionally, it fosters connections with the broader art community and highlights scholarship winners annually.

Lastly, addressing faculty retirements, the department has successfully hired four new full-time faculty members, significantly boosting program metrics.

In the newly established area, the visual arts program is flourishing, thanks in part to recent faculty hires. Notable developments include:

- *3D (Ceramics and Sculpture)*: Previously plagued by low enrollment and class cancellations, these courses are now thriving. Students are actively engaged, working diligently at all hours.
- *Digital Arts*: Under the guidance of three new full-time professors, the digital arts program has been revitalized, grown to meet current industry standards and challenges, including Graphic Design, 3D Animation, Illustration certificates, and developed a plan to build out 2D animation and illustration (with an Associate of Arts in progress for each). The curriculum for Game Art Design became the model curriculum for the other sister colleges. Additionally, this semester, an E-sports center creates community and draws in students. Graphic Design is a highly successful program, which graduates approximately 12-16 students every two years with an AA or Certificate.
- *Art History*: After a period of lackluster performance following the departure of our previous full-time faculty member, Art History is now being rebuilt under the guidance of a new full-time professor.
- *Feeder Schools*: Our main feeder institutions include UCLA, Cal State Northridge, Cal State Long Beach, Cal State LA, San Diego State, UC San Diego, and Otis College.

Unfortunately, both the Journalism and Photography programs face challenges due to several factors:

Photography

- The loss of the darkroom, highly popular amongst students, has impacted enrollment into the Photography program.
- The shared availability of IAs has affected photo students and professors, as they no longer have round-the-clock access to photo labs and shooting studios.

Journalism

- Journalism hosts an award-winning magazine and newspaper, but a growth position or restructuring is needed for sustainability.
- Journalism has developed courses in social media, blogging, broadcast writing, podcast production, digital website production etc..., but these courses have never been offered due to various factors.
- Additionally, to sustain and grow the Journalism program, considering a merger with another department might prove advantageous for the Journalism program.

Student Tracking Challenges: Due to the nature of creative fields being a predominantly freelance and entrepreneurial endeavor, combined with the lack of robust exit survey data, tracking students after graduation is challenging.

Department Metrics

Art/Illustration/Design/GAD/Animation:

- Completion rate: 73% (growth: 125%).
- Enrollment and retention are relatively high, but graduation rates need improvement.
- Cross-training students in animation, video, and game design alongside studio art enhances job prospects.
- Preparing students for self-starting and promotion in the gig economy is essential.

Photography:

- Completion rate: 66% (downward trend: -20%).
- The popularity of darkroom skills doesn't align with job availability.
- Combining photography with other skills (e.g., editing, videography) can lead to success and should be explored.

Journalism:

- Completion rate: 71.25%
- Challenges include industry changes and gutted journalistic enterprises. Lack of modernization.

Public Relations: still new, data shows attendance at full classes during the few Winter sessions the course ran. However needs to be integrated into a program certificate course sequence.

Recent Offerings:

- *Web/Game/App Design & ADT in Graphic Design, creating an AA in Animation.*
- New Certificate in Animation.
- Gallery internship class (Coop 931) for portfolio and career preparation.

Ongoing Needs:

- Course connecting Sculpture/3-D with animation for VR and new media development allowing for Perkins funds.
- Under consideration: Creation of Art Education program in collaboration with institutions like CSU and LMU.
- Transfer degree in photography utilizing existing courses.
- Instructional Assistants for Studio Art (3-D specialization) and VAMA Graphic Design and Animation labs.
- Wetlab (darkroom) for photography.
- Dedicated staff position to support the Gallery.

Collaborations and Internships:

- We've initiated collaborations with the Cinema department for animation and game design. Additionally, we're exploring project-based collaborations with Music students

integrated into animation projects. Internships with advisory board members and other industry professionals are also underway.

Staffing and Restoration:

- The unfilled photography Instructional Assistant position, vacant since 2010, should be filled by a cross-disciplinary assistant working in photography, journalism, and graphic design.
- Filled pre-existing Art History faculty position.
- It would be beneficial to restore Public Relations, which would necessitate the hiring of a new faculty member.
- Previously archived courses such as Broadcast News Writing would also benefit if it was restored.
- Advanced News Writing, which is required for the degree, would also benefit if it was restored and offered.
- For example, the Journalism 220 - Magazine Production, now offers multiple course levels (220-1 and 220-2). This demonstrates a pent up demand for new Journalism courses.

Curricular Considerations:

- Our vocational Journalism degree, historically comprising 55 units at the state level, will undergo a viability study.
- STEM-to-STEAM initiatives, including Museum Conservation (with Chemistry), interactive app development (with CSIT and Engineering), and curriculum in Printing and Color Management in Photography, remain pending.

Completed Initiatives:

- Updated technologies for game/app/virtual reality (VR) development.
- Integration of 2-D and 3-D hands-on and digital classrooms using appropriate technologies.
- Teaching updated printing technologies relevant to industry.
- Implementation of a “writing lab” for Art History classes.
- Regular curriculum updates to meet industry demands.

Outreach and Expansion:

- Increased High School outreach and pipeline programs to attract students to VAMA programs.
- Collaborations with educational institutions to establish Art Education programs.
- Planned Dual Enrollment classes in digital photography for area high schools.
- Faculty Expansion:
- Hiring two additional full-time faculty members in Animation/Graphic Design to expand digital media offerings.

- Recruiting an additional full-time faculty member in Sculpture/3-D with specialized knowledge in 3-D computer art to modernize the curriculum.

Summary of six-year (Fall 2024-2030) plans for the Visual & Media Arts Department

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| Enrollment and student demographics | In digital and studio art increase in all metrics. Journalism may be better positioned recover and grow in a department with a stronger discipline alignment. Photo will grow with updated curriculum that streamlined offering. |
| Curriculum in response to student, transfer and/or community/industry/business demands | The department is responding and adjusting to industry and transfer needs. The department will be leaning more into digital art (animation, storyboard/illustration, GAD). With AI I imagine traditional arts will become more attractive. The department is the frontrunner on developing 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 | The department has created internships opportunities for the GAD students. |
| Ensure accessibility | The department is struggling to fulfill the high demand of OSS students for the animation and GAD area, which is often too technical for many. Perkins funds have been available for TAs in that area, which has helped a lot. |

Summary of resources needed to implement the plans for the Visual & Media Arts Department

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| Staffing | The department needs a studio IA, especially in kiln and powertool area, and hope to keep the 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 | The department is in good shape, if there is a 5-year computer replacement plan in place |
| Facilities | Da Vinci Hall suffers from lacking electricity output and ideally, the department's labs should have more seats than 30. The department still needs to build out outside sculpture area. |
| Funding, including other revenue streams | |

Student Services

Admissions and Records

Overview

The Admissions and Records department plays a crucial role in serving students by processing applications, managing enrollment, and overseeing graduation for prospective, continuing, and alumni students. This unit maintains permanent transcript records and provides information verification services, supporting students in achieving their educational and career objectives. Admissions and Records strives to offer equitable services through online, phone, mail, and in-person channels, accommodating students' preferred language.

Over the years, department personnel have worked diligently to ensure that student records accurately reflect their educational accomplishments. Collaborating with the Academic Affairs Office of Institutional Effectiveness and Articulation and Counseling, the department aims to capture students' achievements comprehensively. However, challenges arose during the 2018-2024 period, particularly related to students needing to request their awards explicitly in order to receive their award. Some students may have completed their goals without having their degree or certificate officially noted on their permanent record.

Looking ahead to 2024-2030, the department plans to enhance processes, policies, and procedures by implementing auto-awarding of degrees and certificates. Recent progress, such as LACCD Board Rules allowing for auto-awarding of certificates, aligns with the statewide efforts supported by the California Association of Community College Registrars and Admissions Officers.

Legislative changes and technological advancements have facilitated the department's progress. Recent California Assembly Bills and LACCD Board Rules have expanded pathways to completion. Adjustments to residency requirements, general education plans, and course repeat grade policies now better reflect courses taken outside of LACCD. Collaboration with the Office of Institutional Effectiveness ensures accurate data processing for degrees and certificates earned by students.

To sustain this work, additional human resources are essential. Hiring Evaluation Technicians would enable more thorough review and feedback to students regarding their goals. Strict processing timelines—critical for state licensing, university admissions, and employment—require timely evaluation. Despite a slight decrease in noncredit competency awards during the pandemic, continued growth in awards are anticipated. Admissions and Records remains committed to fostering collaborative processes with other departments to streamline class enrollment and degree/certificate awarding.

