

Los Angeles City College

COLLEGE VISION:

Los Angeles City College is an urban oasis of learning that educates minds, opens hearts, and celebrates community.

COLLEGE MISSION:

As a comprehensive community college, Los Angeles City College offers life-long learning opportunities and provides programs, coursework, support, and guidance to develop and sustain a community of learners--both near and far--with the knowledge, skills, and attitudes necessary for optimal growth and achievement in their personal and professional lives.

Los Angeles City College primarily serves students who are eighteen years of age or older; the college also extends outreach to anyone with ability to benefit from the programs and services provided.

Los Angeles City College offers post-secondary lower division arts and sciences coursework, career and technical education, and essential skills classes designed to provide students with degrees, certificates, and fundamental skills. The primary mission includes the following educational components enabling students to complete:

- A curriculum designed for transfer to a four-year university
- An associate degree and/or certificate leading directly to entrance into the work force
- An essential skills program designed to assist underprepared students and others who seek special assistance to achieve their educational goals

The College affirms the fundamental roles of English as a Second Language (ESL), essential skills, and support services that are intrinsic to student success at the post-secondary level.

The College promotes awareness of local, regional, state, and global development; fosters skills that enhance personal growth and contribute to success in the workplace; and encourages cooperative efforts aimed at sustainability of the community and its environment.

COLLEGE CORE COMPETENCIES:

The skills and abilities we expect all LACC graduates to possess:

1. ESSENTIAL ACADEMIC SKILLS

- Information Competency: Critical and Creative Thinking – Learners read, gather, evaluate, organize, and synthesize information from a variety of sources and media and use appropriate reasoning, analytic, interpretive, and problem solving strategies to draw logical conclusions or formulate creative solutions.
- Written and Oral Communication – Learners produce clear, logical, well-organized papers and verbal presentations using documentation and quantitative tools when appropriate.
- Mathematical Competency/Quantitative Reasoning – Learners represent mathematical information symbolically, visually, numerically, and verbally; they use mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them; they arrange data into tables or graphs.
- Technological Literacy – Learners use computers and related technologies to achieve academic, personal, and professional goals.

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2. PERSONAL GROWTH AND DEVELOPMENT

- Self Assessment and Growth – Learners reflect upon their academic, personal, and professional growth and make changes based upon their resulting insights.
- Intellectual Engagement and Physical Wellness – Learners develop intellectual curiosity that leads to lifelong learning, using that knowledge and understanding to generate and explore new questions; they establish and maintain a healthy lifestyle that includes practices that result in a healthier mind, body, and spirit for the learner as well as the learner’s community and the environment.
- Ethical Reasoning – Learners make informed and principled choices regarding conflicting situations in their personal and public lives and foresee the consequences of these choices.
- Aesthetic Awareness and Appreciation – Learners evaluate and analyze their own aesthetic responses to the world around them, including natural objects and human creations.

3. INTERPERSONAL/ INTERCULTURAL/ GLOBAL AWARENESS

- Interpersonal Interaction and Community Participation – Learners cooperate and collaborate to reach desired outcomes when working with other people, recognizing their personal contribution to the community and to society at large.
- Intercultural Knowledge and Exploration – Learners interact successfully and sensitively with individuals and groups holding a variety of perspectives and who may come with diverse backgrounds and experiences.
- Discovering Global Issues – Learners recognize and analyze the interconnectedness of global and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

STATEMENT OF COLLEGE EDUCATIONAL PLANS:

Student Profile: LACC’s student body is one of the most diverse in the country. Students range in age from teens to seniors, come from every ethnic group and from many cultures and countries around the world.

The number of unduplicated students that attended LACC in fall 2010 was 18,008. The largest proportion of the student body continues to be Hispanic (42%), followed by White students (21%), Asian/Pacific Islander students (18%) and African American students (12%). Women (56%) continue to outnumber men (44%), following the national trend. English is the primary language for the majority of students (52%); however, 39% of students speak a language other than English at home. During fall 2010, 30% of students were within the 20-24 age group, followed by 26% of students within the 25-34 age group. During the 2010-11 academic year the LA City College awarded a total of 886 associates degrees and certificates. The previous academic year the college produced 401 transfers to CSU or UC.

