



Institutional Effectiveness Report to the Board of Trustees

December 4, 2013

Executive Summary

East Los Angeles College (ELAC) is dedicated to serving its community and empowering all students to achieve their educational goals. The foundation for these efforts is built on the Strategic Plan goals of student success, equity, community-centered access and institutional effectiveness. Through the implementation of its Educational Master Plan and the requirements of SB 1456, the College seeks to support students from initial admission through the completion of degrees, certificates or transfer requirements. The focus on completion will drive the college toward improvements on all measures of student success.

Access and Preparation for Success

ELAC has consistently worked to provide access to quality higher education for its community. Through its outreach efforts, the college has developed initiatives to help students overcome obstacles that serve as barriers to student success. These efforts have resulted in increases in financial aid awards and the ability of students to complete assessment. The implementation of the Educational Master Plan will include improvements to key elements of orientation, assessment and placement, and counseling. These initiatives align with the requirements of SB 1456 and will assist all students entering the college develop effective student educational plans.

The First Year Completion program was launched this summer. This program serves over 450 students and seeks to allow students to complete college-level English and math within the first year of college enrollment. The program guarantees full-time enrollment in needed math and English classes with built-in academic support and counseling services. This program combines the lessons learned from multiple pilot programs and allows the college to combine boutique programs into a comprehensive first-year experience.

Teaching and Learning for Success

The College has been successful at developing a student-centered campus environment that supports students in their academic pursuits. Gains have been made in student course completion, persistence and other measures of active student learning. However, ELAC is not satisfied with its completion rates. The college has sought to improve outcomes through interventions targeting the academic pipeline. These efforts have included the development of new methods for offering math and a plan to redesign the English sequence. While the curriculum redesign is still in process, the piloted math program has resulted in a doubling of success rates in half the time for participating students.

ELAC is also engaging in the development of a strategic partnership with Garfield High School and California State University Los Angeles. This partnership will create a commitment by each institution that will streamline the academic pipeline and will include a transfer guarantee for students meeting minimum entry requirements. The plan will make visible the College's efforts to instill a transfer culture that promotes higher education in the community we serve.

Institutional Efficiency

The college has a history of high efficiency and will continue to refine its processes to maintain this record. The College has enrollment management processes that focus on meeting student demand and ensuring classes promote improved student success.



East Los Angeles College
2013 College Planning and Effectiveness Report
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I. Alignment of College and District Strategic Plans

The College updated its Strategic Plan in 2011 to include the broad goals of student success, equity, community-centered access, and institutional effectiveness. In 2012, the College completed its Educational, Facilities and Technology Master Plans, which present objectives and action items. This year each program was required to complete Program Review Self-Evaluations and create program goals aligned with the College master plans. Through these program actions and the College goals, ELAC will work to collectively to achieve its Strategic Plan goals.

District Strategic Plan Goal	College Strategic Plan Goal
<p>Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i></p>	<p>Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.</p> <p>Goal 3: Sustaining community-centered access, participation, and preparation that improves the College's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, scientific and social expression as well as environmental awareness.</p>
<p>Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i></p>	<p>Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.</p> <p>Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.</p>
<p>Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i></p>	<p>Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all College programs and governance structures.</p>
<p>Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i></p>	<p>Goal 3: Sustaining community-centered access, participation, and preparation that improves the College's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, scientific and social expression as well as environmental awareness.</p> <p>Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all College programs and governance structures.</p>



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II. Goal #1- Comparison of College to District

Goal # 1- Access and Preparation for Success	2009	2010	2011	2011 District	3 year change College	3 year change District
<u>Objective 1.</u> Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	54%	68%	70%	71%	28%	29%
<u>Objective 2.</u> Increase the percentage of new students who complete the matriculation process						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	73%	75%	78%	68%	7%	1%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	81%	84%	86%	70%	5%	1%
<u>Objective 3.</u> Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	22%	23%	16%	16%	-27%	-11%
<i>3.2 Persistence - Fall to Spring</i>	88%	91%	91%	87%	3%	2%
<i>3.2 Persistence - Fall to Fall</i>	77%	81%	80%	75%	3%	4%



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Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Strength	<i>The College has actively sought to increase the number of students receiving financial aid through the following actions: The development of an efficient website; increase the number of Financial Aid Awareness activities on campus; reminders to students through mass emailing; class room presentations at the beginning of each term; enhanced internal control and monitoring systems.</i>	<ul style="list-style-type: none"> ● <i>The College will train staff to conduct presentations and expanding their Title IV program knowledge.</i> ● <i>Financial Aid is partnering with the Bookstore to allow students to utilize their financial aid funds to purchase books during the weekend before the term begin.</i> ● <i>Financial Aid is assigning staff to assist target groups such as, Foster Youth, Veteran, Athletics, AB540 students.</i> ● <i>Financial Aid is streamlining services at the South Gate Educational Center.</i> 	<i>The College expects gradual and continuous improvements through the described improvement plans.</i>
Measure 1.2.1: <i>Percentage of new students completing English assessment and percentage of new students completing Math assessment in the first term or before</i>	Strength	<i>As part of the previous Educational Master Plan, the College switched to a computer-based assessment system. This has allowed us to conduct ongoing assessments through an open lab setting and increase the flexibility and availability of testing services.</i>	<ul style="list-style-type: none"> ● <i>The current Educational Master Plan calls for the development of methods to prevent “cold assessment.” These programs have included boot camps held in the summer. The College plans on expanding these programs to assist students in completing assessment and being placed in appropriate courses that promote student success.</i> 	<i>The College expects that the use of computer-based labs will lead to equal testing results between math and English.</i>
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and</i>	Weakness	<i>Freshman enrollment in math and English courses has been limited due to the state workload reductions and current enrollment priority policies. Students entering the College have often found that</i>	<ul style="list-style-type: none"> ● <i>The College has created the First-Year Completion (FYC) program serving more than 450 students. This program has goal of completing College-level courses by the end of the first year.</i> 	<i>The College anticipates a 10% increase in the number of students completing math</i>



