american river college
folsom lake college
sacramento city college
cosumnes river college

Los Rios Community College District

2011
strategic plan

Acknowledgments

Los Rios Community College District

2011 strategic plan

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1 introduction

The 2011 Los Rios Strategic Plan presents the strategic directions the system of four colleges will pursue in response to the rapidly changing educational and economic environment in the Sacramento region and in the state of California. The plan is the result of numerous meetings, with input from all constituent groups including the District's elected Trustees. It was developed during the 2010-2011 academic year and was informed by the environmental scan found in this document in Section 3, *Key Issues for Planning.*

introduction

Purpose

The purpose of the Los Rios strategic planning process is to provide clear direction to the organization, which each college and unit can use to develop their own operational planning. The District serves residents living in a 2,400 square mile service area, which includes parts of five northern California counties. The plan is designed to respond to the educational needs of these 1.8 million residents while addressing economic, demographic, and community trends. In developing the plan, the framers reviewed the District's progress on the most recent plan developed in 2006, as well as research on employment needs, enrollment predictions and population trends. This plan takes into account the tremendous financial challenges currently facing California and the nation and their impact on the ability of the colleges to maintain access while improving student success.
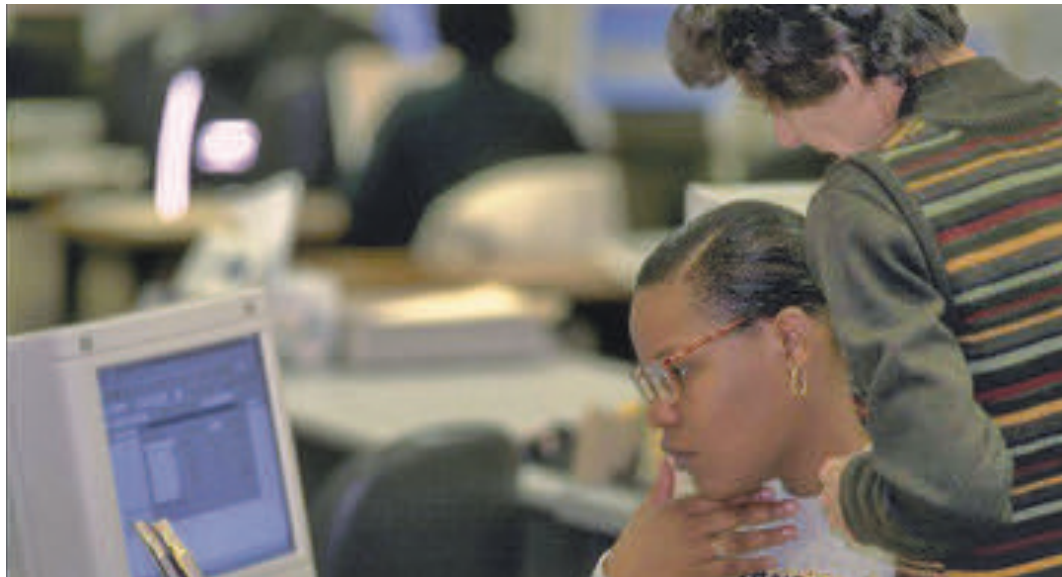
Approach

The 2011 Strategic Plan takes advantage of a cycle of planning that has served the District well for nearly fifteen years. First utilized in 1997, the plan and process were updated in 2002 and again in 2006. The original framework was again revised during this cycle to ensure the process serves the organization and the region. The approach has continued to include planning, implementation, evaluation and revision. The District maintains an active cycle of planning. As has been the case since the initial plan, there has been extensive outreach in the organization and the community to ensure adequate involvement of college and community leadership.

2 planning process

The Strategic Plan was developed with input from all constituencies throughout the Los Rios community. In addition, key data from multiple sources informed the plan strategies and future directions. Those data can be found in the *Key Issues for Planning* section.

Staff, Faculty and Student Participation in the Plan Update

Over the past several months, staff, faculty, and students across the District provided input in a number of ways. In addition, the District interviewed Board of Trustee representatives to include their perspective in the planning process. This input was integral to the development of this plan. Student, faculty, and staff were able to provide feedback through the following activities:

Strategic Planning Coordinating Committee (SPCC)

The Strategic Planning Coordinating Committee (SPCC) is composed of members of the Chancellor's executive staff, Academic Senate and union presidents, college presidents, Classified Senate presidents, and student government presidents. The

planning process

SPCC met regularly throughout 2010 to provide input and oversight for the planning process. The SPCC provides clear oversight of the process in addition to providing input on the development of the plan at each step in the process.

College Leadership Sessions

Each college conducted two facilitated planning conversations with staff, faculty, and students, one in the fall of 2010 and a second in December. Participants discussed the direction of the District in light of the current fiscal challenges and the issues that they believed the plan should address.

Planning Charrette

A daylong planning charrette held in October of 2010 engaged more than 150 staff, students, and faculty members from across the District in plenary and small group discussions. The charrette also included a presentation of the results of an environmental scan called *Key Issues for Planning* produced by the District Office of Institutional Research.

College Review Sessions

Faculty, staff, and students were invited to review the draft goals and strategies in the plan during sessions held at each college and at the District. Consultant staff facilitated these sessions. Participants reviewed and discussed the draft plan and provided feedback.

Strategic Planning Tools and Resources

The updated strategic plan integrates current data from multiple sources, including a comprehensive environmental scan, an interactive project website, and responses on the website from District employees and students.

Website

The robust website provides all employees, students and community members the opportunity to follow the development of the plan and comment on its contents. The website for the Los Rios Strategic Plan Update (located at http://www.losriosstrategicplan.org/) provided participants and the general public with information about the planning process and products. Plan drafts were also posted on the site. The site included a calendar of key dates for district-wide meetings, Strategic Planning Coordinating Committee meetings, and other events related to the plan update.

Environmental Scan

The environmental scan of the Los Rios service area, *Key Issues for Planning,* provided information about demographic trends, social and economic directions, and educational patterns in the region. Prepared by the District Office of Institutional Research, the scan was also mailed to more than 300 community, civic and governmental leaders in the region and provoked a great deal of dialogue about the challenges facing the District and its colleges.

3
key issues for planning

The *Key Issues for Planning* section summarizes major issues and trends affecting district-wide planning for the Los Rios Community College District (LRCCD). As part of the strategic planning process, it is critical to identify those issues—social, political, and economic—that will potentially have major effects on our institution so that the District can better prepare itself to address these challenges and align itself with a changing environment. The first section of the report covers those mega trends that are expected to have the greatest impact on our District and colleges, while the second section provides important data on demographic changes, enrollment projections, and job projections in the greater Sacramento area. The third section summarizes institutional data on student demography and student success measures at LRCCD.
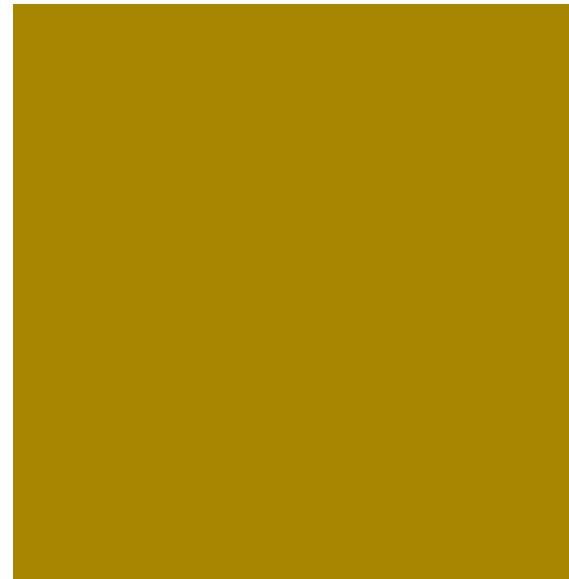
Key Issues for Planning draws upon a large body of research and data including many of the District's own research reports and institutional effectiveness data; state and national research studies; and data provided by organizations and government agencies including the U.S. Department of Labor, Employment Development Department, California Department of Finance, and the U.S. Census Bureau, to name a few. Sources are noted in the appendix.

Six Trends That Can't Be Ignored

1. A Rising Demand for Accountability and Performance:

There is a growing call for increased accountability from all of higher education. It is fueled by a wide variety of issues including the increased cost to attend colleges and universities; widely reported data showing the United States is no longer a leader in educational attainment and has fallen behind many other countries in the number of citizens who hold a bachelor's degree; and an increased perception by pundits and the general public alike that higher education may not offer the value it once did.

Community colleges are perhaps under the greatest scrutiny as they enroll the vast majority of students in higher education, including the majority of low income and ethnically diverse students. This has led governments, foundations and think tanks to focus on improved student performance at the community college level as a way to increase degree attainment nationally.

The demand for more accountability and results is coming from every quarter: the Obama administration has set a goal of 5 million more community college graduates by 2020; a group of state governors recently announced they intend to focus on higher education accountability as a primary agenda for their states; accrediting agencies are focusing more on accountability measures; and the Lumina Foundation recently announced it is going to move away from research grants in order to focus on state policy and sponsoring bills that will foster student success in higher education.

In California, the Community College League's "Futures Commission" released a report outlining changes community colleges should undertake increase student success; the Campaign for College Opportunity is campaigning for one million more college graduates by 2025; the Legislative Analyst's Office is urging the State Legislature to change community college funding to "outcomes" based rather than enrollment based; and several bills are currently moving through the legislature that will have significant impact on statewide transfer, assessment, and funding. While accountability certainly is not a new trend, the rate at which it is intensifying is significant. It is clear that the call for accountability is only going to grow.

Our data:

While we are doing well in many areas, our own data indicates areas of concern. These include: A majority of transfer-ready students aren't transferring even though they have completed transfer level math and English, and have high performance indicators; online course offerings and enrollments are increasing at a rapid rate, but many students are performing poorly in these classes; an increasing number of students are coming to us

unprepared for college level work; too many students seem stubbornly stuck in basic skills classes; and the achievement gap is still great between African American and Latino students and all other students.

Discussion:

What can we do to graduate and transfer more students? How can we move students better and faster from pre-collegiate to college level classes? What can be done to narrow the achievement gap among our students? What role can technology play in supporting and enhancing student success? How can we address the growing number of students coming to us unprepared for college?

2. Declining State Support for Public Higher Education:

Nationally, higher education has seen a decline in state funding support over the past decade. The recent recession has only exacerbated that trend. Most experts do not see a significant reversal of funding declines for higher education over the next few years. At the same time, enrollment fees have been on the rise as colleges and universities try to recoup their losses by charging students more. Even enrollment fees for California's community college students have increased 30% from 2008-09 to 2009-10. Due to budget cuts and increased fees at all three of California's public higher education systems, many thousands of students are being denied access, and programs and services are being underfunded. The loss of access poses a serious threat to the economic and social viability of our state and nation.

Our own data:

Due to budget cuts, our colleges reduced class sections for both the 2009-10 and 2010-11 academic years. Our District enrolled 3,000 fewer students in the 2010 summer session than the previous year. Given enrollment growth trends, the District should have enrolled 4,000 more students than the previous year, so it is estimated that about 7,000 students were turned away from our colleges. Early fall enrollment data indicate that 5,000 fewer students are enrolled than last year at this time. Again, given recent growth trends, it is estimated that we should have served about 4,000 more students, so about 9,000 students have been turned away for fall. It is worth noting that at a time when we are turning away thousands of students, we have more than 5,000 students enrolled who have accrued 90 units or more at our colleges.

