



Institutional Effectiveness Report to the Board of Trustees

November 20, 2013

Executive Summary

LACC acknowledges that it has work to do in regaining its place as a high performing educational institution. In the coming year, our efforts are designed to improve student completion rates by increasing the number of degrees and certificates awarded and the number of transfers. The college will take a multi-pronged approach to this effort that will include not only classroom interventions but also changes in operations, policy and procedures to facilitate the success of our students in achieving their educational goals.

Access and Preparation for Success

City's performance on Access has been mixed. For most measures in this area, City's performance has been improving and is now at or very near the District baseline. The primary weakness in this area is in matriculation, and specifically in the area of assessment where the college has fallen below the District baseline over the last three years. This issue will be addressed through the college's efforts to meet SB 1456 requirements as well as the Matriculation Optimization Initiative, which is part of the college's overall ATD effort.

Teaching and Learning for Success

It is clear to the college that Success is the most important goal for improving student outcomes. In particular, the college is focusing on student completion rates. City's performance on three- and six-year completion rates has been declining over the last three years and is well below the District baseline. The college is undertaking the following activities to address these declines:

- The college's governance and planning structure has been reformed to focus all institutional goals and activities on student success.
- The new college Mission Statement and Strategic Plan reflect City's focus on increasing student completion rates.
- The college's redesigned Comprehensive Program Review process has identified areas for improvement at the program level, and units have generated improvement plans for increasing student success.
- The Achieving the Dream effort is providing a framework for analyzing and redesigning the success pipeline through the college's new COMPASS committee.
- Several ATD interventions have been initiated to enhance student success rates, including:
 - A pilot First-Year Experience program involving more than 500 students;
 - A K-12 Partnership Program, currently being piloted with Hollywood High School;
 - The FTLACC Faculty Development Program, engaging 25-100+ new and senior faculty;
 - The LACC College Book Program, designed to engage 1,000+ students, faculty, & staff

Institutional Efficiency

The College will continue to analyze enrollment trends and respond with effective scheduling. We are also adding a winter intersession with approximately 160 sections of high demand/high enrollment basic skills and transfer courses that we expect will help to increase efficiency and average class size. In addition, we are actively pursuing an imaging building college marketing campaign to attract more students to college programs.



Los Angeles City College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

I. Alignment of College and District Strategic Plans

Los Angeles City College (City) is in the process of approving a new college strategic plan. The previous college strategic plan, in effect from 2008 to 2013, was reviewed in 2012-13 through the college’s Comprehensive Program Review process, which created program level scorecards based on measures derived from the old strategic plan. A strategic planning task force was formed in the summer of 2013 to use this data and analysis, along with the new District strategic plan, to develop a new strategic plan for LACC. The new plan, currently in the process of being approved, re-affirmed the goals from the previous plan while adding more specific measures which brings the college plan into complete alignment with the District plan (and measures) and existing college priorities, such as the Achieving the Dream initiative and SB 1456. The new plan also more clearly articulates Organizational Effectiveness, Resources and Partnerships/Collaboration. LACC expects to approve the new plan by the end of the year and present the new plan to the Board of Trustees for approval in Spring 2014.

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – Improve equitable access; help students attain important early educational momentum points.	Old: Expand Student Access: Awareness and Opportunity <ul style="list-style-type: none"> • Complete alignment New: Access (draft name, pending approval) <ul style="list-style-type: none"> • Complete alignment, with the same measures in place
Goal 2: Teaching and Learning for Success – 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.	Old: Increase Student Success and Academic Excellence <ul style="list-style-type: none"> • Complete alignment New: Student Success (draft name, pending approval) <ul style="list-style-type: none"> • Complete alignment, with the same measures in place
Goal 3: Organizational Effectiveness – Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.	Old: Enhance Resources and Accountability <ul style="list-style-type: none"> • Complete alignment New: Organizational Effectiveness <ul style="list-style-type: none"> • Complete alignment, with expanded measures in place
Goal 4: Resources and Collaboration – 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.	Old: Expand Community Partnerships <ul style="list-style-type: none"> • Complete alignment New: Resources (draft name, pending approval) <ul style="list-style-type: none"> • Complete alignment, with expanded measures in place New: Partnerships/Collaboration (draft name, pending approval) <ul style="list-style-type: none"> • Complete alignment, with expanded measures in place