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District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Math class in their first year</i>		<i>most, if not all, of the math and English classes closed by the new student registration dates.</i>	<ul style="list-style-type: none"> <i>New priority enrollment policies developed through SB 1456 will allow new matriculated early registration.</i> 	<i>and English Courses.</i>
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	Strength	<i>The College has been consistently strong on this measure. However, the College conducts additional evaluations on a regular basis. This has included an investigation of all students in the entering cohort. These evaluations have made the persistence a target for intervention.</i>	<ul style="list-style-type: none"> <i>The College has been implementing first-year programs for many years. Past evaluations have shown significantly higher persistence rates for these programs. The creation of the First-Year Completion program has dramatically expanded the first-year programming by 300%.</i> 	<i>The number of students completing units in their fall semester and continuing to enroll in the subsequent fall and spring semesters will improve at the same rate as the District.</i>



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III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2010	2011	2012	2012 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>			67%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			23%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			71%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			73%	71%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	63%	61%	66%	61%	5%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	32%	30%	32%	28%	-1%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	26%	23%	26%	23%	3%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	33%	32%	36%	33%	7%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	15%	14%	12%	14%	-18%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	35%	33%	34%	35%	-5%	-2%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.



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Goal #2- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Measure of active learning/project learning; Measure of self-efficacy/self-directed learning</i>	Strength	<i>The College has included student-centered interventions in its Educational Master Plan and has worked to engage students in active learning.</i>	<ul style="list-style-type: none"> <i>The College has developed a comprehensive learning outcomes training that nearly 50 faculty will take part in over the fall and winter semesters. These trainings focus on the development of authentic assessments and how departments can engage in dialog on student learning.</i> 	<i>Increased use of active learning assessments that will improve outcomes on this measure.</i>
Measure 2.1.1: <i>Measure of self-efficacy/self-directed learning</i>	Strength	<i>The College has noted that its students are very driven and place a value on attending college.</i>	<ul style="list-style-type: none"> <i>The implementation of SB 1456 will allow students to have a clear path to goal completion and improved self-directed learning.</i> 	<i>Gradual improvement is expected on this measure.</i>
Measure 2.1.1: <i>Measure of student engagement in and out of class</i>	Strength	<i>The College views student engagement as paramount to student success. The Educational Master Plan calls for the expansion of cohort-based programs and additional opportunities for students to expand their educational experience through non- classroom activities such as scientific lectures, demonstrations, and cultural events.</i>	<ul style="list-style-type: none"> <i>The College will continue its First-Year Completion Program serving more than 450 students each year.</i> <i>The completion of the Student Success and Retention Center will allow for increased availability and coordination of student support services in a lab environment.</i> <i>The College is also actively seeking student participation in the accreditation process.</i> 	<i>An increase in the number of students taking part in activities outside the classroom will lead to improvements on this measure.</i>
Measure 2.1.3: <i>Measure of how technology is being used to improve student learning and engagement</i>	Strength	<i>The College is a heavy user of technology. The College has its own online survey system, which has been used to assess student awareness, use, and satisfaction with student services. In addition, the College has been integrating the survey with student learning outcomes to provide additional data to departments to inform dialog on student learning.</i>	<ul style="list-style-type: none"> <i>The College is seeking to increase its use of social media to improve student engagement. In Spring 2014 the College will launch the ELAC Schools App, which will allow the students to connect with the school and one another through an interactive social network built on the Facebook platform.</i> 	<i>The measure of technology use will increase annually as the College promotes the use of technology.</i>



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Goal #2- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units in 3 years and completing 60 units in 3 years</i>	Strength	<i>The College has sought to schedule classes in a manner that best meets student needs and promotes student completion. This has allowed for effective student enrollment.</i>	<ul style="list-style-type: none"> • <i>The College has strategic enrollment management that adds those courses most necessary for student completion.</i> • <i>The use of the First-Year Completion program will increase student ability to complete full-time units annually.</i> 	<i>A 5% increase in the proceeding year as a result of FYC followed by consistent smaller increases.</i>
Measure 2.2.2 <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i>	Weakness	<i>Although the College is above the District average, math and English completion has been identified as a major target in the College ATD efforts. Multiple interventions have been piloted to improve student ability to complete the basic skills sequences.</i>	<ul style="list-style-type: none"> • <i>The College will increase its use of summer math boot camps, which have resulted in two-thirds of students placing at least one level higher.</i> • <i>The College will expand its Math Advancement Program, which has led to double the percentage of students completing two math courses in half the time.</i> • <i>The College will continue to redevelop its English curriculum to accelerate student completion.</i> 	<i>Completion of Math 125 will increase with the expansion of current pilots and English rates will improve following the completion of curriculum redesign in 2015.</i>
Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	Weakness	<i>The College has been evaluating its three-year completion rate annually for the past three years. Major reductions have been the result of a decrease in transfers resulting in reductions in CSU transfers in general. The College fully anticipates this trend to reverse with the improvement in economic conditions. The completion of degrees and certificates has remained stagnant and is the focus of the College success agenda.</i>	<ul style="list-style-type: none"> • <i>The College is developing the East Los Angeles Commitment, which creates a pathway from Garfield High School to ELAC and CSULA. This plan includes a transfer guarantee for all ELAC students meeting requirements.</i> • <i>The College will continue to implement its enrollment management process, which uses student completion to award growth.</i> • <i>The college will continue to develop new AATs.</i> • <i>The FYC program and other previously mentioned interventions will improve completion rates by focusing on those areas identified as barriers to student completion.</i> 	<i>The College expects an immediate return to previous success rates with greater improvements expected at the 2013 cohort reaches the three-year completion mark in 2016.</i>



