Key Planning Assumptions
The following are the key assumptions to guide future planning activity.
1. National and state goals and policy for postsecondary education will increasingly emphasize:
    a. degree and certificate completion;
    b. transfer to four-year universities;
    c. reduction of achievement gaps among various subgroups of students; and
    d. institutional cost containment.

To promote more effective community colleges some have argued that the institutions should be redesigned.[1] The College may want to explore those arguments and consider some of the policies and practices that the Aspen Institute has identified among the colleges to which it has awarded its $1 million dollar prize for excellence.[2]

2. Whether it continues to be ACCJC or some other entity becomes the accrediting body for the College, an accreditor will likely continue to insist upon adequate capacity to provide educational services and demonstrable commitment to continuous quality improvement. In regard to effectiveness an accreditor will place emphasis on both student achievement and learning outcomes results.

3. The funding needs for capital projects throughout the California community college system are greater than what the State presently provides. Currently, key public policy makers are reluctant to ask the public to consider additional general bond obligation debt for those purposes. However, were State capital construction bond funds made available, preference in allocation most likely would be given to colleges demonstrating good use of their facilities well and are growing in face-to-face instructional contact. Therefore, the College must strive to more efficient use of existing facilities.

4. A significant change in public policy regarding the CSU transfer process has been implemented with the SB 1440/440 legislation. The UC has started a similar transfer pathway framework. The College has aggressively responded to those public policy changes. The ongoing challenge will be to connect students to those pathways and both strengthen and reinforce the College's image for transfer preparation.

5. The recommendations made by the Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy may translate into a series of new policy, program, and funding initiatives for career and technical education.[3]

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[1] Bailey, Thomas, et. al. *Redesigning America's Community Colleges: A Clearer Path to Student Success.* Harvard University Press, 2015. American Association of Community Colleges. *Reclaiming the American Dream: Community Colleges and the Nation's Future.* 2012. See also. Completion by Design at http://www.completionbydesign.org/
[2] Wyner, Joshua. *What Excellent Community Colleges Do: Preparing All Students for Success.* Harvard Education Press, 2014
[3] California Community College Chancellor's Office. *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy: Report and Recommendations.* November 2015

6. The current and future planning environment is very fluid (e.g., resources and legislative mandates). The state of California, and by extension the community college system, has a set of revenue generation laws, policies and practices, which result in volatile levels of revenue. During the Great Recession the revenue reductions were unprecedented in both the steepness of the decline and in the number of consecutive years in which they were sustained. Elements of performance based funding are working their way into categorical program and workforce development program funding. The College will need to be nimble and collaborative (interdepartmental dialogue on the campus). The College will need to continue to be fiscally prudent and to use revenues efficiently.

7. Technology can be a disruptive factor both in the broader society and in higher education. It represents an evolving challenge to faculty members who need to teach some students how to use it while offering instruction to some students who may be very skilled in using the technology.[4] A variety of technological applications for the classroom and instruction are promising, but faculty must learn to use them and the effectiveness of the technology needs to be empirically evaluated.[5] The current State-sponsored Online Education Initiative holds great promise for the improvement of the online instruction experience for learners and faculty members. Technology is also a force with which to be reckoned in the delivery of administrative and instructional support services. [6]

8. Transferable, core abilities, commonly expressed in the learning outcomes associated with general education, will likely never go out of fashion and are highly valued by employers.[7] However, weaving a coherent curriculum that effectively fosters those talents is an ongoing challenge for any higher education institution.

9. Change in late adolescent and adult demographics (racial composition, ethnic identities, age cohorts) is the future of the effective service area. Although the primary college age cohort (18 to 24) will become proportionately smaller, the group's size will continue to be a substantial. The College will always have to "sell itself" to the community of prospective students. The entire state system perceives a similar challenge.[8]

10. Substantial numbers of residents are limited in their ability effectively to participate in the local economy due to shortcomings in their academic capital (English language learners and low educational attainment) and poverty. Many are concentrated in a limited number of zip codes. The decision and resources

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[4] Carl Straumsheim. "Digital Distractions," *Inside Higher Education.* January 26, 2016

[5] see, for example, https://www.timeshighereducation.com/news/augmented-reality-in-higher-education-five-tips-to-get-started/2018933.article

[6] Ryland, Jane N. (President Emerita, CAUSE). *Technology and the Future of the Community College.* Retrieved from www.aacc.nche.edu/Resources/aaccprograms/past projects on January 15, 2016.