Summary of six-year (Fall 2024-2030) plans for the Admissions and Records Office

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| Number of students served and their demographics | An increase in the number of awards granted to younger students is projected. Campus resources are currently needed to support the new career pathways being offered to Dual Enrollment K-12 students. The entire |
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| | 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. This is expected to help increase the number of awards granted to students. |
| Resources and services in response to student, campus, and community needs | The department continues providing online, in person, phone and mail support to the community, meeting the community where they are and offer services in the method they prefer. |
| Use of technology & AI | The department continues exploring opportunities to use technology to make these processes more efficient. AI is also being explored in the state and 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 | |

Summary of resources needed to implement the plans for the Admissions and Records Office

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| 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. |

CalWORKs

Overview

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, the program has been able to collaborate to increase job opportunities. In addition, in partnership with the Career Center, CalWORKs Counselors have received certification for Career Counseling which has improved accessibility to employment resources for our students. The program is 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 the program's community partnerships were developing; however, the challenges we faced in nurturing these partnerships occurred during 2020-2023 due to the Covid-19 pandemic. The program is currently in the process of rebuilding its network and connecting with community partners to increase job opportunities for our students.

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

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

Collaborations with on-campus partners: The program has successfully collaborated with programs such as EOPS, CARE, TRIO, Resources for Success, Umoja, A2MEND and Guardian Scholars to continue to inform them of our program services. The program also communicates 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: Successful new partnerships have been built with the Soroptimist International Los Angeles

Women’s group and A2MEND, and the goal is to increase these partnerships in the next 6 years.

One significant accomplishment was establishing a robust online presence, accelerated by the pandemic. Additionally, multiple platforms for student-staff communication have been implemented, enabling interaction without the need for physical presence on campus. In transitioning back to on-campus operations, a remarkable resurgence in student numbers was observed, 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 the work-study program has not yet reached pre-pandemic levels, it is steadily progressing upwards. A main challenge in achieving program goals arose during the pandemic: While CalWORKs 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.

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

During 2020 to 2021 the program quickly transitioned to a fully online program due to the Covid-19 Pandemic which initially impacted the student count. The program was additionally impacted due to the County placing a “hold” on the students’ CalWORKs/GAIN requirements, which caused many of students not to enroll in their courses. During 2022 to now, the program has been able to re-build its student count and participation.

The CalWORKs Office lost two classified employees due to retirement. In 2021, a full-time counselor transitioned to another department, which has caused the program to be without a full-time counselor for the past 3 years. Moving forward, the aim is to hire another full-time counselor to increase availability and access for our students.

Following the Covid-19 pandemic, the program’s Success Rate has improved by 5% since 2021. Between 2018 and 2023, the program has maintained an average Retention rate of 87%. Following the Covid-19 pandemic, the program has been able to consistently increase our enrollment numbers since 2021.

Summary of six-year (Fall 2024-2030) plans for CalWORKs

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| 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, | 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 |

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| campus, and community needs | 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 |

Summary of resources needed to implement the plans for CalWORKs

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| 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. |

CARE

Overview

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.

Summary of six-year (Fall 2024-2030) plans for CARE

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| <p>Number of students served and their demographics</p> | <p>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</p> |
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| | 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. |

Summary of resources needed to implement the plans for CARE

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| 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. |

Career Center

Overview

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.

Summary of six-year (Fall 2024-2030) plans for the Career Center

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| 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. |

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| | <p>Career Center is working more closely with CTE to reduce replication of services.</p> <p>Career Center plans to continue partnerships with specific departments (Nursing, Rad Tech) to provide job readiness workshops.</p> |
| New partnerships with the community, business and/or industry and educational institutions | <p>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.</p> |
| Ensure accessibility | <p>The Career Center will continue to develop resources and documentation to ensure accessibility to all students.</p> |

Summary of resources needed to implement the plans for the Career Center

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| Staffing | <p>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.</p> <p>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.</p> |
| Technology | <p>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.</p> |
| Facilities | <p>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.</p> |
| Funding, including other revenue streams | <p>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.</p> |

Child Development Center

Overview

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, Wesley 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 positions 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.

Summary of six-year (Fall 2024-2030) plans for the Child Development Center

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| Number of students served and their demographics | |
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| 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 | |

Summary of resources needed to implement the plans for the Child Development Center

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| Staffing | |
| Technology | |
| Facilities | |
| Funding, including other revenue streams | |

City Cares Network/Fresh Success

Overview

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, the 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.

The 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, the 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.

Summary of six-year (Fall 2024-2030) plans for City Cares Network/Fresh Success

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| 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. |

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| | 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. |

Summary of resources needed to implement the plans for City Cares Network/Fresh Success

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| 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 | The basic needs programs require funding, especially because some of the 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

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 Genderdiversity 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:
 - One-on-One Mentorship with undocu-ally/undocu-entrepreneurs to get guidance about business creation.
 - One-on-One meetings with a graphic designer to create students' logos for their business.
 - Access and training with Business software to help students create business plans.
 - Participation in Mental Health First Aid Training to learn more about working with clients and managing the stress of creating a business.
 - 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 2018-2024:

- 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 and continuing to the present. 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, it has allowed the program to provide a strong infrastructure, and the hope is that the college will provide 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 the program’s students to have more accessibility to services, especially since many of them have numerous responsibilities. The program plans to continue to provide services in a hybrid modality and 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.

Summary of six-year (Fall 2024-2030) plans for the Dream Resource Center

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| <p>Number of students served and their demographics</p> | <p>As the immigrant population continues to increase in the US, especially in CA and Los Angeles, the program projects that the number of students it is 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, the program serves a large array of students from all over the world; however, as challenges take place in different parts of the world, students enter the program from these specific areas (Russia, Ukraine, Venezuela, Nicaragua, Honduras, El Salvador, among others)</p> |
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| 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. The program 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. The program will continue to build new partnerships especially as the program continues to scale and develop. |
| Ensure accessibility | The program highly anticipates needing translation services in multiple languages, not just Spanish. Additional support for flyers/materials to be ADA compliant as well as our facilities. |

Summary of resources needed to implement the plans for the Dream Resource Center

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| 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. |

Dual Enrollment

Overview

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.

Summary of six-year (Fall 2024-2030) plans for Dual Enrollment

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| 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. |

Summary of resources needed to implement the plans for Dual Enrollment

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| 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. |

Extended Opportunity Programs and Services (EOPS)

Overview

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. Varied 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 a 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.

Summary of six-year (Fall 2024-2030) plans for EOPS

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|---|---|
| <p>Number of students served and their demographics</p> | <p>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.</p> |
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| | <p>Have not earned an AA/AS degree or higher, or the equivalent of a foreign degree.</p> <p>Are educationally disadvantaged.</p> |
| Resources and services in response to student, campus, and community needs | <p>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.</p> |
| Use of technology & AI | <p>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.</p> |
| Cross departmental/unit initiatives | <p>EOPS Guided Pathways Implementation and Integration.</p> <p>Create EOPS faculty liaisons with Academic Departments utilizing the Guided Pathways framework.</p> |
| New partnerships with the community, business and/or industry and educational institutions | <p>Continue to identify and acquire grants to expand and increase student services. Example areas of interest - financial literacy, tax preparation, basic needs initiatives.</p> <p>Partner with local graduate programs to hire MSW interns to implement case management with students.</p> |
| Ensure accessibility | <p>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.</p> |

Summary of resources needed to implement the plans for EOPS

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

Financial Aid

Overview

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 the department has encountered is the efficiency of communications strategies. It has been difficult to engage students despite the variety of methods used such as email blasts, tabling, class presentations, workshops, mailers, and more.

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

Technology has had a major impact on the day-to-day operations of the office and how it serves its students. Since the implementation of the financial aid platform (Campus Logic) the office has 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.

Summary of six-year (Fall 2024-2030) plans for Financial Aid

| | |
|--|---|
| Number of students served and their demographics | The financial aid office foresees 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 | The financial aid office 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, and it will move to fine-tune and increase these relations to other offices and academic departments. |
| New partnerships with the community, business and/or industry and educational institutions | The financial aid office is building relations with high school feeders to ensure that graduating cohorts are fully aware of the opportunities existing with the application for financial aid. |
| Ensure accessibility | The financial aid office will continue working with offices like DSPS (OSS) to make our materials and platforms accessible to all students, as well as |

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| | developing strategies to increase our presence on campus (e.g. include information on the catalog, syllabi, etc.) |
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Summary of resources needed to implement the plans for Financial Aid

| | |
|--|--|
| 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 |

First Year Experience (FYE)

Overview

The First Year Experience (FYE) program at LACC aligns with the LACC mission by supporting students in achieving their academic, professional, and personal goals. Here are the key components of the FYE program:

Educational Guidance and Registration: FYE provides presentations and workshops to assist high school students in creating their educational plans and registering for LACC courses. FYE offers ongoing registration support and individualized counseling throughout students' two-year academic journey, including registration reminders and workshops.

Comprehensive Financial Aid Support: FYE assists current and incoming FYE students and their parents with financial aid applications, including the CA Dream Act Application, FAFSA, Webgrants for Students, and setting up BankMobile refund accounts.

Career Planning and Development: FYE counselors and success coaches provide one-on-one career planning support. FYE offers career assessments, internship opportunities, and workshops to help students explore their professional paths.

Access to Higher Education, LA Promise Grant: Through the LA Promise Grant, FYE funds enrollment and student fees, ensuring that all students have equitable access to higher education.

Cohort Model for General Education: FYE courses allow students to experience a cohort model for their general education requirements, fostering a sense of community and support.