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IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2010	2011	2012	2012 District	3 year change College	3 year change District
<i>Average Class Size in Credit Classes</i>	42.1	42.3	41.4	39.9	-2%	-3%
<i>Cost/FTES (annual)</i>	\$3,587	\$3,755	\$3,810	\$4,148	6%	8%

Institutional Efficiency- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Strength	<i>The College has consistently demonstrated instructional efficiency. During the economic downturn, the College's dedicated faculty sought to provide access to courses by adding students in the opening week of class.</i>	<ul style="list-style-type: none"> <i>The College will continue to use its enrollment management processes, which use student demand data as an element for departmental growth.</i> 	<i>The College expects that the increase in course availability throughout the state will lead to a slight decrease in the average class-size and a return to more typical instructional efficiency.</i>
<i>Cost/FTES (annual)</i>	Strength	<i>The College has consistently demonstrated institutional efficiency and the ability utilize innovative means for reducing costs.</i>	<ul style="list-style-type: none"> <i>The College will continue to use its instructional service agreements to increase efficiency. The College will continue to budget in a manner that provide long-term fiscal solvency.</i> 	<i>The College anticipates continuing to perform better than the District average.</i>



Los Angeles Southwest College Institutional Effectiveness Report to the Board of Trustees

December 4, 2013

Executive Summary

Los Angeles Southwest College (LASC) serves approximately 7,000 diverse credit students each semester. LASC has the highest proportion of female (70%) and African-American students (60%) than any other campus in the district. Further, 80% of students attend part time. LASC is currently developing a revised Strategic Plan that will take effect in 2014. This revised Strategic Plan will use the LACCD Strategic Plan as a model and will place student success as its highest priority.

Access and Preparation for Success

LASC has more eligible students receiving Pell Grants and more new students completing the English and Math assessment than the district average. Through ATD, LASC has greatly streamlined its matriculation process. The financial aid department also holds regular workshops to encourage students to complete the FAFSA. LASC has fewer students who successfully complete Math and English in their first year than the district average. The reason for this is mainly due to the definition of Math completion. The vast majority of students assess into the lowest two levels of Math (e.g. 82% in Fall 2012). These two levels are housed in the Noncredit Dept and not the Math Dept. Thus, students who complete these noncredit courses are not counted as having completed a math class. LASC's persistence measures are lower than the district average, but they are increasing at a faster rate than the district. Fall-to-fall persistence is increasing three times faster at LASC than the district average. It is expected that these measures will continue to improve as SB 1456 is implemented.

Teaching and Learning for Success

LASC is either above or on par with the district average for each of the following measures: active learning/project learning, self-efficacy/self-directed learning, student engagement, and the use of technology. To further improve student engagement, LASC recently joined the Kresge Foundation's Men of Color Institute. This Institute provides strategies for improving engagement of males of color, who have low levels of campus engagement. LASC is well below the district average on the percentage of new students completing English 101 and Math 125 within three and six years. LASC has increased by 23% on the three-year measure, compared to a decrease of 2% in the rest of the district. On the six year measure, LASC's percent change is decreasing. This pattern suggests that if students do not complete these milestones by year three, they will be unlikely to complete them by year six. Work is being done to understand the reasons for this pattern. In addition, LASC's three-year completion rate is below the district average, and it decreased over the last three years, but this decrease was less than the district decrease. Based on some preliminary analyses performed by Maury Pearl, it appears as though the increased English and Math AA Degree requirements that were put in place in 2009 may have played a role in this decrease. It should also be noted that LASC's six-year completion rate is also below the district average, but it increased by 5% over the past 3 years, while the district rate decreased by 2% over the same time period.

Institutional Efficiency

LASC's average class size is below the district average, and is also decreasing at a faster rate than the district. The primary reason for this decrease has to do with campus construction. A number of classes are being held in bungalows until new buildings come online. Further, major unforeseen circumstances resulted in the demolition of a major classroom building that was originally planned for renovation. As a result, there are very few large classrooms on campus. As new buildings come online, the average class size will increase.

LASC's Cost/FTEs has been increasing over the past 3 years at a higher rate than the district. This is currently being addressed on a number of fronts. Enrollment management processes are being refined to ensure that they improve instructional efficiency. Further, a number of recommendations have been developed by the College President and Budget Committee to improve efficiency in all areas. These recommendations are currently being vetted throughout the campus community and are expected to be implemented within a short time.



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I. Alignment of College and District Strategic Plans

LASC's current Strategic Master Plan Goals are in complete alignment with the LACCD Strategic Master Plan Goals. However, the timeline of the College Strategic Plan is not; LASC's Strategic Master Plan is revised every three years, whereas the LACCD Strategic Plan is revised every six years. Difficulties in implementing a three-year Strategic Plan have been noted by numerous campus constituencies. As a result, the college decided in Spring 2013 that it would move to a six-year Strategic Plan. In Fall 2013, the Strategic Planning Committee began analyzing the District Strategic Plan, and determined that it would be used as a model for the new 2014-2020 College Strategic Plan. In an effort to gain wide input into the development of the 2014-2020 Strategic Plan, the college held a campus-wide planning retreat in Fall 2013. Participants evaluated the strengths and weaknesses of the current Strategic Plan, and also began developing the Mission and Strategic Plan Goals for the 2014-2020 Strategic Plan. A task force has been convened to pick up the work that was started at the planning retreat by developing a draft Mission, Vision, and Strategic Plan Goals that place student success as the highest priority for the college.