Discussion:

What can we do to provide access to college for as many new students as possible without obtaining increased state funding? Can we shorten time to completion without compromising quality? Can we graduate high-unit students to make room for new learners? What can we do to help students meet the increased cost of education? How can we improve financial aid processes and procedures? What can be done to develop new funding sources?

3. Leveling Off of High School Graduates:

Higher education is coming off the greatest "bull market" that it has ever experienced. Between 1990 and 2009, the national number of high school graduates increased by more than 35%, from 2.4 million to 3.3 million. But like the boom in the stock market, the bull

market in higher education is ending. The peak of 3.3 million high school graduates is not likely to be seen again until 2020. According to the Western Interstate Commission for Higher Education (WISCHE) which has been tracking the number of future high school graduates by race and region for decades, the picture for California shows a leveling off of graduates. This is better news than for some states, such as Kansas or Louisiana, which will see declines of 10% or more; but not as good as for other states, such as Texas and Arizona, which are expected to see explosive growth in high school graduates greater than 20%.

Digging a little deeper into the data, we see the continued diversification of California's students over the coming few years is truly striking and potentially has more far-reaching implications. Between 2010 and 2020, the numbers of African American and white high school graduates are expected to decline by 2.4% and 15.2% respectively; while the numbers of Native American, Asian and Hispanic high school graduates will increase by 10.2%, 60.5% and 88% respectively. Future college students will not only be more diverse, but as suggested by a recent Pew Research study, will in many ways also resemble the great immigrant influx of the early 20th century.

These students could well have different educational aspirations and different expectations of what a college education should provide. They will be more employment oriented. And, while they are likely to be equally, if not more, academically motivated compared to students of the past decade, they will likely be less prepared academically, with many coming from first-generation households in which English is a second language.

Our own data:

The District's own data confirms these trends. For some time we have seen an increase in student diversity as well as a steady increase in the number of students who are first generation. (See Section II for Demographic and K-12 enrollment data for Sacramento County.)

Discussion:

While it would seem that the group of students coming our way over the next ten years would be immediately drawn to the types of programs and services offered by our colleges, this is not a given. These students will be drawn by cost but they will also be heavily influenced by time to completion of their educational goals. This again raises the question of how we can help students to complete their goals more quickly. Because we are entering a time of limited growth in high school graduates, there will be more competition for them among all higher education institutions, public and private. What can we do to compete effectively? What are we going to do to increase student success when there are ever more students unprepared for college level work?

4. Increasing Competition in the Educational Market Place:

The educational market place is becoming crowded and students have more options than ever before. Prestigious colleges and universities are offering online courses and programs to students in far-flung places around the globe. Meanwhile, the number of two-year and four-year for-profit educational institutions located in the greater Sacramento area has tripled in the past decade. Most of these are offering the same high demand programs in business, accounting, health care, teaching, ECE, information technology, construction,

etc., as those offered by Los Rios colleges. While for-profit institutions have recently come under more scrutiny, most experts believe their unprecedented growth will continue as students find it more difficult to enter public colleges and universities and look for alternative ways to acquire job skills quickly. The two primary selling points that for-profit institutions market are short time to completion and "guaranteed" job placement.

Our own data:

Based on National Student Clearinghouse Student Tracker data, the number of former Los Rios students who enrolled either at a two-year or four-year private institution, in-state (ISP) or out-of-state (OOS), rose from 2,963 students in 2004-05 to more than 4,815 students in 2008-09—an increase of almost 63%. In 2008-09, the number of former Los Rios students enrolled at the University of Phoenix, a for-profit institution, represented more than one-fourth of all students who enrolled at private institutions after leaving a Los Rios college.

CHART 1: Former LRCCD Students Enrolled at Private Institutions by Academic Year

Discussion:

What can we do to better inform students of the educational opportunities and career programs that would best serve their individual goals and timelines? What can be done to shorten time to completion for the many students seeking career skills and a job? How can we enhance and track job placement services? How can the new transfer bill help to increase transfers?
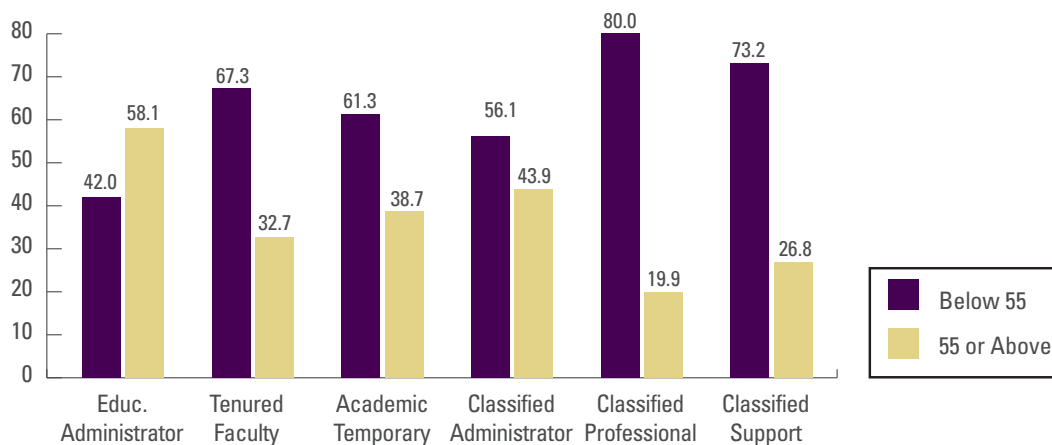
5. An Aging Work Force:

Increasing numbers of the Baby Boom generation will reach retirement age in the coming decade, with the first wave turning age 65 in 2011. The U.S. Census Bureau defines this generation as those who were born between 1946 and 1964. During this time period, 76 million American children were born. Due to the Great Recession of 2008, some Baby Boomers have placed their retirements on hold, but with an improved economy, it is expected that higher education will be faced with massive losses of experienced faculty, staff and managers. Competition for talented individuals across the country to replace the retiring Baby Boomers will be extremely high as the next generation following the Baby Boomers is much smaller in size.

Our data:

Employee data by age for fall 2009 show that over one-third of all LRCCD administrators are aged 60 or above, while close to one-fourth are between the ages of 55 and 59. These two age groups represent more than half of the administrators across the District. The retirement of such a large group of experienced administrators over the next several years could significantly impact the District and the colleges at a time when state support for higher education is declining and demands for accountability are rising.

Although the proportion of faculty members who are aged 55 or above is not as high, they still represent almost one-third of tenured faculty and nearly 39% of adjunct faculty.

CHART 2: Fall 2009 LRCCD Employees

Data values by category:

Category	Below 55	55 or Above
Educ. Administrator	42.0	58.1
Tenured Faculty	67.3	32.7
Academic Temporary	61.3	38.7
Classified Administrator	56.1	43.9
Classified Professional	80.0	19.9
Classified Support	73.2	26.8

Discussion:

What should be done to prepare our colleges and District for a significant change in leadership over the next few years?

6. Accelerating Rate of Change:

Whether we like it or not, we live in a time of rapid change in every part of our lives. This phenomenon is evident everywhere: rapid advances in technology, medicine and science; quickly changing governmental regulations and requirements; increasingly volatile economic cycles; uncertain weather patterns; and powerful changes in social trends. Change is occurring faster than ever before.

Nowhere is this more evident than in the rapid rise of the "mobile" society. Use of the Internet, smart phones, text messaging, video on demand, social networking, e-books and a host of other technological applications and devices have produced a generation that is unwired but completely connected. This "mobile" society is accustomed to getting answers and services immediately on a 24/7 basis and to accommodating services and programming to their schedules.

Consider these facts recently presented to a group of Sony Corporation executives: It is estimated that four exabytes of unique information will be generated this year—more than what was generated in the previous 5,000 years; the amount of new technical information is doubling every two years; the top ten high demand jobs in 2010 did not exist in 2004; one out of eight couples who married in the U.S. last year met online.

Change is so pervasive and so accelerated that the U.S. Department of Labor estimates that today's learner will have worked in 10 to 14 jobs by the age of 38. Today, 25% of workers have been in their jobs for less than one year; and a full 50% have been in their jobs for less than five years.

Businesses and institutions which are not nimble enough to manage this high rate of change risk catastrophic failure. We only need look at the newspaper industry for example. Ten years ago few imagined that so many newspapers in the country would disappear. But since 2008, due to the loss of classified advertising to online sites such as Craigslist, 166 newspapers have shut down and 24,500 jobs have been lost in the industry.

Discussion:

What can our District and colleges do to keep up with the rapid changes in technology? How will the use of technology change the way students expect to learn? What are some strategies we should consider to help faculty and staff maintain currency in their subject and work areas? How can we ensure currency in our curricula? What does the rapid rate of change mean for our organizational structure and decision making processes? What opportunities does rapid change present for our colleges and District?

Trends in Demography, Enrollment Projections and Occupations

State and Local Demography

In terms of population size, Sacramento County ranks eighth in the state, with 1.4 million residents in July 2009. Over the next 20 years, Sacramento County is projected to see the proportion of its white residents almost cut in half while the number of Hispanic residents will double. Asian and multiracial residents will show steady growth, however, the proportion of African American residents in the county is expected to remain unchanged.

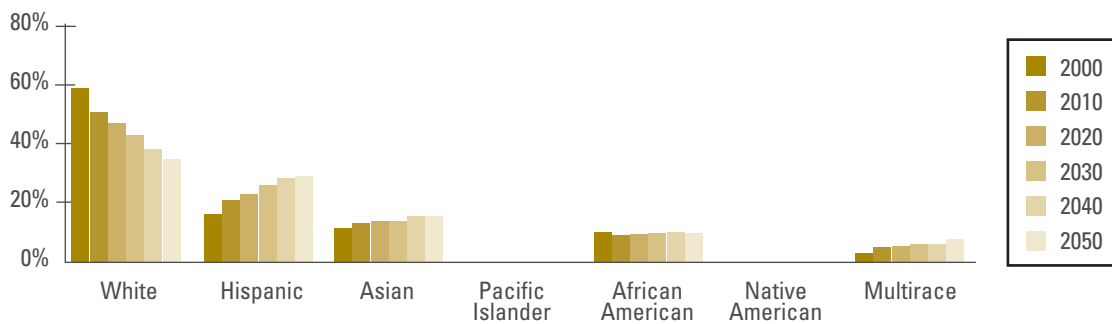CHART 3: Projected Race/Ethnicity of Sacramento County Residents—2000 to 2050

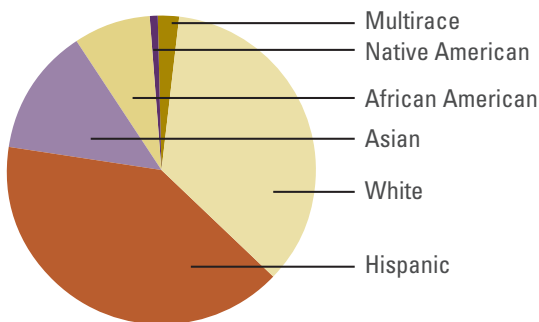CHART 4A: Projected Race/Ethnicity of California Residents in 2020