Inclusive Community: FYE creates a welcoming environment where all students feel accepted and heard, regardless of gender, sexual orientation, race, immigration status, or disability.

Current Status and Challenges:

- FYE currently serves 754 First Year and Second Year Experience students.

- An additional 1247 students have expressed interest in the FYE 24/25 incoming cohort.
- The FYE team faces challenges due to understaffing:
 - Two adjunct counselors
 - One Student Services Specialist (80% assignment)
 - Two Unclassified Paid Interns (20 hours per week)
- Despite the program staff's passion for high-quality student support, managing such large caseloads without full-time staff support remains a difficulty.

Program Space Constraints: Despite our efforts to foster community within the First Year Experience (FYE) program, the program faces challenges due to the lack of a dedicated program space or center. Students express interest in meeting with peers, working on assignments, and engaging with success coaches, but we must reserve spaces across campus for events and workshops. Establishing a singular, recognizable FYE space would enhance student association with the FYE program.

Increased Need for Math and English Support (AB705): AB705-related requirements have led to a noticeable rise in demand for Math and English tutoring. FYE students specifically request tutors tailored to their needs. We've introduced students to resources like the Pi Shop and Writing Center, but a more robust approach to Math and English tutoring is necessary.

Effective Communication via Canvas: Leveraging Canvas has improved communication with students. The program uses Canvas to share academic resources and program announcements efficiently.

Addressing Misinformation and Building Trust:

Incoming FYE Gen Z students often receive misinformation about higher education costs and debt. Some students and parents are skeptical of our program's promise of free tuition and laptops. Clear communication and transparency are essential to build trust and dispel misconceptions.

Positive Outcomes:

- FYE retention rate increased by 4%.
- Success rate improved by 5%.
- Completion of transfer-level English within 5 years is 44%, surpassing the total student demographic by 10%.
- Completion of both math and English within 5 years is 22%, 4% higher than the total student demographic.
- Math completion increased by 11%, and English completion by 6%, compared to 2022 FYE outcomes.
- Completion of both math and English increased by 10% compared to 2022 outcomes.

Summary of six-year (Fall 2024-2030) plans for First Year Experience

| | |
|--|---|
| Number of students served and their demographics | <i>First Year:</i> 540 students: 76% under 20 years old, 76% are Hispanic <i>Second Year:</i> 227 students: 67% under 20 years old, 78% Hispanic Total Students: 767 (as of fall 2024) <i>Incoming cohort coded 24/25:</i> 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 interest 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. |

Summary of resources needed to implement the plans for First Year Experience

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

Foster & Kinship Care Education (FKCE)

Overview

The Foster & Kinship Care Education (FKCE) program plays a crucial role in equipping Resource Parents with the training and education necessary to meet the multifaceted needs of foster children in their care. As part of LACC’s foster care academic pipeline, FKCE provides educational services specifically for LA County’s Resource Parents, while current and former foster youth receive services through Guardian Scholars/NextUp.

Key Program Details:

- *Resource Parents:* These are streamlined foster, kinship, or adoptive parents who play a vital role in providing stable homes for children.
- *Mandated Training:* FKCE offers continuing education to Resource Parents, who are required to complete annual training hours to maintain their Resource Family status and ensure the well-being of children placed in their homes.
- *Critical Support:* Given that FKCE is free, efficient, and accessible to hard-to-reach populations, it serves as an invaluable community resource for both parents and children.

Challenges and Adaptations:

- *Staff Transition:*
 - During the six-year development period, the FKCE program faced staff transitions.
 - The FKCE Instructional Specialist and Program Assistant, both long-serving members, transitioned to other departments.
 - Despite these changes, the program maintained efficiency and structure until both positions were filled.
 - Note that only the Instructional Specialist position is guaranteed due to FKCE's categorical nature, while the program assistant role depends on funding.
- *Transition to Hybrid Learning (2020):*
 - Prior to 2019, FKCE offered only in-person trainings; online options were unavailable.
 - In response to the COVID-19 pandemic, FKCE swiftly adapted by introducing online trainings.
 - Collaborating with DCFS, FKCE established online policies to maintain training integrity.
 - Online trainings facilitated broader reach across LA County and benefited older parents who faced travel challenges.
 - Unduplicated parent participation more than doubled from 330 in 2019 to over 700 in 2023.
- *Legislative and Funding Changes:*
 - Funding now depends on annual unduplicated participant count, replacing the previous class-based formula.
 - LACC FKCE's consistent funding is partly due to reallocated funds from other closed FKCE programs statewide.

Recent Data:

- Unduplicated participant count: 730 parents
- Individual classes offered annually: 137
- Total training hours: 540

Summary of six-year (Fall 2024-2030) plans for Foster & Kinship Care Education

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| 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. |

Summary of resources needed to implement the plans for Foster & Kinship Care Education

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| 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. |

Guardian Scholars

Overview

The LACC Guardian Scholars Program (GSP) serves current, former, and emancipated foster youth pursuing higher education. The program’s mission is to provide academic and personal guidance, breaking the cycle of low college completion rates (1-3% for foster youth). GSP offers comprehensive support, including intrusive academic counseling, case management, tutoring, emergency assistance, housing support, and mental health referrals.

Key Program Features:

- ***Inclusivity:*** Unlike other foster youth programs, GSP doesn’t impose eligibility requirements based on units, time in care, or age.

- *Resource Hub*: Leveraging the Foster Youth Center, GSP created a “one-stop-shop” accessible five days a week. Students benefit from study spaces, a computer lab, and free refreshments.
- *Holistic Services*: Dedicated rooms facilitate therapy appointments, counseling, and referrals.
- *Community Building*: Innovative programming fosters a sense of community critical for foster youth retention and success.
- *Collaborations*: GSP partners with campus and community stakeholders, securing grants for cultural trips, university visits, career events, and workshops.

Impressive Outcomes:

- *Persistence Rate*: GSP achieves a remarkable 77%, surpassing the non-GSP foster youth rate of 47% at LACC.
- *Graduation Rate*: Our 9-14% graduation rate outperforms the national average (1-3%) for foster youth.
- *Continued Education*: Many GSP graduates pursue further education at four-year universities.
- *Diverse Support*: Targeted wraparound services ensure student success both on and off campus.
- *Community Partnerships*: Collaborations include social work interns, therapists, and housing liaisons.
- *Sustained Success*: Despite staffing changes and reduced funding, GSP maintains consistent impact.

Challenges Ahead:

- *Grant Dependency*: GSP relies on community-based grants for staffing and services.
- *NextUp Impact*: Legislative expansion of NextUp has redirected funds, affecting GSP’s flexible funding for student support services.
- *Support Gap*: Around 66% of GSP students are ineligible for NextUp, highlighting the need for sustained financial support.
- *Aging Out*: Financial challenges persist for older students impacted by foster care.

Recent Data (Fall 2023):

- Highest average units completed since 2020.
- Retention rate of 79%, the highest since 2019.
- Persistence rate at its peak since 2019.
- Success rate reaching its highest level since 2020.
- Student program enrollment and headcount also at the highest since 2018, demonstrating effective recruitment, engagement, and retention efforts.

Summary of six-year (Fall 2024-2030) plans for the Guardian Scholars Program

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| 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 |

Summary of resources needed to implement the plans for the Guardian Scholars Program

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| 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. |

General Counseling

Introduction

The mission of the Counseling department is to empower students on their academic and career journey. Our dedicated faculty assess students’ interests and abilities, developing personalized plans to fulfill major requirements, explore transfer options, and discover career paths.

Enhancing Accessibility and Adaptability:

- In response to the Covid-19 pandemic, the Counseling department prioritized hybrid services.

- Students now benefit from both in-person and remote counseling options, providing flexibility.
- Online processes streamline services, including prerequisite clearances and major changes.
- Elimination of hard-copy forms in favor of online availability enhances efficiency.

Collaboration and Expansion:

- Pursuant to the Academic Plan 2018-2024, Counseling collaborated with Noncredit.
- Two full-time Noncredit counselors were hired to enhance student support.
- SB 554 (2019) facilitated Adult Dual Enrollment, allowing special part-time admission for up to 11 units per semester.

Web Presence and Curriculum Evaluation:

- LACCD's website revamp created a unified online presence across nine colleges.
- Counseling webpages were redesigned for clarity, providing essential information and useful links.
- Title 5 §53200 underscores the Academic Senate's role in curriculum and program development.
- Administrative Procedures (e.g., AP4051, AP4100, AP4235) guide coursework evaluation, including GE and prerequisite certification. Through these new Administrative Procedures, 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.

AB 705 and AB 1705 Impact:

- AB 705 (2018) and AB 1705 (2023) expanded student access to transfer-level math and English.
- However, implementation negatively affected course success rates.
- Counselors play a crucial role in promoting tutoring services and support courses (e.g., MATH 227S, MATH 260S) to address these challenges.

Recent Data (Fall 2023):

- Highest average units completed since 2020.
- Retention rate of 79%, the highest since 2019.
- Persistence rate at its peak since 2019.
- Success rate reaching its highest level since 2020.
- Student program enrollment and headcount also at the highest since 2018, demonstrating effective recruitment, engagement, and retention efforts.