Los Angeles City College
2013 College Planning and Effectiveness Report
November 20th, 2013

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
Objective 1. Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	58%	66%	67%	71%	15%	29%
Objective 2. 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>	59%	63%	58%	64%	-2%	-2%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	60%	64%	61%	70%	1%	1%
Objective 3. 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>	15%	15%	15%	16%	0%	-11%
<i>3.2 Persistence - Fall to Spring</i>	84%	86%	87%	87%	3%	2%
<i>3.2 Persistence - Fall to Fall</i>	68%	70%	72%	75%	6%	4%

Goal #1- College 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</i>	Strength	<i>The college's efforts have resulted in improvements over the last 3 years resulting in a 15% increase of eligible students receiving Pell Grants.</i>	<i>The college plans to fully implement AB 1456 (SSSP) and believes it will see a continued climb in the percentage of students receiving Pell Grants.</i>	<i>We expect to reach the District baseline of 71% in the next two years</i>



Los Angeles City College
2013 College Planning and Effectiveness Report
November 20th, 2013

Goal #1- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Grants</i>				
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	Weakness	<i>As the data indicate, from 2009-2011 the college performed poorly in getting more students to complete math and English assessments in comparison to the district baseline. The college believes this is primarily the result of a lack of focus, planning, and adequate funding given to the area of matriculation that assesses students. For example there are inadequate facilities, staff, and lab space to administer assessment tests. In addition, college processes did not mandate student assessment.</i>	<i>The college has developed a Matriculation Optimization Initiative. The focus will be on entering, first-time college students. This measure is part of the college's new strategic plan. For example, as part of the full implementation of 1456, the college is doubling its capacity to assess students by opening a new lab, hiring more matriculation personnel, and keeping the assessment office open during all college business hours. Also, beginning Fall 2014 the college is requiring all new students to assess prior to enrolling in credit classes as part of priority registration.</i>	<i>In concert with SB 1456, the college will assure that all students will be properly matriculated to the college, including assessments in Math and English. As a result, the college expects this percentage to match the district baseline within 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>	Strength	<i>While the college is performing at the District baseline, the college is not satisfied with only 15% of new students successfully completing only one English and one math class in their first year. This student achievement milestone is a central component of the college's strategy to increase completions. The college has been actively addressing the completion issue through the ATD initiative. This is a high-priority area for the college.</i>	<i>The recent governance re-structuring will enable the college to more effectively coordinate college-wide efforts to increase student success. The First Year Experience (FYE) program, in its pilot year now, is designed to address this issue directly and to provide the academic and social support needed to help students to enroll in English and Math in their first semester. For example, the college currently has 500 students entering the FYE program in spring 2014. In addition, this measure is part of the college's new strategic plan.</i>	<i>Through the FYE program, the goal of the college is to increase the number of first time college student who assess and enroll in Math and English in their first semester. The college would like to see this number climb from 15% to at least 25% in the next two years.</i>
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	Strength	<i>The college improved from 2009 to 2011. LACC is at the District baseline on this measure.</i>	<i>While the persistence numbers are good, the college is concerned that not enough of these students are completing degrees, certificates, and/or transferring to four year institutions. Areas for improvement will be discussed in</i>	<i>The college hopes that persistence will get even better as the interventions in matriculation (referred to in Measure 1.2.1) and under</i>



Los Angeles City College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

Goal #1- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
			<i>Objective 2.</i>	<i>Objective 2 are implemented. The college goal is to surpass the district baseline in the next two years.</i>



Los Angeles City College
2013 College Planning and Effectiveness Report
November 20th, 2013

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>			61%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			19%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			65%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			72%	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>	61%	60%	59%	61%	-3%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	31%	26%	26%	28%	-15%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	22%	20%	17%	23%	-22%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	28%	28%	30%	33%	8%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	12%	11%	7%	14%	-45%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	32%	30%	30%	35%	-7%	-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.