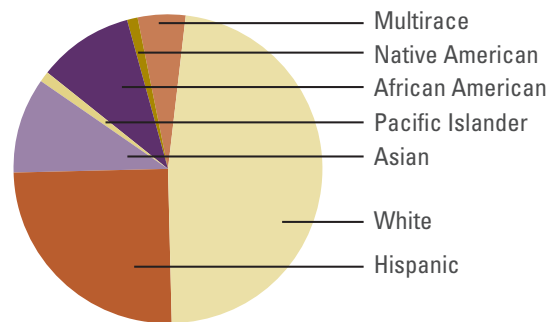CHART 4B: Projected Race/Ethnicity of Sacramento County Residents in 2020

CHART 5A: Projected Race/Ethnicity of California Residents in 2050

Native American
Multirace
African American
Pacific Islander
Asian
White
Hispanic
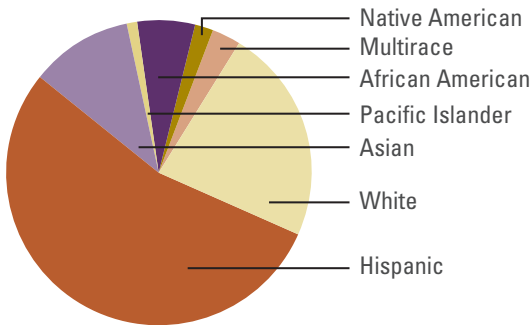
CHART 5B: Projected Race/Ethnicity of Sacramento County Residents in 2050

Multirace
Native American
African American
Pacific Islander
Asian
White
Hispanic
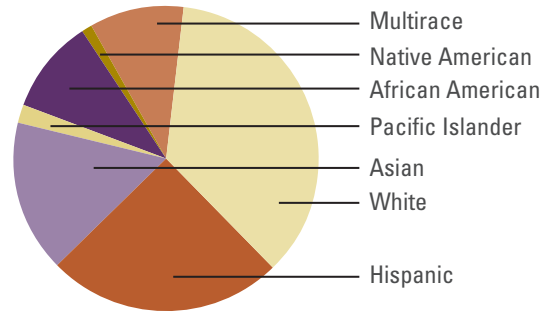
K-12 Enrollment and Student Diversity

In 2009, the California Department of Finance projected that enrollment in grades K-12 will increase in the next ten years in the following counties: Riverside County, San Bernardino County, Kern County, Fresno County, and Sacramento County. The growth is attributed to increasing births or high levels of in-migration. However, it is projected that 30 of the state's 58 counties will show a decline in enrollment over the next ten years. The largest decline in enrollment is expected to be in Los Angeles County, where enrollment is projected to decline by 13% in the next ten years—a decrease of 212,000 students.

Chart 6 shows the enrollment projections for Sacramento County, from 1974-75 through 2018-19. As the chart illustrates, growth will be greater in grades K-8 than in the upper grades.

CHART 6: Enrollment Projections Grades K-12, Grades K-8 and Grades 9-12 for Sacramento County

Legend: Gr K-12, Gr K-8, Gr 9-12
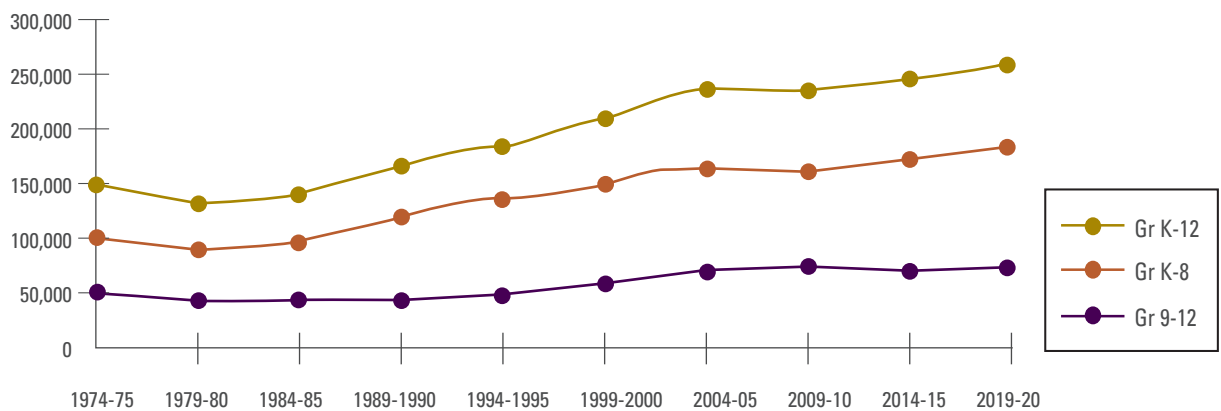
The number of public high school graduates in Sacramento County peaked in 2008-2009.

CHART 7: Projections of Public High School Graduates for Sacramento County
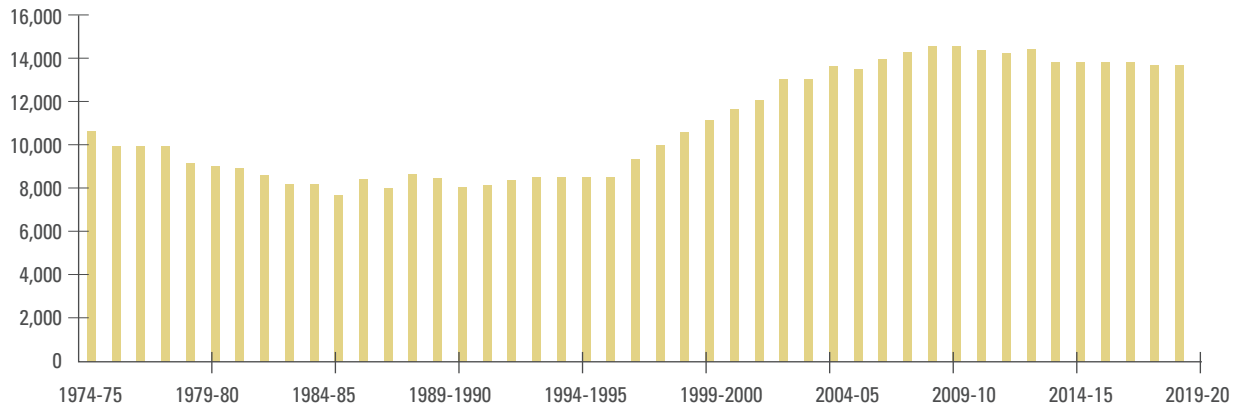
Data from the California Department of Education show the ethnic breakdown of students enrolled in Sacramento County and at the state level during 2008-09. At the county level, white students represent more than one-third of the students, followed by Hispanic students at 25%. African American students comprise 15% while Asian and Filipino students together make up 15% of students countywide. Across the state, however, Hispanic students are already the largest ethnic group at 49%, followed by white students at 28%. Asian and Filipino students together represent 11% while African American students are 7% of the student body statewide.

CHART 8: 2008-09 K-12 Enrollment by Race/Ethnicity for California

Multiple/NR
Filipino
Native American
African American
Pacific Islander
Asian
White
Hispanic

CHART 9: 2008-09 K-12 Enrollment by Race/Ethnicity for Sacramento County

Filipino
Native American
Multiple/NR
African American
Pacific Islander
Asian
White
Hispanic

LRCCD Enrollment Forecasts

Due to current budget constraints and a state budget that is yet to be resolved, there are so many unknowns that this is a difficult time for any college district to project enrollments accurately. Classes for fall 2010 at LRCCD started August 23, 2010, with 850 class sections cut due to lack of funding.
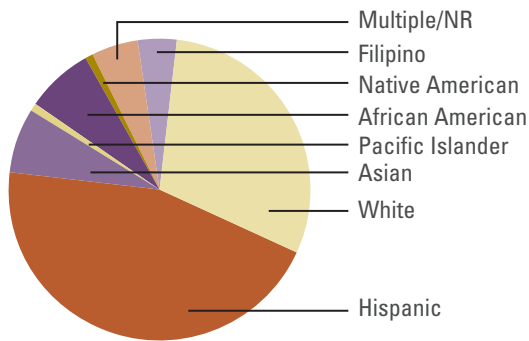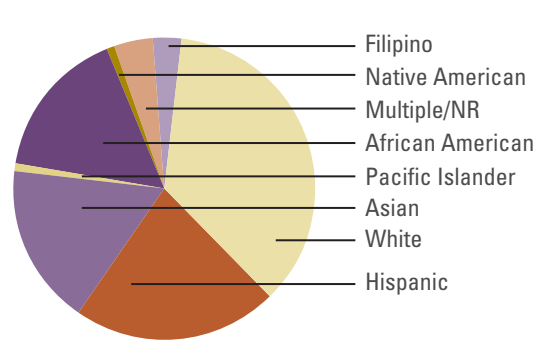
The California Postsecondary Education Commission (CPEC), in its report titled "Ready or Not, Here They Come," estimates that the state should expect over 200,000 additional community college students by 2019. To meet this growth in demand, the report estimates that community colleges will need to receive at least 3% growth funding annually. The report warns that without sufficient growth funding up to 400,000 potential students will be turned away over the next two years.

The table below shows the State Chancellor's Office enrollment projections on the left and projections by the LRCCD research office on the right. Given the continued budget problems at the state level, the slow recovery of the local and state economy, and a continuing soft and unstable real estate market, it appears unlikely that the District budget will improve for the next couple of years and despite high enrollment demand from students, the District will not be able to grow at a 6.1% annual rate as forecasted by the State Chancellor's Office. Instead, the District research office is projecting an annual increase of 3.5% in WSCH through 2018 after staying flat for 2010. By 2018, the District research office is projecting an enrollment headcount of over 114,000 students.

TABLE 3.1: ENROLLMENT FORECAST FOR LRCCD

	CCCCO Enrollment/WSCH Forecast				LRCCD Enrollment/WSCH Forecast			
	Head Count	WSCH	% Change	WSCH/ Enroll- ment	Head Count	WSCH	% Change	WSCH/ Enroll- ment
2010	88,324	903,644	2.7%	10.23	87,000	980,095	1.2%	10.23
2011	93,746	595,111	6.1%	10.23	90,045	921,249	3.5%	10.23
2012	99,500	1,017,982	6.1%	10.23	93,197	953,492	3.5%	10.23
2013	105,607	1,080,466	6.1%	10.23	96,458	986,865	3.5%	10.23
2014	112,090	1,146,786	6.1%	10.23	99,835	1,021,405	3.5%	10.23
2015	118,970	1,217,177	6.1%	10.23	103,329	1,057,154	3.5%	10.23
2016	126,272	1,291,888	6.1%	10.23	106,945	1,094,154	3.5%	10.23
2017	134,023	1,371,185	6.1%	10.23	110,688	1,132,450	3.5%	10.23
2018	142,249	1,455,350	6.1%	10.23	114,562	1,172,086	3.5%	10.23

key issues for planning

Below is a graph showing the differences in the two forecasts for enrollment headcounts.