Budget Challenges:

- LACCD faculty received historic wage increases.

- However, budget constraints may impact adjunct hours, affecting student support.
- Maintaining successful triage approaches remains challenging due to funding limitations.

Summary of six-year (Fall 2024-2030) plans for General Counseling

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| 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. |

Summary of resources needed to implement the plans for General Counseling

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| 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. |

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| 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. |
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Health and Wellness Center

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 allocates categorical funding for Mental Health Programs to expand mental health resources for students. This funding expansion enables us to enhance resources on campus. Our partnership with Wesley Health Center now includes two full-time therapists. Additionally, the Health & Wellness Center has established a contract with Timelycare, offering 24/7 online mental health services to all LACC students.

The only data the Health & Wellness Center has 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.

Summary of six-year (Fall 2024-2030) plans for the Health and Wellness Center

| | |
|--|--|
| 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 | Work with community partners such as Department of Mental Health to provide training on campus, Wesley Health Center, and Timelycare |

| | |
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| and/or industry and educational institutions | |
| Ensure accessibility | Ensure services are ADA compliant and the center accommodates student's needs. |

Summary of resources needed to implement the plans for the Health and Wellness Center

| | |
|--|--|
| 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. |

Library

Overview

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. The MLK Library offers 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. The MLK Library has 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.

Summary of six-year (Fall 2024-2030) plans for the Library

| | |
|--|---|
| Number of students served and their demographics | The library expects 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 | |
| Ensure accessibility | Update technologies on a consistent basis |

Summary of resources needed to implement the plans for the Library

| | |
|--|---|
| 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. |

Life Skills Center

Overview

The Life Skills Center (LSC) is an integral part of LACC’s student support services. Our mission is to provide essential life skills and mental/emotional wellness education. We achieve this

through workshops, trainings, podcasts, and mentoring, benefiting LACC students, faculty, staff, and in-service training recipients.

Our Goals:

- *Positive Adaptation:* LSC aims to empower LACC students to navigate personal, family, and environmental challenges effectively.
- *Holistic Development:* By mastering these challenges, students enhance psychological, interpersonal, educational, and career growth during their time at LACC and beyond.

Expanded Mental Health Support:

- MFT interns stationed at special needs locations (Guardian Scholars, DRC, Umoja, Break It to Make It) enhance our ability to assist students.
- These interns create safe, comfortable environments for students to access mental health resources and assistance.

Faculty Engagement:

- Academic department deans actively disseminate information about LSC programs to faculty.
- In-class presentations and workshops further promote awareness and engagement.

Adapting to Changing Times:

- LSC continually explores innovative ways to market and inform students about our services.
- Transitioning to Zoom has increased student participation in workshops and mentoring meetings.
- Mental/behavioral health support remains a top priority, especially given evolving stressors faced by students.

Summary of six-year (Fall 2024-2030) plans for the Life Skills Center

| | |
|--|--|
| 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 | |

Summary of resources needed to implement the plans for the Life Skills Center

| | |
|--|--|
| 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 |

NextUp

Overview

The NextUp program at LACC serves students impacted by the foster care system at age 13 or older. In collaboration with EOPS/CARE and Guardian Scholars, NextUp provides robust, wrap-around programming designed to promote recruitment, engagement, retention, and success for this disproportionately disadvantaged population. National statistics reveal that only 50% of foster youth graduate from high school, and merely 1-3% achieve a college education. Consequently, NextUp is intentionally designed to go “above and beyond” in supporting this specialized group.

Holistic and Trauma-Informed Services:

- NextUp offers a comprehensive range of services tailored to foster youth’s unique challenges.
- These services include academic and personalized counseling, additional financial aid assistance, emergency grants, vendor support cards, specialized workshops, case management, transportation assistance, tutoring, and mental health referrals.

Staffing Challenges and Achievements:

- Staff continuity is critical for successful foster youth services.
- Despite past inconsistencies, NextUp now boasts a permanent classified staff, including a Program Coordinator, a full-time Academic Counselor, and two counseling interns.
- Consistent staffing has led to increased recruitment, engagement, and retention.
- The program has achieved higher student enrollment compared to previous academic years, stabilizing services for this population.

Adapting to Legislative Changes:

- Recent legislative shifts have expanded NextUp’s reach:
 - Eligibility age decreased from sixteen to thirteen.
 - Required units for eligibility reduced to one credit class (with plans to increase to nine units).
 - Students no longer “age out” of services at 26; eligibility remains continuous.
- These changes have positively impacted program enrollment and retention.

Student Outcomes (Fall 2023):

- Average term GPA and units completed are the highest since 2019.
- Retention, success, and persistence rates reach their peak since 2018.
- Enrollment/headcount surpasses previous academic years.

Summary of six-year (Fall 2024-2030) plans for NextUp

| | |
|--|---|
| 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, campus, and community needs | 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. |
| 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. |

Summary of resources needed to implement the plans for NextUp

| | |
|------------|---|
| 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. |

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| 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. |

Office of Special Services

Introduction

The Office of Special Services (OSS) at LACC ensures equitable access to education for students with disabilities. Our mission is to facilitate equal participation in educational programs, services, and campus activities through appropriate academic accommodations and adjustments. These accommodations are determined on a case-by-case basis, considering professional documentation of disabilities and the extent of functional limitations.

Achievements and Challenges:

- **Disability Specialist:** Since the 2018 Academic Plan, OSS successfully advocated for an additional faculty member—a disability specialist specializing in assistive technology. Supported by SEA funds, this specialist enhances the High Tech Center’s capacity to provide targeted assistive tech training for OSS students.
- **Dean Support:** A dedicated dean oversees OSS and other Student Services and Instructional programs. Although the position was temporarily vacant due to long-term leave, OSS now benefits from permanent assignment to the current dean.

Budgetary Struggles:

- **State Allocation:** OSS faces challenges due to insufficient state allocation, which doesn’t cover all operational expenses.
- **Phased Formula Implementation:** The newly implemented state allocation formula impacts funding even with student population growth.
- **Reduction in Funds:** The funding simulation reflects a 13% reduction, from approximately \$1.5 million to \$1.3 million.
- **COLA Impact:** The proposed 1.7% COLA may further affect DSPS funding in 2024-2025.
- **Operational Constraints:** Current funding primarily covers salaries and benefits, limiting equipment purchases and student/intern hires.
- **Advocacy and Grants:** The dean seeks SEA funding assistance, and OSS faculty explore additional grant resources through the LACC Foundation.

Critical Vacancy and Legal Compliance:

- The retirement of an instructional assistant (IA) in 2022 left a crucial vacancy.
- This IA oversaw the High Tech Center (HTC), assisting and training students in assistive technology.

- Although a disability specialist for assistive technology has been hired, the day-to-day HTC oversight exceeds the scope of this faculty position.
- Given the recent LACCD legal injunction regarding accessible services for blind students, filling the IA position is imperative to compliance.

Student Outcomes and Trends:

- OSS students consistently achieve higher outcomes than the general population.
- Despite a drop in headcount during Fall 2020 and Fall 2021 (Covid emergency period), gradual increases occurred from Fall 2022 into Fall 2023.
- OSS students demonstrated a spike in average GPA in Fall 2020, followed by a drop in Fall 2021, and gradual recovery in Fall 2022 and Fall 2023.
- Similar trends are observed in average units completed during these terms.

Retention and Persistence Rates:

- OSS students outperform the general population.
- Fall 2020 showed higher outcomes, followed by a decrease in Fall 2021 despite headcount changes.
- Transfer 5-year Math and English competition rates exhibit similar fluctuations.

Exploring Student Resilience:

- Interviews with retained and persistent Fall 2020 students could reveal factors that supported them during the Covid emergency period.

Summary of six-year (Fall 2024-2030) plans for the Office of Special Services

| | |
|--|---|
| Number of students served and their demographics | An upward trend has been evidenced from Fall 2022 to Fall 2023. OSS expects 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). OSS also anticipates, 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 |

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| | 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. |

Summary of resources needed to implement the plans for the Office of Special Services

| | |
|--|--|
| Staffing | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • General Fund • SEA • Grants/LACC Foundation |

Office of Student Life

Overview

The Office of Student Life is committed to enhancing students’ personal and leadership development. Our goal is to meet individual needs, equipping students with transferable skills for their personal, academic, and professional lives.

Key Initiatives:

- *Student Engagement:* We support student engagement through the Associated Student Government and 38 student clubs (Fall 2023).

- *Academic Partnerships*: Collaborations with departments promote academic success.
- *Pop-Up Food Pantry Expansion*: In collaboration with the LACC Foundation, we expanded our Pop-Up Food Pantry.
- *Distinguished Commencement Speaker*: The First Lady of the U.S. served as our 2022 commencement keynote speaker.

Challenges and Adaptations:

- *Staffing Vacancy*: The full-time Student Services Specialist position remains vacant since the former employee became a Dean, impacting program implementation.
- *Athletics Impact*: The creation of soccer, volleyball, and basketball teams affected our Intra-Mural sports offerings due to limited space.
- *Basic Needs Center*: With the City Cares Program now in place, the Office of Student Life no longer manages the food pantry.