Los Angeles City College
2013 College Planning and Effectiveness Report
November 20th, 2013

Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Active /project learning</i>	Strength	<p><i>These are new areas for the college and the district to measure; the college is at or near the district baseline on all measures. As dialogue and programs to address these areas are implemented the college will have more to say on these measures with plans to improve overall student learning outcomes on the campus. The college’s recent ACCJC reflective memo indicates that the college received a passing grade of 3.67, out of a possible 5.0, which was above the ACCJC average of 3.44. According to ACCJC, this score represents that college meets the expectations of effective practice. There were 43 colleges (32%) that ranked above LACC which were determined by ACCJC as fully meeting or exceeding Proficiency implementation elements. In the ACCJC report, LACC was strongest in its assessment practices of courses and program but could focus on more widespread dialogue about assessment results and the use of those results to make improvements. The college received a score of 3 out of a possible 4 on these areas. In addition, the college needs to involve students more in the discussion of SLOs—for which LACC received a score of 2.63 out of a possible 4.</i></p>	<p><i>National research shows that active learning/project learning, student engagement, self-directed learning, and the use of support technology can enhance the educational experience and student learning. The college is currently engaging in dialogue and bringing more of these issues, analyses, evaluations, and plans for improvement interventions to the campus vis-à-vis the SLO assessment process. In fall 2013, the college implemented a new student learning outcomes committee to enhance the proficiency of SLOs at the college. By fall 2014 the college plans to double its number of SLOs at the college. In addition, the college is beginning an aggressive campaign to have more dialogue and needed improvements for student learning. For example, the college is currently undergoing revision of its program improvement plans as part of program reviews to include SLO assessment results in those improvements.</i></p>	<p><i>The college expects to pass the District baseline in the next two years and exceed proficiency requirements for ACCJC by the end of fall 2014.</i></p>
Measure 2.1.1: <i>Student engagement in and out of class</i>	Strength			
Measure 2.1.1: <i>Self-efficacy/self-directed learning</i>	Strength			
Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i>	Strength			
Measure 2.2.1 <i>Percentage of new</i>	Weakness	<p><i>College performance declined by 3% at the same time the district overall</i></p>	<p><i>Students at LACC accumulate units near District baselines, but they do not complete the</i></p>	<p><i>The college will reverse the trend and</i></p>



Los Angeles City College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>student cohort completing 30 units and completing 60 units in 3 years</i>		<i>improved by 3%. Although, the college % and the district baseline % are not far apart (59% to 61% and 26%-28% respectively) this is a not a good trend for the college. While the accumulation of credit units is an important momentum point in the success pipeline, drill-down analysis has revealed higher priority milestone issues, particularly in regard to completion of student goals as it relates to completions of certificates, degrees, and transfer readiness. Part of the problem is at the front door in regard to matriculation issues mentioned in Goal 1.</i>	<i>more critical milestones of college-level English and Math completion. Current and planned improvement efforts will improve these outcomes as they are more fully implemented.</i>	<i>begin to show improvement in the next two years to be at or above the district baseline.</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>The college's three year rate has declined significantly. This measure is directly linked to the student completion milestones of assessment and first year Math and English completion. It could also be indicative of a period of time in which the number of classes being offered was cut significantly and the number of students attending fulltime declined. However, beginning in fall 2013 the college saw a reversal in this trend and students are beginning to take more units per term and the number of fulltime students increased.</i>	<i>The recent governance re-structuring will enable the college to more effectively coordinate college-wide efforts to increase student success. The First Year Experience program, in its pilot year now, is designed to address this issue directly and to provide the academic and social support needed to help students enroll in English and Math in their first semester. In addition, the college is moving toward consolidating its basic skills efforts into a "College of Readiness" that will move students through the basic skills sequence within a 12 month period, thus improving their chances of completing English 101 and Math 125 sooner. This measure is also part of the</i>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>