CHART 10: Enrollment Headcount Forecast for 2010-2018, CCCCO vs. LRCCD Research Office
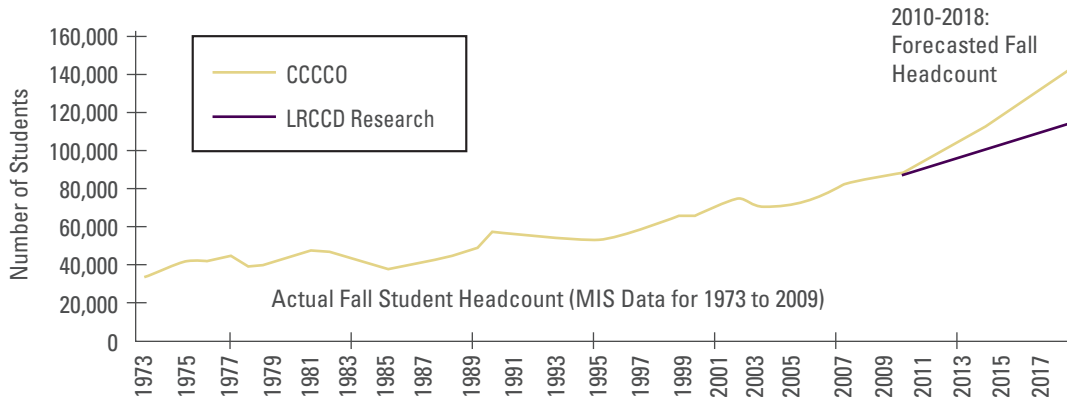
Occupations

In its 2010 mid-year update on the labor market and regional economic outlook, the Institute for Business Research and Consulting at California State University, Sacramento, provided the following near-term forecast:

- State government labor force has remained relatively stable but county and local city governments will continue to reduce staffing and spending to meet budget gaps.

- Jobs in healthcare will remain relatively flat until next year.

- Consumer spending continues to be weak.

- Construction will benefit by a seasonal boost in labor demand over the summer.

CHART 11: Projected Changes in Employment Share by Industry, 2005 to 2025
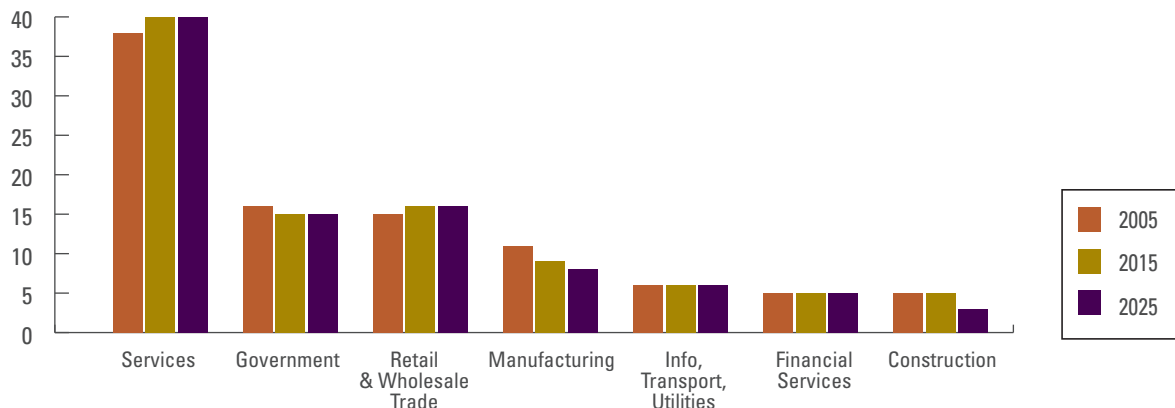
CHART 12: Education Projections for 2020: Employment Demand and Population
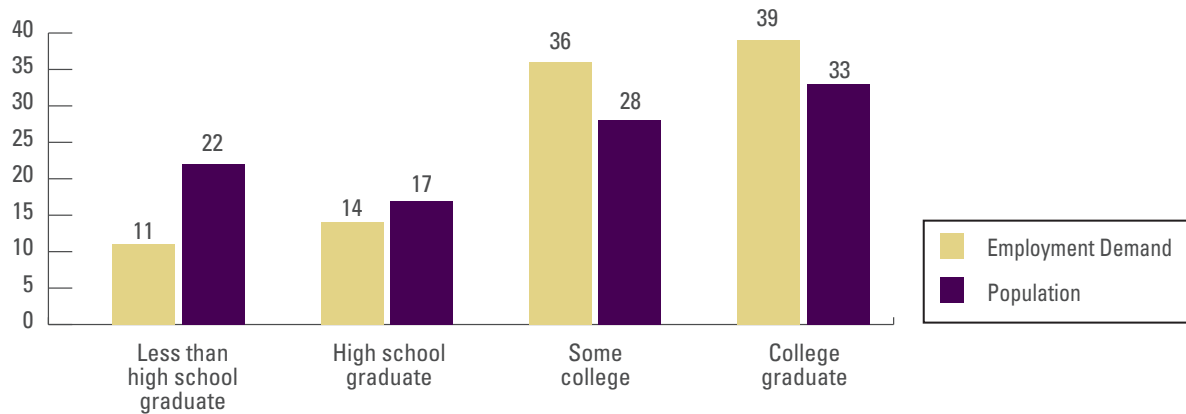
- Businesses will grow helped by the inventory cycle and increased productivity from previous spending cuts.

- Although at a slower pace, the national economy will be boosted by global demand.

Although the short term outlook for employment and the regional economy appears subdued, there seems to be some optimism for the long term. The Public Policy Institute of California (PPIC) also provides a more upbeat picture for the future. In its report on the state's future economy, it made the following predictions:

- By 2025, state employment will grow by 36% and employment in the Sacramento region will grow by 43%.

- By 2025, employment in the services industry will increase by 40% while jobs in manufacturing will decline by about 11%, to 8%.

- As services-related industries use less of the state's physical infrastructure, this shift will reduce some of the infrastructure burdens due to growth in the population and economy.

- The shift from manufacturing to services-related industries will increase the need for college-educated workers.

- By 2020, although educational attainment will improve for all major racial/ethnic groups in the state, there still will be a shortfall of educated workers for the state.

Below are visual depictions presented by PPIC of the long-term changes they are forecasting in employment share by industry (Chart 11) and in educational attainment versus employment demand (Chart 12).

key issues for planning

A list of the fastest growing occupations requiring postsecondary vocational training or two-year associate degrees along with the projected growth rate is summarized below on the left side of the table. On the right side of the table is a list of the fastest growing occupations requiring bachelor's degrees. As many of our students transfer to four-year institutions to obtain a bachelor's degree after enrolling at a Los Rios college, it is useful in planning to also note occupations requiring a four-year degree. The labor market information came from the California Employment Development Department's website and covers projections for the four-county Sacramento region in El Dorado, Placer, Sacramento, and Yolo counties.

TABLE 3.2: THE FASTEST GROWING OCCUPATIONS 2006-2016 FOR THE SACRAMENTO REGION

Requires Postsecondary Training or Associate Degrees	Projected Growth (in %)	Requires Bachelor's Degrees	Projected Growth (in %)
Pharmacy Technicians*	43.8	Network Systems & Data Communications Analysts	52.5
Gaming Dealers	36.5	Computer Software Engineers	45.6
Registered Nurses	34.3	Veterinary Technologists and Technicians	43.3
Medical Assistants*	26.7	Special Education Teachers, Preschool, Kindergarten and Elementary School	40.5
Preschool Teachers, except Special Education	23.2	Respiratory Therapists	40.4
Paralegals and Legal Assistants	22.7	Special Education Teachers, Middle School	36.7
Stylists and Cosmetologists	20.6	Kindergarten Teachers, except Special Education	36.4
Welders, Cutters, Solderers and Brazers	20.3	Elementary School Teachers	33.9
Insurance Sales Agents	19.2	Industrial Engineers	32.1
Fitness Trainers and Aerobic Instructors	18.1	Middle School Teachers, except Special and Vocational Education	31.2
Bus/Truck Mechanics and Diesel Engine Specialists	16.9	Adult Literacy, Remedial Education	30.9
Automotive Service Technicians and Mechanics	16.5	Database Administrators	30.6
Dental Hygienists	15.9	Network & Computer Systems Administrators	29.4

TABLE 3.2 CONTINUED

Dental Assistants*	15.5	Child, Family & School Social Workers	28.1
Heating, Air-Conditioning, Refrigeration Mechanics*	14.6	Special Education Teachers, Secondary School	27.9
Licensed Practical and Vocational Nurses	14.4	Occupational Therapists	27.8
Medical Secretaries	12.9		
Truck Drivers (Heavy and Tractor Trailer)*	11.3		
Computer Specialists	8.4		
Legal Secretaries	8.2		

*Moderate/long-term on-the-job training may suffice.

Fall 2009 Student Demography and Student Success Measures

1. Student Demography by Race/Ethnicity:

For fall 2009, white students comprised 39.7% of total enrollment, Hispanic students 17.3%, Asian students 14.9%, and African American students 10.3%. Students who reported themselves as more than one racial/ethnic group comprised 5% of the student population.

CHART 13: LRCCD Fall 2009 Enrollment by Race/Ethnicity

Unknown
Other non-white
Multirace
Native American
African American
Pacific Islander
White
Asian
Hispanic
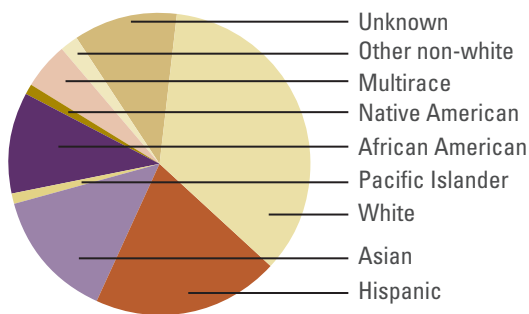
2. Student Outcomes by Race/Ethnicity:

During fall 2009, students who reported themselves as being more than one race/ethnicity had the highest average units attempted at 8.5 units, followed by Asian students at 8.2 units. In terms of average units completed, Asian students had the highest with 6.2 units completed while African American students had the lowest with 4.5 units completed. White students had the highest average GPA, followed by Asian students. The performance gaps were greatest for African American students.

TABLE 3.3: FALL 2009 STUDENT OUTCOME MEASURES DISTRICT-WIDE
BY RACE/ETHNICITY

	Average Units Attempted	Average Units Completed	Average GPA	Fall to Spring Persistence Rate (in %)
White	7.7	5.9	2.8	66.6
Hispanic	7.7	5.3	2.5	66.9
Asian	8.2	6.2	2.7	68.3
Pacific Islander	8.1	5.4	2.4	69.1
African American	7.7	4.5	2.1	64.9
Native American	7.7	5.1	2.5	64.6
Multirace	8.5	5.7	2.5	69.4
Other Non-White	8.1	5.9	2.7	67.8
Unknown	7.1	5.2	2.6	63.7
All	7.8	5.6	2.6	66.7

3. Student Course Success Rate by Race/Ethnicity:

Chart 14 shows course success rate by race/ethnicity. During fall 2009, white students had the highest course success rate at 73.5%, followed by Asian students at 71.8%. In comparison, African American students had the lowest course success rate at 52%.