Future Focus: We are actively working on revitalizing campus engagement through ASG and the Office of Student Life.

Summary of six-year (Fall 2024-2030) plans for the Office of Student Life

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| 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. |

Summary of resources needed to implement the plans for the Office of Student Life

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|------------|---|
| Staffing | Fill Full-Time Student Services Specialist position, hire Unclassified Student Interns to support activities from our office. |
| Technology | N/A |

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| 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. |

Puente

Overview

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 (HSI), support in serving underrepresented students will align the academic goals of the Puente Program.

Summary of six-year (Fall 2024-2030) plans for the Puente Program

| | |
|--|---|
| 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 pursuing 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 industry and educational institutions | Collaborate with Student Services Programs to ensure students are accessing additional services. 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 devices. Comply with ADA technology. Develop accessible digital forms and communication. |

Summary of resources needed to implement the plans for the Puente Program

| | |
|--|---|
| 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 |

Student Recruitment and Outreach

Overview

LACC Outreach collaborates with approximately 60 area high schools in the vicinity of downtown Los Angeles.

Student Diversity: Our outreach efforts serve one of the most racially and economically diverse student populations in the U.S., including the LAUSD (Los Angeles Unified School District).

LAUSD Demographics:

- Hispanic/Latino: 74%
- White: 10%
- Black/African American: 7%
- Asian/Pacific Islander: 6%
- Native American: Less than 1%

LACC Student Population:

- Hispanic: 56%
- White: 19%
- Asian: 9%
- Black: 8%
- Filipino: 3%

Challenges and Growth:

- The program has observed a significant increase in students transitioning to charter schools.
- Charter High School populations are expanding rapidly, often exceeding 500 students and surpassing public school senior enrollment.
- This growth necessitates an expansion of the program's outreach efforts to include charter schools.
- Additionally, Covid-related credit recovery has led many students to continuation high schools, where outreach plays a crucial role in supporting credit recovery.

Staffing and Impact:

- In 2018-2019, the Outreach Department faced staffing challenges, but subsequent funding allowed us to enhance our team.
- By 2019-2020, we hired eight SSSRS, a new coordinator, and additional staff.
- Despite the pandemic, the program maintained strong enrollment and became a vital resource during the transition to digital learning.
- The Outreach team includes student workers, financial aid specialists, coordinators, and counselors—all working collaboratively to support student success.
- As of 2024, the high school Outreach team is fully staffed, ensuring effective support for students' educational journeys.

Enhanced Outreach Efforts and Technological Adaptations:

As we progressed, the department expanded its team of SSSRs (Student Success and Support Representatives) and strategically allocated staff to focus on high school outreach. Currently, the department has four specially funded student workers and four student recruiters, in addition to the coordinator. Notably, the student recruiter position remained vacant for a year, resulting in a gap in our outreach efforts.

The shift to virtual platforms, particularly Zoom, has significantly transformed department operations. While meetings can now be conducted remotely, the enduring importance of personal interactions is recognized. Students, especially after the stay-at-home Covid period, express a strong desire for one-on-one engagement. However, technology infrastructure at schools remains a challenge, with slow internet speeds. To address this, the program has explored solutions like providing hotspots and increasing the number of laptops or devices for group workshops.

Space Constraints and Event Hosting:

Unfortunately, the department lost its dedicated computer workshop space, hindering its ability to onboard students effectively. Although the program has 25 laptops available, finding suitable spaces for private financial aid consultations or application assistance remains a challenge.

Our outreach efforts extend beyond routine activities. We organize enrollment fairs in spring and fall, dedicate a week to City Senior Days (welcoming new seniors to campus), and host events for superintendents, coordinators, and principals from the LAUSD district. These events require additional resources, especially in terms of facilities. Student assistance is crucial for event preparation and execution, especially since our staff is often at high schools during these events. Additionally, the program invests in marketing materials and favors to promote academic and service programs, with a special focus on our First Year Experience program at LACC.

Summary of six-year (Fall 2024-2030) plans for Student Recruitment and Outreach

| | |
|--|--|
| Number of students served and their demographics | The department projects that it will 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, | 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 |

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| campus, and community needs | |
| 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. |

Summary of resources needed to implement the plans for Student Recruitment and Outreach

| | |
|--|---|
| 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. |

Transfer Center

Overview

The LACC Transfer Center serves all students interested in transferring to four-year institutions. With a total enrollment of 14,937 students across the campus, our primary objectives are as follows:

Degree Attainment:

- Increase the number of Associate Degrees for Transfer (ADTs) and Associate of Arts (AA) degrees earned by LACC students.
- Promote the benefits of ADTs as a seamless pathway to transfer.

Transfer Success:

- Facilitate the transfer process for LACC students to California State Universities (CSUs), University of California (UC) campuses, out-of-state schools, and private institutions.
- Strategically enhance university presence on our campus through partnerships with institutions such as CSULA, CSUN, UCLA, USC, and Spellman University.

Outreach and Engagement:

- Host major events funded by the Transfer department to emphasize the importance of transfer opportunities.
- Foster a supportive environment that encourages students to explore transfer options and achieve their educational goals.

Transfer Center Performance and Strategic Goals:

- *Transfer Numbers and Application Submissions:*
 - The program has observed a commendable 36% increase in transfer numbers and a 40% rise in transfer application submissions.
 - The department's efforts have led to a 52% surge in the creation of student educational plans since 2020.
 - Strengthening staffing within the Transfer Center has been a key factor in achieving these positive outcomes.
- *Student Support and Accessibility:*
 - Data analysis reveals that 84.8% of students found the Transfer Center accessible when they needed assistance.
 - The ongoing objective is to ensure that students consistently feel supported and know they can reach out during regular office hours for prompt assistance.
 - However, approximately 7-9% of students expressed feeling unsupported during their interactions with the Transfer Center.
 - To address this, the program plans to:
 - Offer workshops, university visits, and both virtual and in-person drop-in hours.

- Implement self-booking options for students.
 - Extend service hours once additional staff members are onboarded.
 - Enhance collaboration with other departments, including the IE Office, Admissions and Records Office, and Student Services program units.
 - Increase university representative tabling to provide direct assistance to students.
- *Retention and Outreach:*
 - Since 2021, the program has achieved an impressive 80% retention rate.
 - The number of students engaging with the Transfer Center has risen by 56%, driven by workshops, counseling services, university visits, transfer events, and application drop-ins.
 - Annual student educational plan data:
 - 2020: 758 plans created
 - 2021: 1539 plans created/updated
 - 2022: 2391 plans created/updated
 - 2023 (as of September 22, 2023): 2426 plans created, with projected growth due to the addition of a new adjunct faculty member.
 - Key takeaway: Program efforts to reengage transfer students through targeted activities are yielding positive results.
- *Transfer Rates:*
 - 2020-2021:
 - CSU transfers: 606 students
 - UC transfers/enrollments: 104 students
 - Private university transfers: 10 students
 - 2021-2022:
 - CSU transfers: 565 students
 - UC transfers/enrollments: 129 students
 - Private university transfers: 32 students
 - 2022-2023:
 - CSU transfers: 782 students
 - UC transfers/enrollments: 184 students
 - Private institution transfers: 110 students
 - Note: UC and CSU enrollment data for Fall 2023 is pending release.

Assembly Bill 1291 and Transfer Simplification:

Assembly Bill 1291, recently passed by the Legislature, aims to streamline the transfer process from California community colleges to University of California (UC) campuses. The bill introduces a pilot program at UCLA, where students who complete an Associate Degree for Transfer (ADT) in select majors receive priority admission. The program is slated to expand to other campuses, albeit with limitations on eligible majors.

Challenges and Student Concerns:

While proponents argue that this program simplifies the state’s transfer system, concerns persist. Notably, the pilot ADT admissions program lacks assurances that hard-earned ADTs will be universally accepted by UC or California State University (CSU) campuses of students’ choice. Consequently, some students hesitate to pursue ADTs due to uncertainty. Instead, they opt for basic general education courses to facilitate transfer.

Online Transition and Accessibility:

Post-pandemic, there has been a surge in student requests for online transfer programs, counseling appointments, and virtual classes at LACC. However, limited availability of completely online programs across UC and CSU systems restricts students’ options. As a result, our department faces challenges in recommending suitable schools based on majors, potentially impacting students’ willingness to transfer.

Future Initiatives:

- The Transfer Center remains committed to enhancing transfer-related activities on campus.
- Our observed 36% increase in transfer numbers and 40% rise in application submissions underscore the importance of continued services.
- Increased staffing will bolster our ability to support students who previously felt underserved.
- We also plan to engage university representatives directly through walk-in/drop-in sessions.
- Collaborative efforts with the IE Office, Admissions and Records Office, and Student Services program units will further boost ADT degree completion and transfer success rates.