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i>	Goal 1: Access – <i>A three-year strategic goal of this college is to expand educational opportunities and access to under-represented groups from the service area by: improving relationships with service area high schools, engaging departments, faculty, and staff in addressing the needs of academically underprepared students, and ensuring all students are able to navigate the college environment.</i>
Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i>	Goal 2: Success – <i>A three-year strategic goal of this college is to implement strategies for student success reflected in: successful course completion rates, UC/CSU transfer rates, successful achievement of course, program, and institutional SLO's, the development of CTE programs that address local labor market needs, and the development of methods to track future success when students leave LASC (for example, degree attainment and employment after enrolling at LASC).</i>
Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	Goal 3: Excellence – <i>A three-year strategic goal of this college is to foster a college-wide culture of evidence by: investing in faculty and staff excellence and supporting faculty and staff members in attaining excellence and achieving recognition as leaders and innovators in their fields, providing resources and incentives for faculty and staff to pursue intellectual growth and engagement, encouraging student participation and engagement beyond the classroom, and increasing the visibility and enactment of the college's core values.</i> Goal 4: Accountability – <i>A three-year strategic goal of this college is to foster a college-wide culture of service and accountability that streamlines the cycle of evaluation, planning, and improvement in all areas and increases transparency in decision-making procedures.</i>
Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i>	Goal 5: Collaboration and Resources – <i>A three-year strategic goal of this college is to cultivate and maintain new resources and external partnerships by: encouraging the pursuit of external funding at all levels of the college, increasing partnerships with local businesses, government agencies, and non-profit organizations particularly but not exclusively in CTE areas, increasing partnerships between community organizations and academic programs, and continuing efforts to build a positive college image in the community</i>



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II. Goal #1- Comparison of College to District

Goal # 1- Access and Preparation for Success	2009	2010	2011	2011 District	3 year change College	3 year change District
<u>Objective 1.</u> Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	75%	85%	80%	71%	7%	29%
<u>Objective 2.</u> Increase the percentage of new students who complete the matriculation process						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	77%	76%	79%	68%	2%	1%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	77%	76%	78%	70%	1%	1%
<u>Objective 3.</u> Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	13%	13%	10%	16%	-21%	-11%
<i>3.2 Persistence - Fall to Spring</i>	80%	79%	83%	87%	3%	2%
<i>3.2 Persistence - Fall to Fall</i>	61%	56%	69%	75%	12%	4%



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Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Strength: Above the LACCD average	<i>When including the BOG Fee Waiver, over 95% of eligible students received financial aid at LASC. LASC has consistently been the highest in the district over the last three years on this measure.</i>	<i>Continue current efforts to ensure that the vast majority of eligible students receive Pell Grants and other forms of financial aid.</i>	<i>Increase to 85% in the next two years</i>
Measure 1.2.1: <i>Percentage of new students completing English assessment and percentage of new students completing Math assessment in the first term or before</i>	Strength: Above the LACCD average	<i>LASC has been significantly higher than the district average on this measure for each of the last 3 years.</i>	<i>In 2010, LASC joined the ATD initiative. Through this initiative, the entire matriculation process was streamlined. Further, the student services division has been meeting regularly in order to ensure that the implementation of SB 1456 occurs smoothly. This planning and the coming SB 1456 implementation will further increase the number of students who assess in their first term or before.</i>	<i>Increase to 80% in the next two years</i>
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	Weakness: Below the LACCD average	<i>A large percentage of LASC students assess into the lowest levels of English and Math. In Fall 2012, 82% of students assessed into the bottom two levels of Math. At LASC, these two levels (Basic Skills 028CE and Basic Skills 035CE) are housed in the Noncredit dept, and not in the Math dept. Since these courses are not in the Math discipline, LASC does not receive credit for these students having enrolled in and/or completed a Math class in their first year, even if they complete the noncredit Basic Skills math course into which they assessed. The same situation exists for English, as well.</i>	<i>Work is currently being done to evaluate the effectiveness of noncredit Math and English courses in preparing students for credit coursework.</i>	<i>Align with District average within the next two years</i>



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Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	Strength: Improving at a faster rate than the LACCD average	<i>The 3-year change for both measures are above the district average, indicating that improvement is occurring at a faster pace than in the district, as a whole.</i>	<i>The College’s FYE and Passages programs are designed to increase persistence among first-year students and men of color, respectively. LASC will evaluate these models and their strategies for success, and scale them up so that they are incorporated throughout the campus. Further, S.B. 1456 implementation will also increase student persistence.</i>	<i>Fall-to-Spring: Align with District average by 2017</i> <i>Fall-to-Fall: Align with District average by 2017</i>



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III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2010	2011	2012	2012 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>			67%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			22%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			67%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			70%	71%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	38%	38%	46%	61%	22%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	16%	14%	17%	28%	8%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	11%	10%	14%	23%	28%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	16%	11%	15%	33%	-7%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	10%	8%	9%	14%	-5%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	21%	16%	22%	35%	5%	-2%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.