CHART 14: LRCCD Fall 2009 Students Course Success Rate by Race/Ethnicity
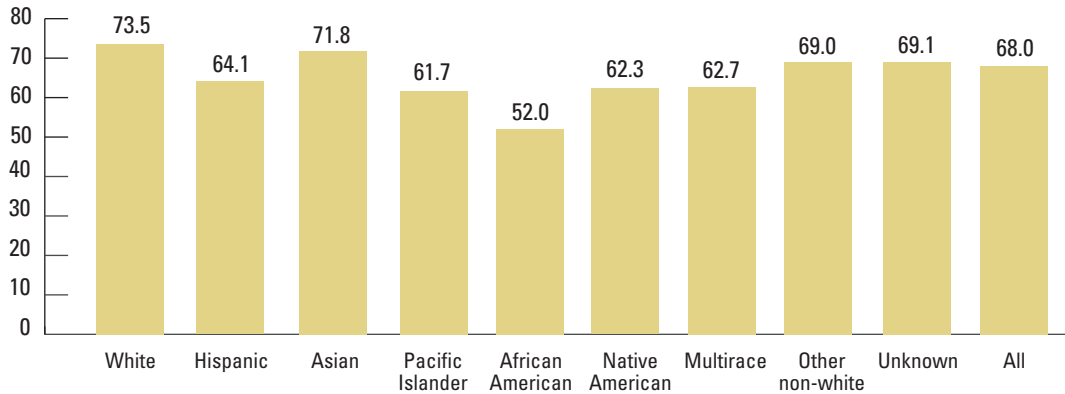
4. Online Courses:

Below is the proportion of students by racial/ethnic categories who enrolled in at least one online course during fall 2009. White students, at 44.4%, comprise the largest group of those enrolled in online courses, followed by Asian students at 15.4%, and Hispanic students at 13.9%. African American students comprised 9.8% of online students.

CHART 15: LRCCD Fall 2009 Online Enrollment by Race/Ethnicity
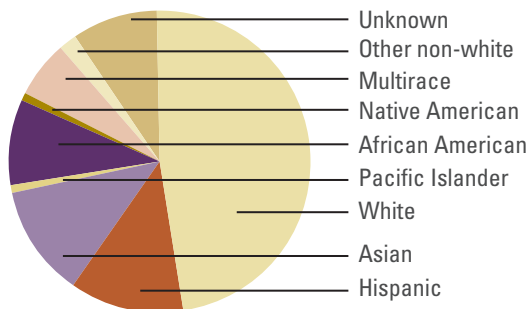
In looking at students who failed at least one online course during fall 2009, the three racial/ethnic groups with proportionally more students who did not fare as well are: African American students, students who reported themselves as being of more than one race/ethnicity, and Pacific Islander students.

CHART 16: Course Outcomes of Students Enrolled in Online Courses by Race/Ethnicity
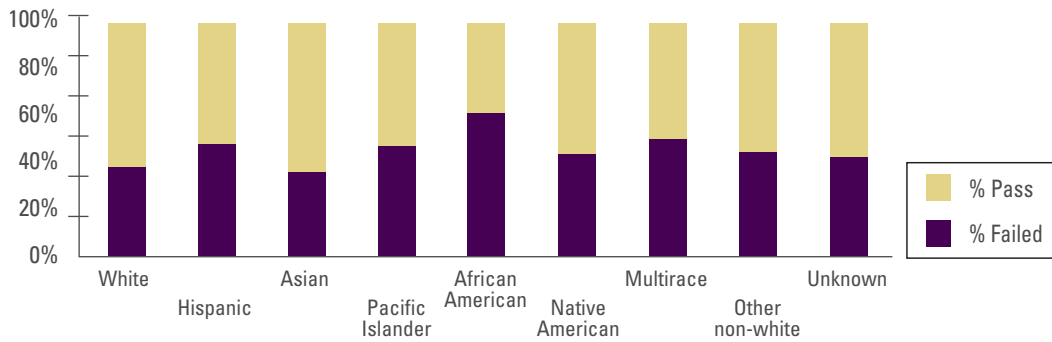
5. Enrollment in Basic Skills:

The proportion of students in each racial/ethnic group enrolled in at least one basic skills English or in at least one basic skills math course is summarized in Chart 17. For African American students, close to 14% were enrolled in at least one basic skills course in English and over 10% were enrolled in at least one basic skills course in math. For Pacific Islander students, over 10% were enrolled in at least one basic skills English course and 7% were enrolled in at least one basic skills math course. In contrast, fewer proportions of students from other racial/ethnic groups were enrolled in basic skills courses.

CHART 17: Proportion of Fall 2009 Students in Each Ethnic/Racial Group Taking at Least One Basic Skills Course in Math or English
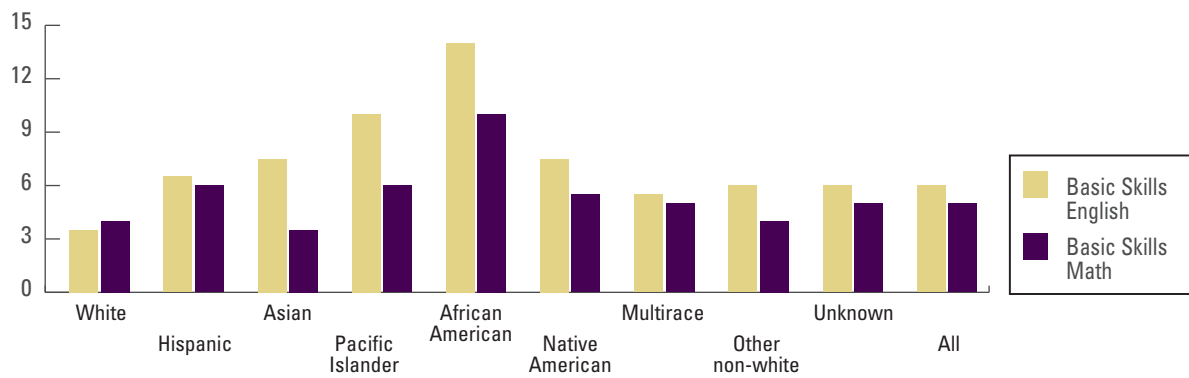
Chart 18 summarizes the success rate for each racial/ethnic group in basic skills English or math courses. The success rate for each student is based on all basic skills English or math courses taken at a Los Rios college during fall 2009. In basic skills English courses, students who are Asian or Pacific Islander attained 70% or more course success rate while African American students, students who are multiracial, and Native American students were less successful, with rates of 51%, 55% and 56% respectively. In basic skills math courses, the highest course success rate belonged to white students at 66%, while Asian students' success rate was at 62%. In comparison, the course success rate for African American students was 39%, while the success rate for Native American students was about 45%.

CHART 18: Success Rate in Basic Skills Courses for Each Racial/Ethnic Group
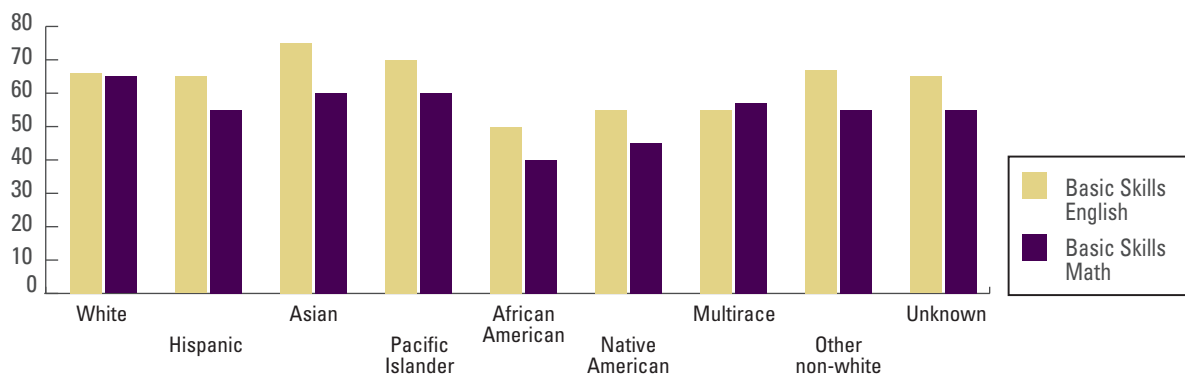
4
plan framework

The Strategic Plan responds to and is built on the District's vision, mission, and values. The SPCC discussed these foundational documents to ensure they remain current in today's environment. Only very modest changes were made to the vision, mission and values of the organization. As has been the case in the past three iterations, the plan includes five elements.

- **Vision.** The preferred future for the system.
- **Mission.** The core focus areas of the District.
- **Values.** Qualities and principles that will guide implementation of the plan.
- **Goals.** Directions for change.
- **Strategies.** Specific initiatives that will implement the plan.

plan framework

The following statements guide all District activities and decision making processes:

Vision Statement

We, the Los Rios community colleges, provide outstanding programs and services so that all students meet and exceed their educational, career, personal and social goals. We meet the social and economic needs of the community.

Mission Statement

Relying on their professional and organizational excellence, the Los Rios community colleges:

- Provide outstanding undergraduate education, offering programs that lead to certificates, associate degrees, and transfer;

- Provide excellent career and technical educational programs that prepare students for job entry and job advancement through improved skills and knowledge, including the demands of new technologies;

- Provide a comprehensive range of student development programs and services that support student success and enrich student life;

- Provide educational services that address needs in basic skills, English as a second language, and lifelong learning; and

- Promote the social and economic development of the region by educating the workforce and offering responsive programs such as service learning, business partnerships, workforce literacy, training, and economic development centers.
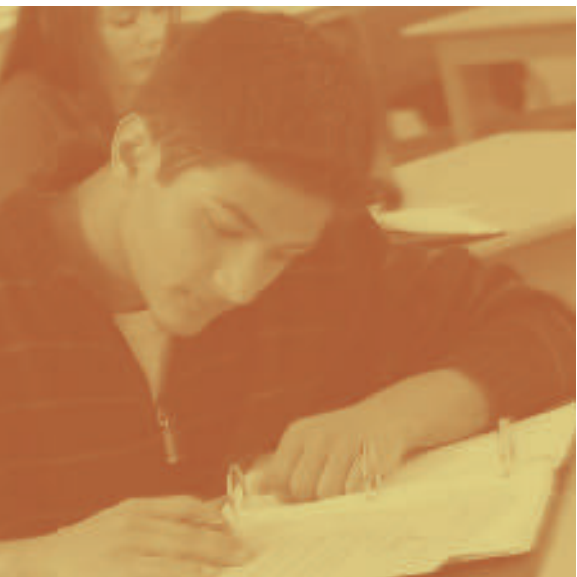
Values

We value: students, community, academic excellence, diversity, relationships, and participatory governance. The District's values provide the guidance and inspiration for implementing and maintaining programs to promote student success.

Students As Our Highest Priority

Student Access: We are committed to providing educational opportunity to all who can benefit in the Greater Sacramento Region.