LA City students come from a wide range of socioeconomic backgrounds. However, over half the students fall below the official poverty level. The per capita income in the College’s service area is the one of the lowest in the United States. During the 2010-11 academic year approximately 27% if LA City College students were immigrants to the United States. The Financial Aid Office awards over \$4,500,000 to eligible students each year in the form of grants, loans and College work study. During the 2010-11 academic year approximately 53% of students received financial aid. The Associated Student Body Government provides assistance by

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subsidizing Metropolitan Transit Authority (MTA) bus passes and providing emergency loans and book grants. The College's Community Service Program serves over 15,000 students annually.

Program Delivery: Students attend the College because of the variety of its instructional offerings and the comprehensive scope of its programs. Educational programs include 60 associate degree programs, more than 100 certificate and skill certificate programs, as well as general education transfer programs. Many students also seek enrollment because the College offers unique programs not readily available at most local community colleges. These unique programs include: Dental Technology, Nursing, Dietetic Technician, School Food Services Supervisor, Radiologic Technology, Television Production, and Theater Academy including acting, costuming and technical theater, Visual Arts, computer education, Cinema/Video Production, and a variety of Music programs.

The College gives special attention to student transfer and retention. Roughly 79% of the College's college-level courses are transferable, and of these courses, over 95% serve as part of the required core courses in career and technical programs or meet general education requirements in both transfer and career and technical curricula. The College continues to participate in the state transfer guidance and opportunity programs. The Transfer Center, Project ASSIST, the TRIO program, the Scholars program, and a dedicated Articulation Office have expanded the transfer function of the College.

The College continues to offer a wide variety of career and technical programs. Student employment after graduation in many of these areas of preparation is very high. The College serves as a multi-ethnic community by including many English as a Second Language (ESL) classes that are taught by the English and Speech departments.

SERVICES

Instructional Support Services: These services, which include the library and audio visual, learning skills, and computer assisted instruction services, use both traditional and innovative approaches to meet the increasingly varied needs of students seeking help. As noted, a major group of students needing help are those for whom English is a second language.

Student Support Services: The Student Services programs at Los Angeles City College provide a comprehensive range of services to meet diverse needs of the student population. The Student Assistance Center has expanded its services to provide assistance in completing applications for admission. Students follow an efficient and organized system for admission, assessment, orientation and counseling. Currently, Student Services is dispersed throughout the campus community making access difficult for new and continuing students. The fragmented support mechanism provided by Student Services is inefficient and may discourage potential students. A new Student Services building has been planned to consolidate enrollment services into one building.

Community Services: Community Services programs have grown in a new direction with expanding clientele, revenue and budget. It has tailored its course offerings to include business professionals working in the downtown area. To meet the needs of working professionals in specialized fields, Community Services offers computers and word processing classes as well as continuing education classes in nursing and real estate. The preparation of non-credit course material using non-traditional formats organizes content to meet client needs. Community Services plans to expand its total program of theater and musical offerings. The program plans to sponsor more community-oriented events.

Off-Campus Educational Center: The Northeast Outreach Center is located in the Atwater/Glassell Park community of Los Angeles. The center is located at the site of the historic Van De Kamp Bakery Building. The

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Northeast Center (Van De Kamp Center) consists of four buildings: a renovated Bakery Building, a new Educational Building, Central Plant and Child Development Center. Due to current budgetary restrictions, the District Office has taken over administration and operation of the Northeast Center; however, it is anticipated that administration and operation will eventually be handed over to LACC.