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Goal #2- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Measure of active learning/project learning; Measure of self-efficacy/self-directed learning</i>	Strength: Above LACCD Average	<i>LASC is above the LACCD average</i>	<i>Professional Development activities to focus on methods to improve active learning and self-efficacy in LASC students.</i>	<i>Increase to 72% in two years</i>
Measure 2.1.1: <i>Measure of student engagement in and out of class</i>	Strength: Above LACCD Average	<i>LASC is above the LACCD average</i>	<i>LASC recently joined the Kresge Foundation's Men of Color Institute, which focuses on improving campus engagement in men of color. It is expected that this Institute, coupled with our Passages and FYE programs will improve student engagement.</i>	<i>Increase to 25% in two years</i>
Measure 2.1.3: <i>Measure of how technology is being used to improve student learning and engagement</i>	On par with District	<i>LASC is slightly below the LACCD average</i>	<i>Professional development activities to focus on using technology to improve student learning. Specifically, FLEX activities are planned to improve faculty's knowledge of Smart classroom capabilities and also increasing the use of clickers in the classroom.</i> <i>In addition, the implementation of the new SIS will greatly improve LASC's capacity to use technology in a way that improves student learning and engagement.</i>	<i>Increase to 76% in two years</i>



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Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.1 Percentage of new student cohort completing 30 units in 3 years and completing 60 units in 3 years	Strength and Weakness: Below the LACCD average, but increasing at a faster rate than the District	<i>LASC is below the LACCD average on each measure. However, LASC is increasing on these measures at a faster pace than the district average.</i>	<i>LASC recently joined the Kresge Foundation's Men of Color Institute, which focuses on improving student outcomes in men of color.</i>	30 units in 3 years: Align with district average by 2017
		<i>LASC's entering students are less prepared for college than eight of the nine colleges in the district. Based on the most recent ARCC data, 90% of new students at LASC are unprepared for college. In contrast, 78.9% of new students at Pierce are unprepared. Further, in Fall 2012, 82% of LASC students assessed into the two lowest levels of Math. Thus, LASC's students require more remediation compared to students at other colleges, and by extension, it takes longer for them to meet milestones and to complete their educational goals.</i>	<i>LASC's Passages and FYE programs are cohort-based interventions, which focus on improving completion, and attainment of educational milestones in males and first year students, respectively.</i>	60 units in 3 years: align with District average by 2017
Measure 2.2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years	Strength and Weakness: Below the LACCD average, but increasing at a faster rate than the District	<i>Coupled with this issue is the fact that approximately 80% of LASC students attend college part time. As a result, unit accumulation occurs more slowly, as does progress through the Math and English sequences.</i>	<i>LASC is examining the models and strategies from these three programs to determine which aspects can be scaled up in order to benefit all students.</i>	3 years: align with District average by 2017
Measure 2.2.3 Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years	Strength and Weakness: Below the LACCD average, but decreasing at a slower rate than the District	<i>The LASC Student Success Center has been revamped to be much more student centered. It offers free academic support to all students, and provides face-to-face and online tutoring. Since its redesign, more students have used its services. Surveys are currently being developed to gain student perceptions of the SSC and to further improve its functions.</i>	<i>The LASC Student Success Center has been revamped to be much more student centered. It offers free academic support to all students, and provides face-to-face and online tutoring. Since its redesign, more students have used its services. Surveys are currently being developed to gain student perceptions of the SSC and to further improve its functions.</i>	6 years: align with District average by 2017
		<i>In spite of these issues, LASC is moving in the right direction on each of these measures. This improvement can be largely attributed to sustained success efforts on campus.</i>	<i>LASC is planning many professional development activities that are designed to improve student outcomes. These include workshops on outcomes assessment, a Day of Campus Dialogue and a two-day Great Teachers Seminar, among others.</i>	3 years: align with District average by 2017
			<i>S.B. 1456 will also require that new students complete early milestones that have well-documented links to completion.</i>	6 years: align with District average by 2017



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IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2010	2011	2012	2012 District	3 year change College	3 year change District
<i>Average Class Size in Credit Classes</i>	43.1	39.3	35.6	39.9	-17%	-3%
<i>Cost/FTES (annual)</i>	\$4,440	\$4,687	\$5,009	\$4,148	13%	8%

Institutional Efficiency- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Weakness: Below the LACCD Average	<p><i>Much of the decline in average class size is due to campus construction. A number of programs are currently housed in bungalows, which do not have large classrooms. Further, major unforeseen circumstances caused the Lecture Lab building to be demolished instead of being remodeled. As a result, there are only four large classrooms on the entire campus. As new buildings come online, average class size should see a corresponding increase.</i></p> <p><i>It should also be noted that LASC had the largest increase in Fall 2013 enrollment over the previous Fall than any other college in the district.</i></p>	<p><i>Completion of campus construction.</i></p> <p><i>LASC is refining its enrollment management processes to ensure that LASC's course offerings are directly in line with the LASC mission and budget, and that they meet changing student needs. For example, an online survey was conducted in Fall 2013 to gauge student perceptions of course offerings. Its results are being used to develop a class schedule that is directly in line with student demand. Further, data on course fill rates, average class size, and course sequencing are being analyzed in a more robust manner than in previous years.</i></p>	<i>Align with District average within two years</i>



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Institutional Efficiency- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Cost/FTES (annual)	Weakness: Above the LACCD Average	<i>The average cost/FTES has been increasing over the past 3 years at LASC at a higher rate than the overall LACCD increase.</i>	<p><i>LASC's Budget Committee and College President have developed a set of recommendations based on the LACCD Budget Accountability Measures to balance the budget and to improve institutional efficiency.</i></p> <p><i>LASC is also refining its enrollment management processes to ensure that LASC's course offerings are directly in line with the LASC mission and budget, and that they meet changing student needs. For example, an online survey was conducted in Fall 2013 to gauge student perceptions of course offerings. Its results are being used to develop a class schedule that is directly in line with student demand. Further, data on course fill rates, average class size, and course sequencing are being analyzed in a more robust manner than in previous years. These data will allow LASC to improve the efficiency of its instructional programs.</i></p>	<i>Align with District average within two years</i>



Institutional Effectiveness Report to the Board of Trustees

December 4, 2013

Executive Summary

Introduction

LATTC serves approximately 14,000 students each semester (73% part time and 27% full time). LATTC's student population largely reflects resident demographics within its service area with 58.4% Hispanic/Latino, 27.5% Black, 6.6% White, 6.4% Asian, and 1.1% other. Unlike other colleges in the District, LATTC is predominantly male-serving with males comprising 53% of the student body. Over 95% of certificate and degree programs and completions are in Career-Technical Education (CTE).