Student Success: We strive to help our students achieve success in their educations, in their careers, and as contributing members of society.

Lifelong Learning: We inspire a spirit of openness and intellectual curiosity as enduring pursuits.

Community

Serving the Community: We serve the needs and goals of our communities.

Social and Economic Development of the Community: Los Rios supports the social and economic development of our region.

Academic Excellence

Quality: We strive for the highest quality in all programs, services, and activities.

Academic Rigor: Los Rios' educational standards emphasize critical thinking and high quality educational experiences. Faculty members challenge themselves and their students to prepare for the future by expanding the body of knowledge in an atmosphere of thoughtful, unfettered expression, discussion, testing, and proof of ideas.

Career and Professional Development: We encourage and promote the continuous professional development of all administrators, staff, and faculty.

Academic Integrity: Los Rios exhibits academic integrity by demonstrating forthright, honest and ethical behavior in all interactions.

Diversity

Embracing Diversity and Building Community: We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified.

Social Justice: Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

Relationships

We believe productive working relationships are central to achieving our mission.

Respect, Civility, Collegiality, and Ethical Integrity: These hallmarks of a collegial environment enhance our cooperative efforts and shared use of resources for providing education, training, student services, and community service.

Blame-Free Culture: Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach for achieving cooperation and effective problem solving.

Participatory Governance

The Contributions of All Our Members: All members of the Los Rios community are encouraged to contribute to our organizational success.

Informed and Decentralized Decision Making: We value informed decisions made by people close to the issues.

Democratic Practices: We observe democratic practices in our internal governance.

Financial Stability: Our continuing success is based on careful management of our resources.

Strategic Plan Framework

Vision

Mission

Values

Goals and Strategies

Student Success | Teaching and Learning Effectiveness | Access and Growth | Community, Economic and Workforce Development | Organizational Effectiveness

5 goals and strategies

The 2011 Strategic Plan comprises a series of strategies linked to the District's five primary goal areas: Student Success; Teaching and Learning Effectiveness; Access and Growth; Community, Economic and Workforce Development; and Organizational Effectiveness. Each strategy is designed to further the goal it addresses and to shape the future of the District and the colleges.

District Goals

A. Student Success

Our primary goal is to promote student success. We define success as students achieving their educational goals. This success is reflected in students' performance at our colleges as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Los Rios, such as critical thinking and the ability and desire to engage in lifelong learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.

goals and strategies

B. Teaching and Learning Effectiveness

We are committed to providing the highest quality instructional programs in transfer, vocational and general education, using the best current and emerging instructional methods and technologies. The District promotes flexible teaching and learning methods to support the success of its diverse student population.

C. Access and Growth

As a community-based institution, the District strives to be responsive to the growing communities of the Greater Sacramento Region. To meet the challenges of population growth, we pursue new delivery approaches to provide a high level of access to education. We also provide comprehensive support services to assure access by reducing or eliminating significant barriers and by promoting diversity. We are committed to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals.

D. Community, Economic and Workforce Development

We seek to promote the health and economic vitality of the region. As a community resource, the District and its colleges contribute to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The District and colleges also support economic development through their occupational programs and partnerships with business, labor, and industry.

E. Organizational Effectiveness

Our organizational processes play a critical role in student success and overall institutional effectiveness. Los Rios will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.

The table below provides an at-a glance summary of the plan goals and the strategies identified to achieve them.

TABLE 5.1 GOALS AND STRATEGIES AT-A-GLANCE

Goal	Strategies
A. Student Success	A1. Focusing on Educational Goal Achievement A2. Coordinated Strategy to Address Full-Time Younger Students A3. Closing the Achievement Gap A4. Comprehensive Student Support Services A5. Student Assessment A6. Capacity to Address Changing Community Demographics A7. Campus and Community Engagement
B. Teaching and Learning Effectiveness	B1. Distance Education B2. Enhanced Program Coordination and Development B3. Basic Skills Program
C. Access and Growth	C1. Enrollment Management Plans C2. Educational Centers C3. Student-Centered Enrollment Process
D. Community, Economic and Workforce Development	D1. Responsive Economic Development and Workforce Preparation Programs D2. Community Philanthropy and Resource Development
E. Organizational Effectiveness	E1. Institutional Capacity for Diversity E2. Staffing E3. Business and Human Resource Process Streamlining E4. Participatory Decision Making E5. Promoting Health, Wellness, and Safety E6. Professional Development E7. Internal Communications E8. External Communications E9. Organizational Culture and Values E10. Sustainable Development Practices and Programs E11. Prudent Financial Management

A: Student Success

A1. Focusing on Educational Goal Achievement
Provide support to help students achieve educational goals.

Students come to us with a variety of educational goals, from graduating with an associate degree, preparing for transfer to a four-year college, completing a certificate, enhancing their computational and literacy skills, and acquiring new job-related training. Student success is defined as the completion of their educational goals.

The District and its colleges must do everything possible to ensure that students seeking degrees, certificates, transfer, and other educational objectives complete their goals in a timely and effective manner.

Future Directions:

- Review all District and college processes and procedures related to educational goal achievement; identify and address those that may act as obstacles to student goal completion.

- Communicate effectively with students about the importance of achieving their educational goals and provide specific data about the related earning differential that can be achieved through certificate or degree completion.

A2. Coordinated Strategy to Address Full-Time Younger Students
Coordinate and deliver services to support needs of younger students.

Younger students are the majority of full-time students at Los Rios. The District and colleges provide a wide range of programs and services to meet the needs of these students, yet the delivery of these services has not been coordinated in a systematic way. Programs and services must be organized and focused in a manner such that these students are supported from their initial inquiries to attend, through enrollment and orientation and their first, and possibly second, year of classes. Activities which improve student success for this group will have a significant impact on all students and practices throughout the District.

Future Directions:

- Continue and expand the use of best practices to develop educational strategies to meet the needs of younger students; encourage use of innovative and culturally responsive practices.

- Compile and summarize best practices from institutional research, the education initiative, and the basic skills initiative; disseminate this information widely among faculty, administrators and support staff.

- Provide incentives for faculty to serve as mentors for younger full-time students.

- Establish a pilot mentor-mentee program in which younger full-time students are paired with faculty to provide advice and guidance about studying and navigating the institution.

A3. Closing the Achievement Gap

Identify and remove obstacles to student achievement.

Los Rios has a highly diverse student body, and achievement rates, when reported based on student ethnicity, vary significantly. There continue to be measurable gaps in achievement for African American and Hispanic students as compared to the student body as a whole. These gaps may be attributed to cultural differences, student preparedness, basic skills knowledge and other factors. Los Rios must prioritize efforts to identify obstacles to achievement, remove them, and adapt its courses, programs and services to support success for all students.

Future Directions:

- Continue to implement best practices, considering all factors such as age, culture, preparedness, and other factors and assess the results based on student outcomes.

- Develop an accurate profile of incoming students' academic preparedness.

- Provide individual and group tutoring and skill-building classes to help students address gaps in academic preparedness.

- Conduct student surveys and polls to identify possible causes or explanations for achievement gaps and to construct potential solutions.

- Conduct student surveys and polls of high performing and low performing students in a particular group and compare their responses in order to construct potential solutions to the achievement gap in that group.

- Revise the orientation process to address the specific needs of different groups of students.

- Ensure that all new Los Rios students have an educational plan that, using their assessment profile as a starting point, outlines the sequence of courses and activities needed for them to achieve their educational goal.

- Hold a Los Rios symposium to discuss achievement gap data and explore approaches to closing the gaps identified.

goals and strategies

A4. Comprehensive Student Support Services
Provide all students with access to high quality, comprehensive student services appropriate to the needs of each student.

Student support services are essential for students to be successful in higher education. It is critical that students are able to access the services wherever they are—on or off campus and during daytime and evening hours. It is important that student services evolve to meet the needs of current students. Services must be planned and coordinated across the District so that the advice and procedures in place at one college achieve the same results at another. Faculty are an essential component in linking students with appropriate support services. A timely referral of support services to a student at the earliest sign of need can have a significant impact on a student's success.

Future Directions:

- Effectively communicate to faculty and staff the availability of student services so they can redirect students appropriately.

- Update directory of student services regularly and make sure the updates are disseminated widely.

- Coordinate student service solutions across the District to provide continuity and address common academic support needs.

- Strengthen support services to meet the varying needs of all students including veterans, displaced workers, re-entry students, and other groups with distinct needs.

- Enhance access to student services for distance or online learning students; students who attend educational centers; and students who attend classes during evening hours.

- Create a Los Rios information channel so students can access information easily.

- Develop student services that emphasize peer-to-peer activities and train students to help other students.

- Make student services more visible and accessible.

A5. Student Assessment

Enhance student needs assessment for individual educational planning and for institutional planning and use the results to adapt programs and services.

Individual assessments provide students with guidance and counseling to accurately determine their skills and identify which courses and instructional modes will best support learning. Collectively, this assessment data can inform the District and colleges of changing student needs and provide a better understanding of student success factors. In addition, the District should survey non-completers to better understand the factors that contribute to a student's early departure.

Future Directions:

- Enhance counseling and guidance through technology and other means to support students in the identification and selection of appropriate course levels and instructional modalities.

- Provide regular and ongoing independent objective assessments of changing student needs and communicate these needs to District and college leadership.

- Assess non-completers to understand the reasons why they do not finish and study how we can improve completion rates.

A6. Capacity to Address Changing Community Demographics
Implement a range of strategies to ensure that the colleges adapt to the rapidly changing needs of our communities.

Currently, our student population ranges from high school youth to mid-career adults to seniors. Twenty percent of our students are Asian, 16 percent are Latino, 12 percent are African American, and 1.5 percent are Native American.

Almost 60 percent of our students are female. These demographics will change as the region grows dramatically over the next 15 years. Our students continue to express different learning needs and aspirations. New students often have different educational expectations and varying levels of preparedness for college. Many re-entry students are not prepared for the current learning environment and need to refresh their study skills. Some need to learn how to use technology so they can enroll and access courses and services.

To serve our students well, we must understand their distinct needs and anticipate and provide support. We must examine student demographic data and use it to help target the design and delivery of program services.

Future Directions:

- Ensure that faculty and staff reflect the changing demographics of the Los Rios service area.

- Provide ongoing training and support for faculty and staff to work effectively in a multicultural environment.

- Examine data about our changing student demographics; update student services to reflect changes in student demographics.

- Provide information to the public about our colleges in multiple languages as needed.

A7. Campus and Community Engagement
Provide a variety of engagement opportunities on campus, online, and in the community.

Students engaged in campus activities are better informed and more likely to use services that contribute to their success. A vibrant campus life encourages participation and provides opportunities for students to apply the critical thinking skills developed in the classroom to real world discussions with their peers, staff, faculty, and community members.

Along with meeting educational and workforce needs, the District should strive to challenge and advance all students. Within existing programs and services, the District should strive to help students become well-rounded individuals who continue to grow their knowledge and skills and are contributing members of their community.

Future Directions:

- Strengthen and increase opportunities for students to engage in activities based in the community including internships, hands-on-learning experiences, and service activities.

- Enhance our campus climate to make it desirable and attractive to our student population to ensure that they remain connected to and engaged in the educational and social college experience.