CAMPUS MASTER PLAN – FACILITIES:

Los Angeles City College occupies forty-eight (48) acres in a central metropolitan area. Buildings range in age, from twenty-five-year-old structures, such as the Communications Building, to those that have been in use for more than sixty years. Thus, many existing facilities are limited in their ability to accommodate quality programs and respond to emerging changes in curricula needs. The College has developed a vision statement that identifies the campus as an urban oasis of learning that educates minds, open hearts, and celebrates community. To meet its vision the College has developed specific goals and objectives through its master plan. Long-term goals include the development of a “green” campus where a supportive environment is fostered. The campus will be safe and open to community activities while at the same time supporting its educational goals and faculty needs. Further, a clear visual link between the campus and community will be established. In the short-term, substantive discrete objectives have been identified such as: resolution of parking issues; modernization of various existing facilities; creation of new facilities; relocation of entry points to address the identity of the College; improvements for compliance with Americans with Disabilities Act (ADA) to increase accessibility; campus signage; and , enhanced landscape character.

In April 2001, the voters of Los Angeles approved a \$1.245 billion bond measure (Measure A) to modernize and improve the physical infrastructure of the Colleges within the LACCD. Two subsequent bonds approved nearly \$4.48 billion in additional funds (Measure AA and Measure J). Using these resources, LACC has developed a master plan that addresses the campus context and site analysis. The master plan is intended to act as a guide for future development within the campus. Several projects have been proposed to meet the goals of the master plan. Several buildings on campus have been targeted for demolition. A hand full of buildings will be renovated or reconstructed to better meet instructional delivery needs. Lastly, the facilities master plan also identifies the construction of several new buildings to meet academic need of growing programs and increasing enrollment.

The primary goal of the master plan is to enhance the operational efficiency, as well as, the aesthetic quality of the campus. This will be accomplished through the rezoning of the campus uses. Development will place the athletic uses at the southwest portion of the campus. This will require the demolition of the existing men’s gymnasium and athletic field. The new athletic fields (to seat about 500 persons), located off of Heliotrope Drive, will be constructed on top of the new parking structure that was built in the location of lots 3 and 4.

Most student support functions will be relocated to a new student services complex along Heliotrope Drive at the northwest end of the campus. The core instructional functions, relocated along the eastern edge of the campus, will provide convenient access and encourage the use of the MTA rail line at the corner of Vermont and Willow Brook Avenues.

Both vehicular and pedestrian circulation will be improved. New on-campus parking is designed to reinforce the student support functions while the placement of instructional programming and the creation of a new pedestrian access point will provide connection to the existing Parking Lot 1. The master plan includes the use of landscaping to strengthen the campus perimeter and the historic campus entry points. A new Science, Math and Technology Quad will be developed. Secondary quads and courtyards will be interspersed throughout the campus.

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Other improvements include Americans with Disabilities Act (ADA) improvements to make buildings, parking and paths more accessible. The plan also calls for electrical and other service utility improvements as well as security enhancements.

Implementation of the master plan will support enrollment growth on campus over the next 10 years which is expected to generate an additional 19,000 FTES for the College.

Buildings: Established in 1929, the campus is well developed with a mixture of temporary and permanent buildings. The buildings are generally one-to-three story structures. Many of the buildings are more than 40 years old and require constant maintenance. The total gross square footage of the campus buildings is approximately 970,630 (GSF). Many programs that are housed in temporary facilities (bungalows) and will relocate to new, or renovated, facilities at the conclusion of the bond measure upgrades.

Seven buildings at the College (Life Science, Chemistry, Cafeteria, Library, Theater Arts, Men's Gym and Holmes Hall) are over sixty years old. Many of the buildings present the potential for health and safety problems, which include inadequate ventilation, structural, seismic damage, and asbestos. The Men's Gym and pool are the oldest facilities, of their kind, on any College campus in the state.

The Martin Luther King Library presents life safety, ADA and structural concerns that have been addressed in a request for capital funding from the state. It is the plan of the College to eventually demolish the existing structure after constructing a new LRC in a different location on campus. The new library is designed to meet the expanded needs of the College community and support new technology and service offerings.

Recently constructed buildings on campus include the new MLK Library, Child Development Center and Science and Technology building.