[7] Hart Research Associates. *Falling Short? College Learning and Career Success.* January 2015 (survey conducted on behalf of the Association of American Colleges and Universities)

[8] California Community Colleges. Chancellor's Office. *System Strategic Plan.* 2013

required to outreach and to recruit these adults and/or their college-age children will be an ongoing opportunity for the College as well as a challenge to "make room" for them and to help them succeed.

11. The implementation of the common core curriculum in K-12 districts may favorably impact the extent to which future students are "college-ready" upon graduation from high school. Currently, substantial portions of those high school graduates who complete the placement assessment exams are recommended to basic skills courses. Is it the students, the assessment process, poor instruction or a little of all that bring about these results?[9] The College may want to revisit the issue of "college ready," consider strategies to improve the academic talent of prospective students, and explore additional approaches to the process of course placement assessment.

12. Aligning instructional programs to the occupations with the greatest job opportunities, some of which will require a Bachelor's Degree while others will not, will be an important public service and ongoing challenge for the College.[10] Designing terminal Associate Degrees and Certificates of Achievement that culminate in an industry recognized certification or prepare students for the examinations to earn those licenses and certifications will require considerable commitment and a willingness to change with the times.

   a. Eighty-six percent of all projected nonfarm job growth opportunities (2012-2022) in Los Angeles County is concentrated in four industry sectors:
      i. The private educational services, health care and social assistance industry is the fastest growing sector (35% of all new jobs);
      ii. The professional and business services sector represent 19% of all new jobs;
      iii. Trade, Transportation, Utilities as an industry will provide 18% of all new jobs; and
      iv. Leisure and hospitality will contribute 15% of all new jobs.
   b. Sixty-six percent of all projected nonfarm job growth opportunities (2012-2022) in Ventura County is concentrated in four industry sectors:
      i. Private education, health care, and social assistance (17% of all new jobs);
      ii. The professional and business services industry will create 15% of new jobs;
      iii. Trade, Transportation, Utilities will generate 19% of new jobs; and
      iv. Leisure and hospitality as a sector also will provide 15% of new jobs.

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[9] Hanover Research. *Planning for the Future in Community Colleges.* December 2013
[10] American College Testing. *Changing Lives, Building a Workforce.* 2015; Public Policy Institute of California. *California's Future: Higher Education.* 2016; California Community Colleges. Chancellor's Office. *System Strategic Plan.* 2013; California Community Colleges. Chancellor's Office. *Board of Governors Task Force on Workforce, Job Creating, and a Strong Economy.* 2015;

    c. Seventy-five percent of all projected nonfarm job growth opportunities (2012-2022) in Kern County is concentrated in five industry sectors:
- i. Private education, health care, and social assistance (19% of all new jobs);
- ii. The professional and business services industry will create 14% of new jobs;
- iii. Trade, Transportation, Utilities will generate 16% of new jobs; and
- iv. Leisure and hospitality as a sector also will provide 10% of new jobs; and
- v. Farm jobs represent 16% of new jobs.

13. The ability to measure and track data is necessary for identifying trends in student outcomes achievement. Robust data sets provide faculty and staff with timely feedback and information about student outcomes. Exploration of robust data sets allows them to alter or enhance instructional programs and support services. Some have called this process a "culture of evidence." It can be a challenge to know how to use this information well. That is to say, it is not enough to collect data, but the College must know how to analyze and use the data to make "informed decisions in the classroom, in student services, and in human resources."[11] The College may want to consider exploring the Baldrige Excellence Framework (Education) as a way to focus on improvement and coordinate all the components of the institution as a unified whole so that plans, processes, measures, and actions are consistent.[12]

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[11] Lorenzo, George (editor-in-chief of the SOURCE on Community College Issues, Trends, and Strategies). *Eight Important Questions for Eleven Community College Leaders: An Exploration of Community College Issues, Trends, and Strategies.* May 2011

[12] About the Baldrige Excellence Framework (Education), retrieved from http://www.nist.gov/baldrige/publications/ed_about.cfm. See also, U.S. Secretary of Commerce Penny Pritzker Announces Four Recipients of 2015 Baldrige Award, retrieved from https://www.commerce.gov/news/press-releases/2015/11/us-secretary-commerce-penny-pritzker-announces-four-recipients-2015