- Provide programs and activities that help students develop a global perspective.

- Engage in a discussion regarding the implication of reduced funding on the ability of Los Rios to support life-long learning.

B: Teaching and Learning Effectiveness

B1. Distance Education

Support high-quality distance education as an option for increasing access and promoting student success.

As the use of distance education has increased over the past five years, so has the need to support the development of distance education and to leverage innovations and best practices across the District. Distance education classes must continue to share the same high standards as traditional classes, and the colleges must help students develop the skills needed to keep pace with changing technology. Staff and faculty must also receive support to ensure their proficiency in the use of these technologies.

Future Directions:

- Integrate planning for distance education course and program offerings in existing college educational planning processes.

- Conduct ongoing assessments of student success for distance education students using accepted student achievement standards.

- Provide professional development to maintain and improve high-quality distance education classes and programs.

B2. Enhanced Program Coordination and Development

Facilitate the development of new programs and courses through collaborative decision making.

With rapidly changing community and workforce needs and legislative requirements, including the new transfer degree legislation (SB 1440), the District should facilitate and support the effective development of new programs and courses through collaborative decision making.

Future Directions:

- Work closely with transfer institutions to develop programs that support career and academic advancement and ease transfer to receiving institutions.

- Coordinate with labor, business and industry partners to develop programs that support workforce development needs.

- Work with K-12 and adult education providers to articulate with community college programs.

B3. Basic Skills Program
Support basic skills program.

Increasingly, students need basic skills courses and training, from math courses to computer skills. The basic skills program provides a foundation of knowledge needed for students to achieve learning outcomes as they move through their course work. The District needs to increase communications to students and faculty about the program in a positive, supportive manner to encourage participation and reduce any stigmas or negative perceptions associated with being a "basic skills" student.

Future Directions:

- Develop and adapt teaching styles and methods to improve student success in basic skills classes.

- Develop counseling strategies that help students see how basic skills classes provide the needed preparation for them to be successful in college-level classes.

C: Access and Growth

C1. Enrollment Management Plans

Update enrollment management plans, facilities plans, and instructional plans.

Over the next decade, the Greater Sacramento Region is projected to grow by over 27 percent, or nearly 500,000 residents. This translates to a projected increase in enrollment of almost 25,000 students during that same time frame. Planning for enrollment is challenged by budget uncertainties. Enrollment predictions show substantial growth in student populations; however, it is unclear whether the budget will accommodate all of these students.

These plans will help the District and colleges determine how to respond to increasing enrollment while continuing to provide and ensure access to high quality programs and services. As we make changes to enrollment, programs and services, we must evaluate how these changes will impact the District as a whole, including faculty, staff, facilities and budget capacity.

Future Directions:

- Continue to develop campus and center facilities to maximize access to programs and services throughout the region.

- Assess course and program schedules to confirm that students can enroll in essential courses in order to complete their certificate or degree requirements within a specific time frame.

- Coordinate program and course offerings in distance education to maximize student choice and access.

- Evaluate impact of new programs on enrollment; consider unintended consequences such as increased costs, competition for facilities, and impact on staff and faculty capacity.

- Expand use of data to inform program offerings, number of classes, method of delivery and location.

C2. Educational Centers

Use educational centers to provide highly accessible learning facilities and localized services and to serve as gateways to the main campuses.

The educational centers are often a student's first introduction to a community college education and can serve as stepping stones to degree or certificate completion at the colleges or to transfer to a four-year institution. The District should emphasize the role the centers play in providing flexibility to meet changing enrollment demands and to serve the needs of the lifelong learner.

Future Directions:

- Provide continued support and enhancement of programs, facilities and services at the District's educational centers.

- Complete the construction of educational centers.

- Ensure that all communities and neighborhoods within the District service area are aware of what our educational centers have to offer.

C3. Student-Centered Enrollment Process

Ensure that all students attracted to the colleges can successfully register for classes and access needed support services.

The District's ability to retain students attracted to the colleges' high-quality programs is often limited by difficulties with enrollment, course selection and financial aid processes. Addressing these difficulties can have a positive impact on student enrollment and retention and encourage high-need students to seek career and educational advancement opportunities. Students are often overwhelmed by the volume of information provided and the choices required. Students need help prioritizing essential activities such as orientation.

Future Directions:

- Develop and institute a mandatory orientation policy.

- Evaluate and improve the enrollment experience, including registration, assessment, orientation and placement, to ensure that programs and services can be easily accessed and used by all students.

- Develop an on-line orientation process to help students fulfill the mandatory orientation requirement.

- Improve orientation process for new and returning students.

- Review and adjust enrollment prioritization to facilitate student completion.

- Maximize course time format and schedule flexibility to increase student access.

D: Community, Economic and Workforce Development

D1. Responsive Economic Development and Workforce Preparation Programs

Continue to develop effective and relevant career and technical programs in collaboration with external partners.

To keep pace with the growing demand for employees with career and technical skills, the District must develop and provide responsive programs that include collaborations with business, labor and educational partners in the region.

District courses and programs must prepare students for the challenges they will encounter in the 21st century global economy.

Future Directions:

- Develop alliances and partnerships with employers and professional organizations to leverage resources and ensure that courses and teaching methods remain relevant and responsive to community needs.

- Include local businesses, labor organizations, government agencies, and chambers of commerce in the development of an economic and workforce development strategic plan and regular updates.

- Develop strategies to provide stable funding for career and technical programs that require intensive infrastructure, specialized equipment and maintenance.

- Develop business and labor partnerships to enhance career pathways for students.

- Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.

- Determine what resources are needed to maintain and enhance career technical programs and create a plan for securing these resources.

- Continue to support and encourage career technical education and high school articulation.

- Maintain familiarity with employment data describing the Greater Sacramento Region.

D2. Community Philanthropy and Resource Development
Work closely with the District and college foundations to secure additional funding resources.

The District and college foundations play a critical role in securing additional funds and resources. District efforts to regularly communicate priorities and results can increase the foundations' effectiveness at maintaining and growing positive relationships with current and potential donors.

Future Directions:

- Stimulate private giving to support student and faculty needs that current funding sources are unable to cover.

- Explore options for ongoing revenue streams to enhance District resources.

- Build and strengthen the annual fund.

- Expand the donor base for all four colleges.

- Strengthen the District's resource development plan.

E: Organizational Effectiveness

E1. Institutional Capacity for Diversity

Strengthen and expand the ability of all employees to work and communicate effectively with people of diverse backgrounds and life situations.

As diversity among students, faculty, and staff increases, Los Rios employees must demonstrate cultural awareness and understanding of all groups. The District can support the successful development of this skill by providing training that addresses intercultural interaction and increases employee participation and understanding.

Future Directions:

- Increase training and professional development opportunities for all employees to develop their abilities to interact effectively with all students and with one another.

- Increase emphasis on cultural competency and emphasize the need to have high expectations for all students.

E2. Staffing

Attract, recruit, and retain the most qualified employees and assure that staffing levels keep pace with new facilities and the growing number of students being served.

The District is poised to have a substantial portion of its senior workforce retire over the next several years. Activities must begin now to prepare for this and ensure that valuable institutional knowledge is not lost. New employees will need to be quickly oriented to the values and culture of the District and colleges.

Future Directions:

- Review the District's recruiting process to ensure it is strategic and responsive to attracting employees that reflect the region's demographics.

- Review new employee orientation at the colleges and District to ensure that it emphasizes the District's organizational culture and values.

E3. Business and Human Resource Process Streamlining
Use technology and other methods to streamline processes and increase efficiency.

Process improvements can redirect resources from administrative activities to core educational needs. Technology-based systems can allow for streamlined data collection and information sharing across the District. These systems and other methods will be most effective if the District emphasizes a user-based approach to defining streamlining needs and methods.

Future Directions:

- Continue to emphasize customer service as a core principle in working with employees.
- Increase the effectiveness of how data is shared and used to better inform decision making.
- Increase organizational flexibility and agility to address the rapidly changing funding climate.
- Continue to integrate the strategic plan with the budgeting process.
- Improve internal Information Technology (IT) to facilitate data integration throughout the District.

E4. Participatory Decision Making
Provide opportunities for constituent groups to participate in college and District decision making processes.

Participatory decision making is a core value of the District and colleges. The District has supported this effort to enhance participatory decision making capacity by providing training and support for the interest-based approach to problem solving. The District and colleges should continue this commitment and explore additional methods and best practices to enhance their participatory decision making processes.

Future Directions:

- Strengthen and clarify communication processes and encourage open dialogue across all constituencies.

- Promote greater consistency and effectiveness in all participatory processes.

E5. Promoting Health, Wellness and Safety

Promote health, wellness and safety and increase wellness opportunities for all students, faculty, staff and community members at all Los Rios locations and facilities.

The District is committed to the ongoing safety of its students, employees and visitors. By regularly reviewing workplace and campus safety policies and procedures and making needed improvements, the District supports a high level of safety and security. The District also conducts emergency preparedness and recovery planning to minimize damage and disruptions during potential disasters and emergency situations.

Future Directions:

- Enhance policies and activities that promote workplace health, wellness and safety for all employees and students and safety for visitors.

- Review and implement security and safety measures at all campus locations to enhance safety.

- Encourage wellness activities for students, staff and faculty.

- Support and institutionalize activities that help staff and faculty manage work stress.

- Provide training to staff and faculty to help support students in distress.

E6. Professional Development

Provide professional development opportunities designed to support student success in and out of the classroom.

To fully support student success at the colleges and educational centers, the District must offer a range of professional development options to faculty and staff to ensure that every employee is adequately prepared to teach and support Los Rios students. In addition the District must provide increased support to assist faculty to better utilize the existing professional development opportunities.

Future Directions:

- Provide professional development and ongoing feedback to support the use of educational practices that are effective for all learners.

- Conduct regular assessments to identify professional development needs for all employees and implement programs based on results.

- Provide ongoing professional development and training to promote and support career advancement.

- Increase training and mentorship opportunities for staff and faculty.

- Improve access to professional development opportunities.

E7. Internal Communications

Increase communications at all levels to raise awareness and improve efficiency.

The District can achieve greater efficiencies by increasing internal communications. Good programs may not be fully utilized simply because students aren't aware they exist. Effective communications will ensure that faculty and students are aware of student services and how to obtain support. As well, communication among colleges will allow best practices to be shared, promote productive connections, and improve efficiency and access to programs and services.

Future Directions:

- Increase internal communications at all levels to increase awareness and improve efficiency.

- Strengthen timing and distribution of information to maximize efficiency of communications.

- Provide clear communication to employees about fiscal issues.

E8. External Communications

Continue District efforts to communicate with our external partners and constituencies on a regular basis.

Los Rios provides essential resources to the Greater Sacramento Region and the District must regularly "tell our story" to community members, employers, schools, organizations, and the general public. This information also needs to be updated regularly to communicate results being achieved and to demonstrate the District's responsiveness to the region's changing educational and workforce needs. Through effective communications, the District has established and grown key partnerships with schools and employers and built a strong base of support with the public.

Future Directions:

- Continue regular communications with local partners and the public to increase awareness of the breadth and scope of opportunities available at the colleges.

- Update these communications so that partners and the public are aware of the District's efforts to respond to current educational and workforce needs.