Summary of six-year (Fall 2024-2030) plans for the Transfer Center

| | |
|--|---|
| Number of students served and their demographics | Over 15,000 students served because 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 |

Summary of resources needed to implement the plans for the Transfer Center

| | |
|--|--|
| Staffing | Clerical, Adjunct Counselor, and Interns |
| Technology | EdVisorly |
| Facilities | N/A |
| Funding, including other revenue streams | SSSP |

TRIO Student Support Services

Overview

TRIO Student Support Services effectively contributes 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.

Summary of six-year (Fall 2024-2030) plans for TRIO Student Support Services

| | |
|--|--|
| 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. |

Summary of resources needed to implement the plans for TRIO Student Support Services

| | |
|--|--|
| 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. |

Umoja

Overview

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.

Summary of six-year (Fall 2024-2030) plans for Umoja

| | |
|--|---|
| 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. |

Summary of resources needed to implement the plans for Umoja

| | |
|--|--|
| 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 |

Upward Bound

Overview

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.

The 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 the program had to modify its program service delivery due to the COVID-19 pandemic. Thankfully, staff members have developed a strong work relationship that enabled them to collaborate remotely, redesign the Summer Academy to be fully remote, and to maintain enrollment levels for the two years that were most impacted by the pandemic. The program is 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, the program had to apply for renewal of our grants. Working with the college's grant writer and the Office of Institutional Effectiveness, the program has been renewed for another five years (2022-2027).

The program has 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. The 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. The 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 is submitted to the US Department of Education contains the data relevant to the 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%).

The program's federally funded grants may receive a slight cost of living increase over the years, but generally it receives the same dollar amount to serve the same number of participants year after year. This current grant cycle will end in 2027, so the program will begin the proposal-writing process in the fall of 2025 to renew our grants for another five years.

The program will continue to maximize the use of college facilities and resources to provide our participants a comprehensive college experience. The program collaborates with various academic departments to provide exciting and enriching course opportunities. The program informs its 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. The program 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, the program hopes its needs for running an on-campus Summer Academy will be considered as college facilities are modified in the next two years. The program will require an appropriate space to serve breakfast and lunch daily to our 120 participants, and it hopes to have access to large reception areas for large meetings with parents and our annual summer banquet. The program plans to reach out to program alumni who may be able to speak to our students, provide mentoring opportunities, and other in-kind support. The program will continue to work with the LACC Foundation to develop other fundraising opportunities.

Summary of six-year (Fall 2024-2030) plans for Upward Bound

| | |
|--|--|
| 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 | |

Summary of resources needed to implement the plans for Upward Bound

| | |
|--|--|
| Staffing | |
| Technology | |
| Facilities | |
| Funding, including other revenue streams | |

Veterans Resource Center

Overview

The Veterans Resource Center (VRC) at LACC is dedicated to creating an inclusive and supportive environment for veterans, dependents, and spouses as they pursue their educational goals. The program's comprehensive services, facilitated through campus resources and community partnerships, empower veterans during their transition from military service to college life.

Key Achievements:

- *Expanded Space:* The program recently acquired a larger facility that offers technology access, printing services, study areas, a comfortable lounge, and separate offices for specialized support services.
- *Staffing Enhancements:* The VRC now benefits from a permanent specialist/certifying school official and a team of VA student workers who operate the center.
- *Community Partnerships:* The program has strengthened partnerships with community organizations to provide in-house services, including mental health counseling through U.S. VETS Outside the Wire, job training assistance via 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.

Challenges:

- *Location:* While the larger space has been advantageous, its distance from critical student services programs and the campus center poses challenges. Accessibility for students and collaboration with other departments remain areas of concern.
- *Fiscal Constraints:* Hiring a full-time academic counselor for the program has proven financially challenging.

Legislative Impact:

- *Full-Time Regulations:* Recent changes by the VA require students to enroll in an in-person course to receive a monthly housing allowance. This requirement, waived during the pandemic, presents difficulties during semesters with limited in-person classes.
- *Residency Requirements:* Under the Isakson and Roe Veteran Health Care and Benefits Improvement Act of 2020 (section 1005), the three-year enrollment requirement for in-state tuition eligibility no longer applies to covered individuals using education benefits under Chapter 30, 31, or 33. Veteran students can now receive state tuition regardless of their discharge date.

Summary of six-year (Fall 2024-2030) plans for the Veterans Resource Center

| | |
|--|---|
| 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. |

Summary of resources needed to implement the plans for the Veterans Resource Center

| | |
|--|--|
| 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. |

Welcome Center

Overview

The 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 the Welcome Center to refine our processes for assisting students in accessing funding opportunities.

Advancements in technology have revolutionized how the Welcome Center engages 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 Welcome Center 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 the Welcome Center to create welcoming environments conducive to student success and engagement.

Moving forward, the Welcome Center anticipates these changes will continue to shape the department. The Welcome Center will remain vigilant in monitoring legislative developments to adapt our practices accordingly. Embracing emerging technologies will be integral to enhancing program services and maintaining relevance in a rapidly evolving digital landscape. Additionally, the Welcome Center will continue to leverage facility improvements to create inclusive and welcoming spaces that foster student success and belonging.

Summary of six-year (Fall 2024-2030) plans for the Welcome Center

| | |
|--|---|
| 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 | The program requires additional computers to accommodate students. Additionally, the program needs an Outreach/Welcome Center vehicle to assist students. |
| Use of technology & AI | The Welcome Center will require newer computer monitors instead of projectors due to the consistent burnout of projectors. |
| Cross departmental/unit initiatives | The Welcome Center 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. |

Summary of resources needed to implement the plans for the Welcome Center

| | |
|--|---|
| 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. |

Administrative Services

Administrative Services Office

Overview

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 & Café
- 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.

Summary of six-year (Fall 2024-2030) plans for the Administrative Services Office

| | |
|--|---|
| 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 |

Summary of resources needed to implement the plans for the Administrative Services Office

| | |
|--|---|
| 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 |

Accounts Payable and Purchasing Office

Overview

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.

Summary of six-year (Fall 2024-2030) plans for the Accounts Payable and Purchasing Office

| | |
|--|---|
| 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. |

Summary of resources needed to implement the plans for the Accounts Payable and Purchasing Office

| | |
|------------|---|
| 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. |

Bookstore /Cub Store / Hungry Cub Snack Shop

Introduction

The LACC College Store plays a crucial role in supporting student success by providing essential course materials and resources to students, faculty, and staff. Over the past five years, we've implemented strategies to offer competitive pricing on textbooks, ensuring affordability for our campus community. Here are some key points:

Textbook Pricing, Online Requisitioning, and Alternatives:

- When instructors submit their orders, the Cub Store provides alternative versions of the same material, including rentals, loose-leaf editions, and digital formats.
- Leveraging internet marketplaces like Amazon allows us to source traditional versions at lower costs, passing the savings to our customers.
- This approach also enables instructors to continue using older book editions, benefiting both students and faculty.
- We're researching online requisitioning tools to streamline the process for instructors, allowing timely submission of orders.
- While finding compatible software has been challenging, Teams software has facilitated efficient adoption submissions via an Excel Share drive.

Impact of OER:

- As OER materials gain prominence, we serve as a conduit for distribution.
- Starting May 2024, we'll provide digital versions for titles with digital options, automatically adding them to our courses.
- EOPS students can also request print versions of OER titles.
- While digital textbooks and online stores have reduced demand for physical textbooks, impacting traditional sales, technology has also opened new avenues for engagement.
- We've diversified our offerings, including food and technology products, and streamlined processes for voucher students through e-commerce.

Interactions with Other Units:

- We collaborate extensively with various campus units and external agencies, including the VA, Vocational Rehab, high schools, other colleges, and district offices.
- Leadership changes within these groups necessitate ongoing relationship-building efforts.
- The IDP process has facilitated smoother interactions, especially for providing goods through the JV process.

- Our buyer actively participates in Academic Senate and Chairs meetings, emphasizing the importance of timely faculty adoptions for student success.

Community Partnerships and Food Options:

- Despite a 10-year contract with Pacific Dining, post-Covid restrictions, we’ve faced challenges with their absence. However, The Hungry Cub (our convenience store) continues to offer diverse options, including SNAP-approved items.
- We’re exploring partnerships with local restaurants and vendors to enhance food selections across campus.

Challenges and Achievements during the Academic Plan 2018-2024:

- *Inclusive Access (IA):* Our main achievement has been implementing IA, which provides students with digital versions of textbooks on the first day of class.
- *Laptop Rental:* While successful, the laptop rental program faced challenges due to Covid-related supply shortages and logistical complexities.
- *Website Revamp:* We’re working with software vendors to enhance our website, expanding offerings beyond textbooks to include clothing and supplies.
- *Mobile Units and Line Busting:* Despite challenges in procuring equipment, we’re exploring mobile registers to improve service efficiency and flexibility.
- *Credit Card Processing:* Recent changes in credit card processors will allow handheld mobile machines for credit card sales, enhancing convenience for students.
- *Catalog Integration:* Access to tools for adding items to our site has allowed us to incorporate catalogs from other stores, streamlining our offerings.
- *Facilities:* Our relatively new facility (built in 2012) faces operational challenges such as leaks, camera outages, and intercom system malfunctions. As our business model evolves, we’re also reevaluating the space allocation for our convenience store.
- *Human Resources:* Managing increased processes with fewer staff at a higher rate of pay and benefits remains a fixed expense challenge.