Parking: The campus currently provides approximately 1,700 parking spaces. Parking Lot 1, located southeast of the main campus on Vermont Avenue, provides 378 surface parking spaces and 769 spaces in the three-story parking structure. This lot is for student use and may be used for overflow parking during the implementation of the bond measure. With the construction of the golf driving range, the College lost 193 parking spaces in Parking Lot 4. The College experienced a net loss of 305 parking spaces as a result of on-going campus construction. With the revised parking plan there will be a net increase of approximately 1,450 new parking spaces.

Landscaping: The campus contains several open park-like areas. The main quad, the largest open space area, is located near the southern boundary of the campus. As part of the Proposition A/AA bond measures there will be several quad areas and mall-like settings developed to enhance the oasis-like environment envisioned in the master plan.

Technology: The existing information technology system (IT) was last updated in 1997 with the introduction of fiber optics cabling to all campus buildings. However, this system does not extend to all areas of the campus and the bond measure implementation will complete phase 2 of fiber upgrades to extend the system. The College upgraded its telephone system at the end of 2002 to provide the backbone for a comprehensive and flexible Information Technology infrastructure. Classrooms will be upgraded to include modern audiovisual technology and designed to meet the changing instructional needs of the curriculum.

Safety Requirements: Campus security is currently being provided by the Los Angeles County Sheriff Department. The LACC campus serves as the sheriff's headquarters for the LACCD. It has been acknowledged that campus security has improved a great deal with the oversight of the sheriff. However, to further enhance

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the safety of the campus several other items have been identified for improvement: upgrading the campus-wide security system which will include additional security kiosks; camera surveillance; improved security lighting; replacement of windows; and, an upgrade of perimeter openings to regulate access.

PROPOSED STATE & LOCAL FUNDED PROJECTS

The goal of this Capital Construction Plan is:

1. To improve the conditions of the Los Angeles City College campus to achieve a hazard-free and healthy environment and ably support for instructional programs.
2. To make possible the relocation of program/activities from outdated structures to modern permanent facilities.
3. To attract more students and community members to the College by increasing recreational opportunities, parking spaces and enhancing the physical environment.

The following is a list of projects included in the College's capital construction program:

Martin Luther King Jr. Learning Resource Ctr
Child Development/Child Care Building
Franklin Hall Modernization
Jefferson Hall Modernization
Athletic Field Relocation
Clausen Hall Modernization
Health, Fitness and P. E. Building
Green Technology Student Union Building
Vacate 3020 Wilshire Building
Holmes Hall Reconstruction
Da Vinci Hall Reconstruction
Emergency Lighting, Fire Alarm and Security Systems
ADA Improvements
Red Line Station Extension & Pedestrian Enhancements
Student Services Center & Monroe St (West)
Learning Support Center & Monroe St (East)
South (Women's) Gym Reconstruction
Physical Plant & Tennis Court Construction
RWGPL - Central Plant Phase II
Men's Gym, Pool and Women's Dressing Room Demolition
Storm Water Mitigation
RWGPL - Landscape/Hardscape Improvements
Cesar Chavez Administration Building Renovation
Performing Arts Center Building
Communications Building Modernization
Parking Structure/Lot 1 & 2 Modernization
Northwest Parking Structure

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STATEMENT OF COLLEGE ENERGY PLAN

In 1997 the College upgraded its HVAC system with a new central loop mechanical system. This new system eliminated an unsafe high-pressure central boiler system. This project, along with a new energy management system, provides the College with tremendous energy savings. The College installed several new micro-turbines (electricity-generating units) to reduce the electrical demand of the College. Total energy savings are anticipated to exceed \$ 30,000 per year. The heat exhaust from the micro-turbines will generate additional heat to run the chilled water units to save additional energy and resources.

STATEMENT OF BARRIER REMOVAL PLAN

The College has several areas that are not in compliance with Section 504 of the Rehabilitation Act of 1973. In 1977 the College undertook a major architectural barriers upgrade but due to a lack of funding only a portion of the project was completed. One of three phases was completed and the unfinished portions will be completed over the next six (6) years as the campus undergoes a major revamping as part of the Proposition A/AA bond measure. Most restrooms, building access and elevators are being upgraded to meet ADA requirements.