E9. Organizational Culture and Values
Transmit our culture and values to new employees and new cohorts of students.

There are challenges to preserving our institutional culture and values in part because one quarter of the workforce is near retirement. Another factor is that incoming students may need help understanding the organization's culture and values. Each year another cohort of students arrives unfamiliar with existing Los Rios culture and values. The District wants to sustain and enhance the culture and values that help it achieve positive outcomes. For example, one of these values—a conservative and cautious approach to finances—has helped Los Rios greatly in the current recession. The District should model and communicate its values and culture at all levels to pass them on to new employees and students.

Future Directions:

- Increase efforts to communicate organizational values to new employees and students.
- Model our culture and decision making and nest values in day-to-day work.

E10. Sustainable Development Practices and Programs
Create a district-wide vision for sustainability and integrate this vision into courses of instruction as well as District business practices and operations.

Along with demonstrating leadership in education, the District and colleges as influential institutions in the Greater Sacramento Region must also demonstrate leadership in energy and resource conservation and other activities that can support regional efforts to achieve a sustainable future.

Future Directions:

- Create a vision for sustainability for the District.

- Increase energy conservation efforts and use of renewable energy.

- Expand incorporation of sustainability in District business practices and operations.

- Expand curriculum offerings in sustainable development and green technology.

- Expand waste reduction systems.

- Support public transit and use of other alternative transportation modes for all Los Rios students and employees.

E11. Prudent Financial Management
Exercise prudent financial management.

The economic recession of 2008 has dramatically altered the financial landscape for educational institutions throughout the state. Yet Los Rios has weathered these economic conditions through cautious financial management and measured risk taking. While conservative in financial matters, the District continues to be a leader in innovation and consistently demonstrates strong business acumen in using and leveraging its resources to better serve its students and the community.

Future Direction:

- Continue to exercise the prudent approach that has helped Los Rios maintain its current financial stability.

6
implementing the strategic plan

The Los Rios Strategic Plan will be implemented in a manner that respects the shared governance process of the organization and values the autonomy of the colleges. The plan is designed to provide the broad direction within which the colleges can develop their own strategic and operational plans in responding to the different populations they serve.
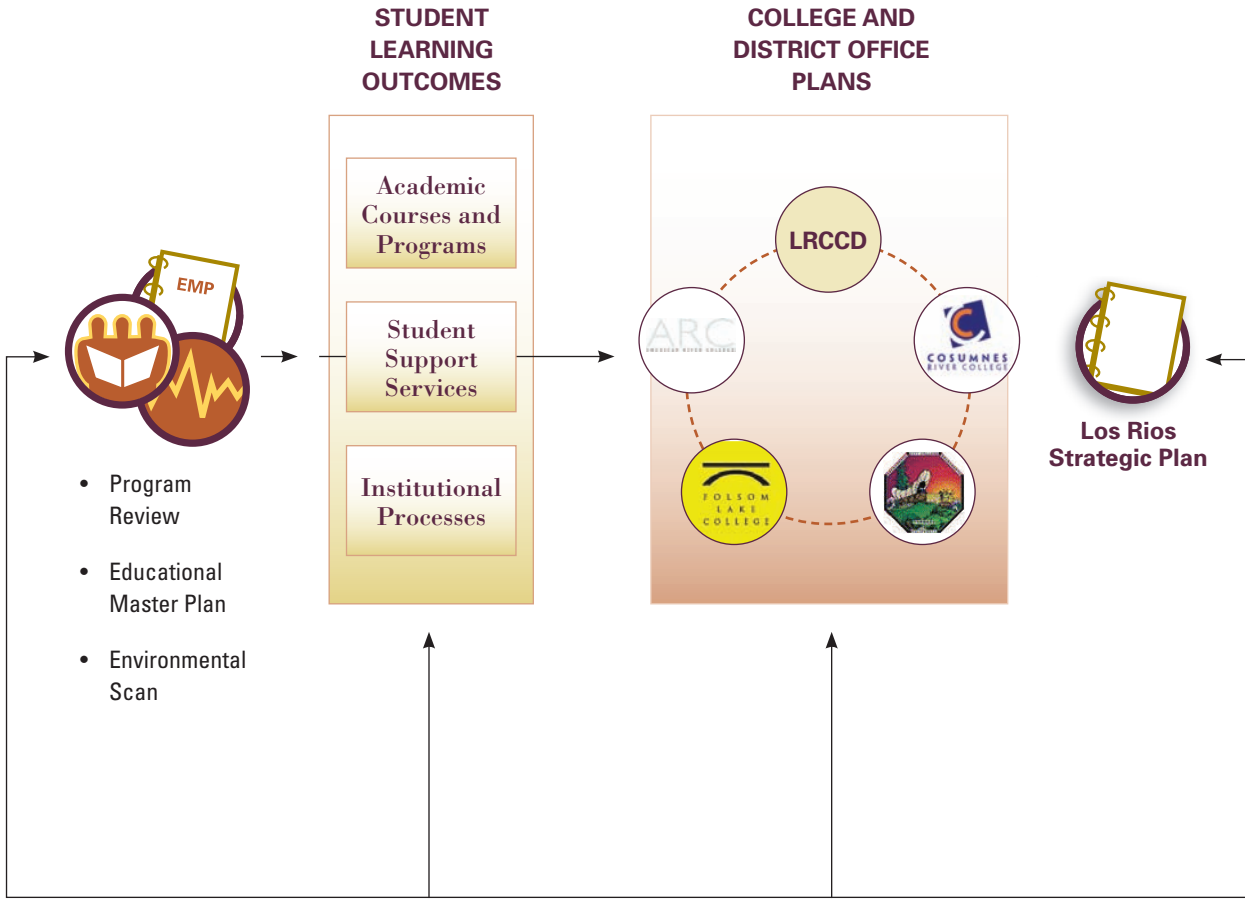
The District's commitment to strategic planning is ongoing and has been thoroughly integrated into organizational processes. Each year, senior staff develop work plans which present their objectives and report their accomplishments for each of the goals, providing accountability and helping the leadership to identify where progress still needs to be made. In addition, each planning cycle, the District prepares a Strategic Plan Progress Report that presents the progress made on the strategic plan's stated objectives for each of the five goals. The Annual Work Plans and Progress Report help maintain focus on the strategic plan as a critical tool for managing the District and colleges.

implementing the strategic plan

The objectives and lessons of the program review, educational master plan, and environmental scan will continue to be integrated into elements of the strategic plan. Student learning outcomes will also serve as key drivers for strategic decision making for academic courses and programs, student support services, and institutional processes. As the colleges and the District complete and implement their operational plans, the collective results will also achieve the goals of the District's 2011 Strategic Plan. Throughout these planning activities, the District will continue to track progress and monitor results.
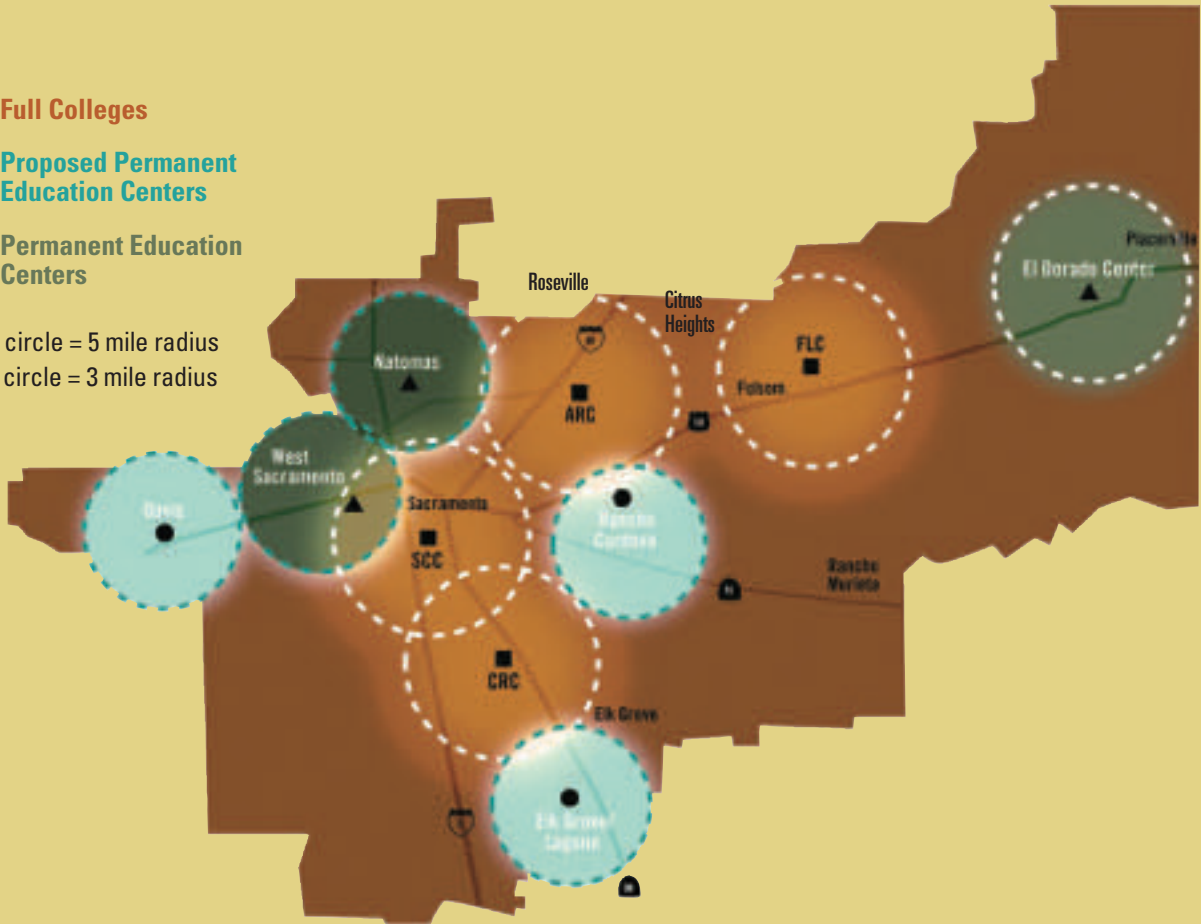
Strategic Planing Cycle

STUDENT LEARNING OUTCOMES

COLLEGE AND DISTRICT OFFICE PLANS

EMP

Academic Courses and Programs

Student Support Services

Institutional Processes

LRCCD

ARC

COSUMNES RIVER COLLEGE

FOLSOM LAKE COLLEGE

Los Rios Strategic Plan

- Program Review
- Educational Master Plan
- Environmental Scan

The strategic planning process operates on a three-to-five year cycle within the framework of shared governance.

Los Rios Community College District Service Area

Full Colleges

Proposed Permanent Education Centers

Permanent Education Centers

Large circle = 5 mile radius
Small circle = 3 mile radius

Roseville

Citrus Heights

Natomas

FLC

Folsom

ARC

El Dorado Center

Placerville

West Sacramento

Davis

Sacramento

SCC

Rancho Cordova

Rancho Murieta

CRC

Elk Grove

Elk Grove Laguna

Los Rios
COMMUNITY COLLEGE DISTRICT