Access & Preparation

Challenges: Based on ARCC 2.0, the underprepared student population comprises 94% of LATTC incoming cohort, which is the **highest percentage** in the state. Of these underprepared students **53%** are enrolled at the lowest levels of Math or English compared to the **29% District average**.

Strengths: The College developed and approved LATTC's Pathway for Academic, Career, and Transfer Success (PACTS) as part of its Strategic and Educational Master plans. The PACTS framework addresses access and preparation (Tiers 1 & 2).

Current and Planned Strategies:

- The college is implementing new academic readiness strategies that include incorporating the assessment process (TABE) into the college's orientation, and the Trade Tech College Experience. The new Academic Connections center has begun to offer additional individualized multiple measure assessments to provide more need-based services to students.
- Examine and pilot different effective instructional strategies including Statway, acceleration, refreshers, and flipping the classroom. Identify strategies to give students different opportunities to attain credit for competencies in Math and English.
- Launch pathways and embed English, Math and counseling faculty into career and transfer pathways.

Teaching & Learning for Success:

Challenges: Low persistence and completion rates; Lack of data on employment outcomes

Strengths: PACTS organizes the college into pathways to promote cohorts and provide students with directed choices. This approach will provide a learner-centered environment by contextualizing teaching and learning in each pathway.

Current and Planned Strategies:

- Launch three of seven pathways in Spring 2014 and embed counseling, Math and English faculty.
- Establish a two-year scheduling cycle to allow students to plan their courses for their entire program of study while providing an FTEF allotment to address current students' needs as determined by transcript mining.
- Monitor the use of results from authentic assessments for continuous improvement with mandated dialogue at the course/discipline/department level.

Institutional Efficiency, Effectiveness and Collaboration

Challenges: Lack of systems for real time data to promote accountability and help guide the decision-making processes and assess performance.

Strengths: The College's re-engineering efforts have captured employer and philanthropy's interest to invest in the College's strategies. The College has established and promoted a data driven culture as a basis for planning and decision-making.

Current Strategies:

- Expand partnerships with philanthropy, CBOs, and the regional workforce systems to assess college-to-career (employment) outcomes.
- Develop an electronic holistic student plan (PACTS plan) following Valencia College's LifeMap model to better monitor student progress.
- Develop Program Review, Planning, SLO, and Accreditation administration systems to increase institutional effectiveness and efficiency.
- Develop enrollment management dashboards to identify, formalize and track student course-performance milestones.



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I. Alignment of College and District Strategic Plans

LATTC’s Strategic and Educational Master Plan were developed one year prior to the District Strategic Plan. This chart summarizes how our plan aligns with the District’s Strategic Plan.

District Strategic Plan Goal	College Strategic Plan Goal
<p>Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i></p>	<p>Educational Master Plan (Goal #1):</p> <ul style="list-style-type: none"> • <i>Develop and Implement a Comprehensive LATTC Pathway for Academic, Career, and Transfer Success (PACTS) Framework (Tiers 1 & 2) Including a Student Diagnostic and Preparation Program</i> • <i>Develop and Implement a Formal Instructional Support Services Program tied to PACTS</i> <p>Achieving the Dream Plan</p> <ul style="list-style-type: none"> • <i>Increase math <u>readiness</u></i>
<p>Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i></p>	<p>Educational Master Plan, (Goals #1 & #2):</p> <ul style="list-style-type: none"> • <i>Reorganize LATTC’s current instructional activities into LATTC Pathways for Academic, Career, and Transfer Success (PACTS Tiers 3 & 4)</i> • <i>Improve student persistence, progress, and completion rates to achieve measurable student success</i> • <i>Evaluate and Improve Counseling and Advisement Services</i> • <i>Improve the Efficiency and “Friendliness” of Student Service Processes to be “Student Focused”</i> <p>Achieving the Dream Plan</p> <ul style="list-style-type: none"> • <i>Increase math <u>completion</u> in program of study;</i>
<p>Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i></p>	<p>Educational Master Plan, (Goals #3 & #4):</p> <ul style="list-style-type: none"> • <i>Improve the Trade Tech Experience and Campus Culture</i> • <i>Increase cross-discipline collaboration</i> • <i>Establish a LATTC Teaching Academy</i>
<p>Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i></p>	<p>Educational Master Plan, (Goals #1 & #5)</p> <ul style="list-style-type: none"> • <i>Develop an innovative revenue generating approach to managing and growing LATTC’s funding, based on the principles of Strategic Cost Management</i> • <i>Diversify revenue sources</i> • <i>Close any budget gaps in LATTC’s annual operating budget</i> • <i>Generate revenues to exceed expenses every year</i>



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District Strategic Plan Goal	College Strategic Plan Goal
	<ul style="list-style-type: none"> • <i>Solicit input and feedback from industry on such issues as: program/curriculum development, content and competencies</i>