Los Angeles City College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
			<i>college's new strategic plan.</i>	
Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	Strength	<i>The college's 6 year rate has improved by 8% from 2010 to 2012 to 30% and nearing District baseline of 33%. This measure is directly linked to the student completion milestones of assessment and first year Math and English completion.</i>	<i>The recent governance re-structuring will enable the college to more effectively coordinate college-wide efforts to increase student success. The First Year Experience program, in its pilot year now, is designed to address this issue directly and to provide the academic and social support needed to help students to enroll in English and Math in their first semester. This measure is part of the college's new strategic plan.</i>	<i>The college expects to exceed the district baseline within the next two years.</i>
	Weakness	<i>The college recently discovered that over 100 and possibly as many as 140 certificates were not counted during this timeframe, which would dramatically affect the 3 year completion rate. The 3 and 6 year completion rates for the college are the primary priority of the college as expressed in the college's new mission statement and new strategic plan. ATD methodologies point to the need to go beyond the first year experience to articulate a completion agenda for the college.</i>	<i>The college president recently convened a task force that is in the process of correcting the undercounting of certificates. Furthermore, as part of the college's completion agenda, efforts are currently being focused in the front end of the success pipeline – creating a successful transition to college and achievement of the critical milestones of early Math and English completion. The college is using Comprehensive Program Review results to create program-level plans to increase student completions. In addition, the focus of underprepared students inside a "College of Readiness" that will move most students through the basic skills sequence into at least two levels below transfer within 12 months will significantly have a positive effect on these measures. This measure is part of the college's new strategic plan.</i>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>



Los Angeles City College
2013 College Planning and Effectiveness Report
November 20th, 2013

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2010	2011	2012	2012 District	3 year change College	3 year change District
Average Class Size in Credit Classes	40.5	39.6	38.2	39.9	-6%	-3%
Cost/FTES (annual)	\$3,881	\$4,011	\$4,104	\$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>	<i>Weakness</i>	<i>The college experienced a 6% decrease in class size from 2010 to 2012. It appears this was the result of the college continuing to offer more of its higher level courses and not as many of the basic skills courses that tend to have higher enrollments.</i>	<i>This past year the college, led by its Enrollment Management Team, began efforts to reverse this trend. For example some of the new strategies include, focusing on offering basic skills, GE, and AA-T and AS-T (TMCs) courses with historically higher enrollments, and alternating some of the higher level low enrolled classes to every other semester. In addition, the college has guidelines for intersessions that only allow class limits of 40 or higher and are popular basic skills and popular transfer level courses. In addition, the college is actively pursuing an imaging building marketing campaign to attract more college prepared students to college programs that the college believes will bring a more long</i>	<i>The college expects to reverse this trend and begin to show improvement within the next two years.</i>



Los Angeles City College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
			<i>term solution to maintaining high enrollments along with higher rates of completions.</i>	
Cost/FTES (annual)	Strength	<i>While the district increased cost per FTES by 8%, LACC was able to keep that increase to 6% from 2010 to 2012. This reflects the effectiveness of college effort to be more efficient in its enrollment management practices.</i>	<i>LACC is unique than the other eight colleges in the fact that it has a higher percentage of its classes that seat less than 40—many around 32-35. This was a result of poor planning in regard to the modernization of several of its lecture buildings in the early to mid 2000s. Focusing on increasing the average class size to at least 40 should have a positive impact on this measure and minimize the cost of each FTES.</i>	<i>The college will attempt to maximize this efficiency by increasing its average class size to 40 over the next two years.</i>