Future Goals:

- Our long-term plan includes handheld devices that allow students to utilize account funds for purchases.
- We remain committed to providing competitive prices, supporting student success, and overcoming any stigma associated with affordability.

Summary of six-year (Fall 2024-2030) plans for the Bookstore/Cub Store/Hungry Cub Snack Shop

| | |
|-------------------------------------|--|
| 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 industry and educational institutions | 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 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. |

Summary of resources needed to implement the plans for the Bookstore/Cub Store/Hungry Cub Snack Shop

| | |
|------------|---|
| 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 | Need to do an rfp for the bookstore system software in the next cycle. This should allow for more current integrations. The bookstore will also be installing software that communicates between their 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. |

Budget Office

Overview

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.

Summary of six-year (Fall 2024-2030) plans for the Budget Office

| | |
|--|--|
| 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 industry and educational institutions | Monitor revenue inflow for new funding stream and ensure that the accounting and implementation are completed accurately. |
| Ensure accessibility | The recent migration has ensured that the department website is in compliance with ADA requirements |

Summary of resources needed to implement the plans for the Budget Office

| | |
|--|---|
| 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. |

Business Office

Overview

The Business Office guides students to appropriate solutions for their financial concerns. The unit processes payments for various fees, clears holds on student accounts, and assists with other student-related issues. Additionally, the unit works to reduce barriers to student achievement of academic goals.

Web-based systems have helped alleviate the need for students to come in person to pay for registration, transcripts, and other services. However, centralized issuing of parking permits has not been implemented. The Qmatic system did not work as expected and is no longer in use.

AB1313 was enacted in January 2020, prohibiting postsecondary institutions from withholding transcripts as a debt collection tool. This change reduced the Business Office’s ability to enforce payment of enrollment fees owed and increased the student bad debt obligation of the college.

Summary of six-year (Fall 2024-2030) plans for the Business Office

| | |
|--|---|
| 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. |

Summary of resources needed to implement the plans for the Business Office

| | |
|------------|---|
| 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 |
|--|------|

Facilities, Maintenance, and Operations

Overview

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. Currently, 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.

Summary of six-year (Fall 2024-2030) plans for Facilities, Maintenance, and Operations

| | |
|---|---|
| Number of students/staff served and their demographics | |
| Resources and services in response to student, staff, campus, and community needs | <p>Expand and manage the department’s comprehensive preventative maintenance programs which protect the college’s financial investment in its physical plant.</p> <p>Listen and respond to our customers’ needs.</p> <p>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.</p> <p>Comply with the letter and intent of all applicable statutory, code, health, and safety regulations.</p> <p>Restore budget and fill all vacant positions within the department.</p> <p>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.</p> <p>Institute a relief/substitute crews for better service due to absenteeism</p> |
| Use of technology & AI | <p>The procurement and implementation of new key management software.</p> <p>Continued Landscaping and advanced methods in servicing and maintaining campus grounds and buildings.</p> <p>Additional training and tutorials in areas of technology and design to the department in the Computerized Maintenance Management System.</p> |

| | |
|--|---|
| 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 | |

Summary of resources needed to implement the plans for Facilities, Maintenance, and Operations

| | |
|--|---|
| 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 temporarily fill staffing vacancies due to absenteeism. Increase budget and staff to maintain and improve cleanliness. |

Human Resources and Payroll

Overview

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.

Summary of six-year (Fall 2024-2030) plans for Human Resources and Payroll

| | |
|--|--|
| 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 | |

Summary of resources needed to implement the plans for Human Resources and Payroll

| | |
|--|---|
| 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. |

Information Technology

Overview

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.

Summary of six-year (Fall 2024-2030) plans for Information Technology

| | |
|--|--|
| 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. |

Summary of resources needed to implement the plans for Information Technology

| | |
|--|--|
| Staffing | 1 Online multimedia specialist or related 2 Instructional assistants 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. |

Sheriff's Office

Overview

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 policy 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.

Summary of six-year (Fall 2024-2030) plans for the Sheriff's Office

| | |
|--|---|
| 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. |

Summary of resources needed to implement the plans for the Sheriff's Office

| | |
|--|--|
| 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 | |

Appendix B: 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.

Staff-Related Needs

| Department/Unit | Faculty/Staff Needs |
|---|--|
| Academic Affairs | |
| Athletics | <ol style="list-style-type: none"> 1. Athletic Secretary 2. Part-time Sports Information Director (SID) to run and maintain the website (Currently being done by the Athletic Director) 3. 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. The current levels of professional staffing are great for the current size of the program. |
| Business Administration | <ol style="list-style-type: none"> 1. A dedicated liaison with the Counseling department 2. A dedicated liaison with the Online Education department |
| Chemistry | None |
| Child and Family Studies | <ol style="list-style-type: none"> 1. 0.5 FTE Secretary 2. 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 | The department needs a tutor and staff to run a Communication Lab. |
| Computer Science, Information Systems, and Applications (CSISA) | The department needs to replace retired faculty & staff: |

| | |
|--------------------------------|---|
| | <ol style="list-style-type: none"> 1. Three full-time Computer Science instructors. 2. One Instructional Assistant. 3. Tutors to support students in the CSISA programs |
| Cooperative Education | <p>Recruiting a full-time, experienced faculty member dedicated to fostering employer engagement and program enhancement is essential for establishing a robust program. Working 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. Their efforts will contribute to students' success in the workforce and reinforce our commitment to excellence in education.</p> |
| Dental Technology | <p>Replacement of two retired full-time faculty with two new full-time hires and full-time laboratory assistant to support the extensive technology and laboratory classroom equipment maintenance.</p> |
| Earth Sciences | <p>Existing staffing is currently adequate.</p> |
| English/Credit ESL/Linguistics | <p><u>English:</u> 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.</p> <p><u>Credit ESL:</u> In the last five years the department has hired one new full-time credit ESL instructor to replace two retired full-time faculty members. Going forward, the department 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.</p> <p><u>Linguistics:</u> If the efforts in enrollment proves to be successful for Linguistics, the discipline will need at least one more full-time faculty to compensate for future retirements.</p> |
| International Student Programs | <p>The essential staff for an international education office include: counselors,</p> |

| | |
|----------------------------------|---|
| | 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 the department needs a third full-time technician. There is also a need for tutor support for all of our course offerings to enhance student success. At this time, the department only offers Anatomy tutoring through the General Tutoring Program and major's Biology (Biology 6 and 7) through MESA. There is 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 | The department would like to hire additional faculty in Spanish and Russian in the future. |
| Music | <p>Need to hire a commercial music piano accompanist (the department lost this full time position in 2020). The commercial area is growing rapidly, and the department is unable to provide the services to our students.</p> <p>Need to hire a full-time sound engineer. Currently, the department shares with Cinema/TV (50/50). The demand is getting higher with concerts (livestreaming), performances, and technology courses. It is impossible to have a sound engineer who can only work for 20 hours per week.</p> |
| Noncredit Adult Education | Need two Student Services Specialists to coordinate the data collection and compliance mandated by CCCCO, CAEP, and |

| | |
|-------------------------------|---|
| | <p>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.</p> |
| Nursing | <p>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).</p> <p>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.).</p> <p>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).</p> |
| Online Education | <p>A position specifically to run POCR on campus.</p> |
| Philosophy | <p>Tutor, Full-Time Philosophy Instructor.</p> |
| Physics and Engineering | <p>Hiring of a full-time Physics/Engineering instructor.</p> |
| Psychology and Human Services | <p>Continued administrative support via administrative assistant position is vital for continue progress in this area.</p> |
| Radiological Technology | <p>One FT faculty and FT clerical staff.</p> |
| Ralph Bunche Scholars | <p>Program assistant: a classified staff member would help with many of the clerical duties that the RBS Director is currently doing.</p> |

| | |
|-------------------------|---|
| | Student worker, which is currently in the budget, though some student workers are paid by Work Study. |
| Social Sciences | Need Sociology Faculty. |
| Theater | <ol style="list-style-type: none"> 1. Hire for the 4 unfilled full-time positions in acting 2. Secretary 3. 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. |
| Visual & Media Arts | The department needs a studio IA, especially in kiln and powertool area, and hope to keep the 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. |
| 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 | <p>1 Full-time Counselor</p> <p>1 Classified Staff</p> |
| 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 |

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| | <p>employer outreach and increased connections to jobs for students.</p> <p>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.</p> |
| Child Development Center | |
| City Cares Network/ Fresh Success | <p>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.</p> |
| Dream Resource Center | <p>2 student workers paid (nonfederal work study)</p> <p>4 Unclassified Paid Interns</p> <p>1 full-time SFP Specialist</p> <p>1 classified student services assistant</p> <p>1 adjunct counselor</p> <p>1 full-time counselor/coordinator</p> |
| Dual Enrollment | <p>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.</p> |
| Extended Opportunity Programs and Services (EOPS) | <ol style="list-style-type: none"> 1. Fill vacant EOPS Student Service Assistant position. 2. Fill future faculty and staff vacancies. 3. Continue to hire and expand unclassified paid intern positions. |