II. Goal #1- Comparison of College to District

Goal # 1- Access and Preparation for Success	2009	2010	2011	2011 District	3 year change College	3 year change District
<u>Objective 1.</u> Ensure equitable access to education						
<i>1.1.2 Percentage of eligible students receiving Pell Grant</i>	40%	57%	62%	71%	53%	29%
<u>Objective 2.</u> Increase the percentage of new students who complete the matriculation process						
<i>1.2.1 Percentage of new students completing English assessment in the first term or before</i>	52%	38%	33%	68%	-37%	1%
<u>Including TABE diagnostic assessment results, English (2012: 63%)</u>		43%	55%			
<i>1.2.1 Percentage of new students completing Math assessment in the first term or before</i>	54%	40%	33%	70%	-39%	1%
<u>Including TABE diagnostic assessment results, Math (2012: 62%)</u>		42%	52%			
<u>Objective 3.</u> Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.						
<i>1.3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	8%	10%	7%	16%	-13%	-11%
<i>1.3.2 Persistence - Fall to Spring</i>	81%	79%	79%	87%	-2%	2%
<i>1.3.2 Persistence - Fall to Fall</i>	61%	64%	65%	75%	8%	4%

Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Improving	<i>The college's efforts have resulted in a significant increase over the last three years, but the college is still below the District average.</i> <i>Given the college's service area and student demographics that includes 53% males, re-engaged adults, there are more variables that impact Pell Grant eligibility that is not captured in the data (e.g. Selective Service, prior offenses).</i>	<i>1. Establish a comprehensive and seamless student orientation experience (Trade Tech Experience) that incorporates completing the FAFSA (PACTS Tier 1). 2. Launch a campus-wide campaign to increase financial aid eligibility awareness for students, faculty and staff. 3. Expand Financial Aid's use of social media and technology (e.g. LATTC on Facebook) to promote financial aid. 4. District's baseline calculation methodology needs to be revised.</i>	<i>By 2016, a 12 % increase in eligible students receiving a Pell Grant.</i>
Measure 1.2.1: <i>Percentage of new students completing English assessment and percentage of new students completing Math assessment in the first term or before</i>	Improving	<i>Since 2010, the college implemented a new student assessment TABE diagnostic test strategy to help students identify and address their knowledge gaps in Math and English before taking the placement test.</i> <i>For the Fall 2012 cohort, 62% took ACCUPLACER and/or TABE test compared to 54% in Fall 2009.</i>	<i>1. The college is developing new academic readiness strategies that include the launching of Academic Connections center that will offer individualized assessments to provide more need-based services. 2. Incorporate our college assessment process (TABE) into the college's orientation, Trade Tech College Experience. 3. Formalize college commitment to student assessment by establishing mandated, navigated, holistic, multiple measure assessments. 4. Formalize training processes for staff at multiple entry points.</i>	<i>By 2016, 78% of new students will be assessed on college academic and career readiness competencies.</i>
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and</i>	Weakness – Below District average	<i>1. According to ARCC, 94% of LATTC incoming students are underprepared. Since 2011, the college has developed a strategy to direct new students to enroll in refresher non-credit or credit basic skills</i>	<i>1. Examine and pilot different effective instructional strategies including Statway, acceleration, refreshers, and flipping the classroom. 2. Embed English, Math and counseling into career and transfer pathways.</i>	<i>By 2016, a 3% point increase in new students successfully completing at least one English and</i>

Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Math class in their first year</i>	Strength based on the college's commitment to the strategy.	<p><i>Math and English courses. Note: these courses were not captured in the calculation of this metric by the District.</i></p> <p><i>2. Math and English course-taking patterns differ at LATTC given the focus on CTE programs.</i></p> <p><i>3. LATTC CTE programs embed Math and English and/or pair their program courses with non-credit Math and English courses. Note: the District data does not capture this data.</i></p> <p><i>4. Budget cuts resulted in decreased Math and English course offerings in 2011-12 and further impacted new students given their low registration priority.</i></p> <p><i>5. The cut scores for Math placement test have been reported to be too high by external reviewers thereby impacting student enrollment and persistence in Math.</i></p>	<p><i>3. Re-assess and revise, as appropriate, the current placement cut scores.</i></p> <p><i>4. Identify strategies to give students different opportunities to attain credit for competencies in Math and English.</i></p> <p><i>5. Launch LATTC transfer pathway and an intersession bridge program.</i></p>	<i>Math class in their first year.</i>
Measure 1.3.2: <i>New Students Persistence – Fall-to-Spring & Fall-to-Fall</i>	Weakness – Below District average	<p><i>1. LATTC offers several short-term certificate programs. In 2012-13, 308 students received certificates that required 24 or less units to complete the program.</i></p> <p><i>2. Budget fluctuations during the last years have highly impacted new students' ability to re-enroll as they had lower priority in registration.</i></p>	<p><i>1. Establish and communicate a two-year scheduling cycle to allow students to plan their courses for their entire program of study.</i></p> <p><i>2. Ensure an annual FTEF allotment to allow for the scheduling of courses based on current students' needs as determined by transcript mining.</i></p> <p><i>3. Develop an electronic holistic student plan (PACTS Plan – Tier 1) following Valencia College's LifeMap model to better monitor student retention</i></p>	<p>Fall-to-Spring: <i>A 3% point increase by 2016.</i></p> <p>Fall-to-Fall: <i>A 2% point increase by 2016.</i></p>



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Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
			<p><i>and completion progress.</i></p> <p><i>4. Monitor the use of results from authentic assessments for continuous improvement with mandated dialogue at the course/discipline/department level.</i></p> <p><i>5. Develop enrollment management dashboards to identify, formalize and track student course-performance milestones (gateway, midway and capstone).</i></p> <p><i>6. Establish consistent syllabus and mini-syllabus templates to provide students with consistent course expectations.</i></p> <p><i>7. Promote early faculty communication & interaction with students prior to the first class meeting.</i></p> <p><i>8. Embed counselors into pathways and collaborate with classroom faculty within the pathway.</i></p> <p><i>9. District baseline calculation methodology needs to be re-examined.</i></p>	

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2010	2011	2012	2012 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>			59%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			16%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			67%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			63%	71%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years (2013: 57%)</i>	54%	50%	53%	61%	-1%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years (2013: 26%)</i>	26%	22%	23%	28%	-12%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years (Fall 2009 cohort)</i>	10%	10%	11%	23%	7%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years (Fall 2006 cohort)</i>	16%	13%	18%	33%	13%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years (Fall 2009 cohort)</i>	13%	13%	10%	14%	-25%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years (Fall 2006 cohort)</i>	28%	29%	29%	35%	6%	-2%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.

Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: Measure of active learning/project learning; Measure of student engagement in and out of class	Weakness – Below District average	Survey data has been included in the program review data package as well as questions to solicit campus-wide input on strategies for improvements.	1. College will increase support within the classroom. 2. Establish a college-wide professional standard for use of instructional technology in and out of the classroom. “Train-the-trainer” on effective technology-centered instruction.	By 2016, a 5% point increase.
Measure 2.1.1: Measure of self-efficacy/self-directed learning	Neutral	Self-efficacy was identified in our Educational Master Plan as a key foundational competency for student success.	Establish a comprehensive and seamless student orientation and adjustment experience that incorporates self-efficacy as one of the foundational competencies for student success (Tier 1).	By 2016, a 5% point increase.
Measure 2.1.3: Measure of how technology is being used to improve student learning and engagement	Weakness – Below District average	1. Survey data has been included in the program review data package as well as questions to solicit campus-wide input on strategies for improvements. 2. In Fall 2011 LATTC launched its local Facebook social network; its popularity and utilization have been increased substantially during the last two years.	1. Continue strategies to promote online college application and registration. 2. Continue supporting and utilizing the LATTC Facebook application to improve student learning and engagement. 3. Increase the use of Moodle (Course Management System) and Mahara (e-Portfolio web software) in our academic and CTE programs.	By 2016, a 5% point increase.
Measure 2.2.1 Percentage of new student cohort completing 30 units in 3 years and completing 60 units in 3 years	Weakness – Below District average	1. Data represents cohorts that started on or before Fall 2009 which does not reflect the new strategies implemented recently (Fall 2010 cohort 57.8%) 3. Over 25 LATTC credit CCCCO approved certificates have completion requirements of 12-29 units (e.g. 308 students during 2011-12 completed such a certificate of less than 30 units).	1. Organize the college into pathways (PACTS) to promote cohorts, directed choices, and embedded counseling, Math and English faculty to increase 30 and 60 unit student completion rates. 2. Revisit District baseline calculation methodology to account for program completers.	By 2016, a 10% point increase for 30 unit completion and a 5% point increase for 60 unit completion.

Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years	Weakness – Below District average	<ol style="list-style-type: none"> The data reflects cohorts that have started on or before Fall 2009, and thus do not reflect the recently implemented changes. LATTC is primarily CTE. The CTE certificates do not require English 101 or Math 125 courses. 	<ol style="list-style-type: none"> Implement PACTS model to increase student completion of AA/AS, AAT/AST and transfer. The Electronic PACTS plan will help the college make more informed decisions and enable students to accomplish their goals. Baseline calculation methodology needs to be re-examined to account for program completers. 	By 2016, a 3% point increase for completion of English 101 and Math 125 in 3 years; and a 5% point increase for completion of Math 125 and English 101 in 6 years.
Measure 2.2.3 Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years	Weakness – Below District average but improving.	<ol style="list-style-type: none"> The data reflects cohorts that have started on or before Fall 2009, and thus do not reflect the recently implemented changes. Certificate completions for the 2012-13 academic year increased by 60% compared to 2011-12. The benchmark calculation omits the completion of students who did not attempt any Math or English course. For example, 53% of 2012 and 56% of 2013 LATTC certificate awardees never attempted Math or English course at the LATTC. 	<ol style="list-style-type: none"> Implement PACTS model to increase student completions. The Electronic PACTS plan will help the college make more informed decisions and enable students to accomplish their goals. Three of our seven pathways are launching in Spring 2014. Baseline calculation methodology needs to be re-examined to account for program completers that did not take Math or English. 	By 2016, a 4% point increase for completion of certificate, degree or transfer in 3 years; and a 5% point increase for completion of certificate, degree or transfer in 6 years.



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IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2010	2011	2012	2012 District	3 year change College	3 year change District
<i>Average Class Size in Credit Classes</i>	38.1	40.4	38.3	39.9	0%	-3%
<i>Cost/FTES (annual)</i>	\$3,891	\$3,992	\$4,211	\$4,148	8%	8%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Strength	<p><i>As a result of college dialogue and in response to the ARCC data, the college's student success strategy includes decreasing class size, where appropriate, as informed by institutional effectiveness data.</i></p> <p><i>In addition, as a primarily CTE college there are inherent class size limitations in many programs (e.g. safety and lab stations).</i></p>	<i>Continue our progress towards achieving sustainable continuous quality improvement where evaluation and planning is embedded in the culture.</i>	<i>Improved student completion rates.</i>
<i>Cost/FTES (annual)</i>	Strength	<i>LATTC has many high cost programs. Nevertheless, the college has consistently balanced its budget while meeting its credit and non-credit FTES targets.</i>	<i>Continue existing enrollment management strategy to exceed credit base by 4%.</i>	<i>Maintain balanced budget while meeting enrollment targets.</i>

Note: LATTC developed this Institutional Effectiveness report through a special joint meeting of the Student Success Committee and College Council held on Wednesday, November 20, 2013. This meeting provided the basis for dialogue and assessment of the college's effectiveness on the District's measures. The Overall Assessment (Strength or Weakness), College Response, Plans for Improvement and Expected Improvement rates were developed through shared decision-making to ensure college-wide commitment.