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| | 4. 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 | 1. Fill vacant HTC instructional assistant position. 2. Hire B-shirt classified support for the front desk and to allow for evening hours. |

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| | 3. 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. |

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| 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: <ul style="list-style-type: none"> • 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 | 1 Online multimedia specialist or related 2 Instructional assistants 1 IT technician |
| 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. |

Technology-Related Needs

| Department/Unit | Technology Needs |
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| Academic Affairs | |
| Athletics | <ol style="list-style-type: none"> 1. Updated analytic equipment for each sport 2. Maintain updated laptops for coaches |
| Break It to Make It | Maximize students' access to computers both on campus and at home. Continue to assist students in how to use Canvas, Zoom, and online resources effectively. |
| Business Administration | <ol style="list-style-type: none"> 1. Regular updates to equipment (computers) and software in faculty and staff offices, classrooms, and the computer lab. 2. Continuous Canvas training for faculty. |
| Chemistry | Upgraded A/V equipment |
| Child and Family Studies | Classroom Tech Upgrade for Safety 20k |
| Cinema/TV | The 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 | <p>Updated technology is needed to maintain relevance;</p> <p>Recording equipment for the lab is also needed.</p> |
| Computer Science, Information Systems, and Applications (CSISA) | The department needs to replace outdated computers in FH202 & FH206 with high performance computers to support computationally intensive programs such as gaming. |
| Cooperative Education | To effectively support the implementation of work-based learning initiatives, strategic investments in technology infrastructure are essential. This includes virtual collaboration tools and remote access platforms and the establishment of (Career) (Digital Portfolios). |

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| | These technological enhancements not only enhance student engagement but also facilitate seamless integration between academic coursework and real-world experiences. |
| Dental Technology | Dental Digital scanner and programs and classroom computers replacement to support dental digital programs and annual software updates. |
| Earth Sciences | Geographic Information System (GIS) software |
| English/Credit ESL/Linguistics | <p><u>English:</u> While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring.</p> <p><u>Credit ESL:</u> While the program doesn't require high-value equipment, its classrooms are older and in need of updating, especially in internet wiring.</p> <p><u>Linguistics:</u> Classes are fully online and relies on Canvas.</p> |
| International Student Programs | <p>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."</p> <p>Establishing a dedicated space for F1 students is essential to accommodate support staff and provide a centralized hub for student services.</p> |
| Kinesiology/Health/Dance | Continual updates for assistive technologies. |
| Law/Administration of Justice | Approximately 12 newer computers in the computer lab. |
| Life Sciences | The department needs new projectors for the classrooms (though they have already been approved for purchase, they have not yet been received nor installed) as our |

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| | 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 (the contractor and the system no longer exist, and the department is unable to replace any of the parts). Remain current with new/updated music production and 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 software within the next 5 years. |

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| 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 the department's 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 the program gets an office and a study space, they would need some resources for that – phone, computers, and printers. |
| Social Sciences | Need AI Learning Lab. |
| Theater | Will be addressed in the new building. |
| Tutoring | New laptop cart with updated laptops; additional tablets for STEM tutoring. |
| Visual & Media Arts | The department is in good shape, if there is a 5-year computer replacement plan in place. |
| 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 |

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| | 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 |

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| | communicating with students because phone calls and email use is inconsistent. |
| Office of Special Services | <ol style="list-style-type: none"> 1. AI tech for assistive technology use 2. Update staff computers 3. Update specialized HTC equipment 4. Purchase updated high-speed scanner 5. 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 |

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| Accounts Payable and Purchasing Office | Investment in advanced procurement and accounts payable technologies to improve efficiency and effectiveness. |
| Bookstore | Need to do an rfp for the bookstore system software in the next cycle. This should allow for more current integrations. The bookstore will also be installing software that communicates between their 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 | <p>Ensuring technology in classrooms and other areas is secure.</p> <p>Tools to support and maintain technology in a nonintrusive and efficient manner.</p> <p>Continued funding to support updates and new technologies.</p> |
| Sheriff's Office | |

Facility-Related Needs

| Department/Unit | Facility Needs |
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| Academic Affairs | |
| Athletics | <ol style="list-style-type: none"> 1. New Athletic Field Playing Surface 2. Safe and Secure Athletic Field 3. Resurface the Kinesiology South Gym |
| Break It to Make It | Ensure that BITMI students continue to have access to a space that allows for them to spend time with counselors and each other. |
| Business Administration | <ol style="list-style-type: none"> 1. A larger computer lab (45 seats rather than the current 22) 2. Access to a large lecture hall for 80 students 3. 4 classrooms with 45 seats and newer technology 4. 3 offices for adjunct faculty 5. Larger offices for full-time faculty 6. Separate waiting area for students 7. 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) | FH 202 & 206 needs to be equipped with high performance computers to support |

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| | computationally intensive applications such as gaming and AI. |
| Cooperative Education | In conjunction with partnerships with other Career and Technical Education (CTE) programs, the facilities like 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 require 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 | <p><u>English:</u> Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms.</p> <p><u>Credit ESL:</u> Its facilities are adequate for now; we have enough classroom space to accommodate students. Enrollment growth will require more classrooms. The department will review the hours of operation of the 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.</p> <p><u>Linguistics:</u> 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.</p> |
| 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 |

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| | to be replastered. The Kin South Gym Floor needs to be resurfaced. Outdoor Gym Cement. |
| Law/Administration of Justice | There is a need for 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 |

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| | <p>improved task lighting needed in department spaces and in faculty offices.</p> <p>One additional clinical lab for advanced simulation, AR/VR and Mixed Reality educational implementation.</p> <p>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.</p> |
| Online Education | New offices in the future administration 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 noted |
| 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 |
| Theater | Will be addressed in the new building |
| Tutoring | The new MLK Library Learning Center will open in Fall 2024 |
| Visual & Media Arts | Da Vinci Hall suffers from lacking electricity output and ideally, the department's labs should have more seats than 30. The department still needs to build out outside sculpture area. |
| 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 |

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| | 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. |

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| 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 | <ol style="list-style-type: none"> 1. Enhance lighting with brighter bulbs. 2. Update the carpet to brighten the space. |
| Administrative Services | |
| Administrative Services Office | Water Boiler System/ HVAC, New Rad Tech Building |

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| 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 | |

Funding-Related Needs

| Department/Unit | Funding Needs |
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| Academic Affairs | |
| Athletics | Over the past three years, meals were provided to student-athletes on game days through various on-campus funding sources. This support is appreciated and the department aims to continue this valuable provision. The goal is to secure consistent funding for student-athlete meals annually. |
| Break It to Make It | Continue to work with the foundation to increase support for BITMI 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 | The department regularly and consistently proposes and receives grant funding from the following sources: <ul style="list-style-type: none"> • 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. The department also needs funds from Perkins and Strong Workforce to replace the computers in FH 202 & FH 206. |

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| Cooperative Education | By leveraging Perkins funding and work-based learning grants, the department can enhance accessibility and equity by providing stipends for valuable experiential learning opportunities, benefiting students' 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 | <u>English:</u> Along with its 10100 fund, the program relies on funding from state initiatives like AB 705, 1705 and tutoring funding from the district. <u>Credit ESL:</u> As part of AB1705 funding, the department will collect and review data regarding student success and create promotional materials. <u>Linguistics:</u> 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 | There is a need for a dedicated budget for the Law Library Collection (print) and the five Westlaw Patron Access computers. |
| Life Sciences | Enhance budget allocation from 10100 is needed to uphold existing standards as well as maintain and/or replace aging equipment and renew software licenses (i.e., Labster, Visible Body). Extra funding will be needed to support growth as the current funding is barely sufficient for the department's 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. |

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| Modern Languages & Civilizations | Funding for tutors in the key languages (Spanish, Korean, Japanese, and others if funding permits) is needed. |
| Music | <ol style="list-style-type: none"> 1. Funding for ongoing technology upgrades for all tech/production courses 2. Funding for ongoing instrumental upgrades for all instrumental and ensemble courses 3. Funding for a PT piano technician 4. Funding for a FT sound engineer |
| 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 | <p>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.</p> <p>The LACC Foundation will support student book vouchers, uniform costs, food cards, and nursing pinning/graduation costs.</p> <p>The LACCD Foundation will support graduates' NCLEX testing costs.</p> <p>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.</p> |

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| Online Education | A sustainable source of money be put towards POCR. |
| Philosophy | |
| 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 |
| Theater | |
| Tutoring | |
| Visual & Media Arts | |
| Student Services | |
| Admissions and Records | Increased funding support from the campus will help us meet Department's staffing needs and meet their 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 | |

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| City Cares Network/ Fresh Success | The basic needs programs require funding, especially because some of the 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 |

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| | 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 | <ol style="list-style-type: none"> 1. General Fund 2. SEA 3. 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. |

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| 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 temporarily 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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