The Student Success Scorecard is the statewide accountability system for the California Community Colleges. There are eight measures in the Scorecard, which assess outcomes central to the mission of community colleges:

- **Completion Rate:** New students who earned a degree, certificate, or transfer within six years
- **At Least 30 Units Completion Rate:** New students who earned 30 or more units within six years
- **Persistence Rate:** New students who enrolled for at least three consecutive semesters
- **Remedial Progress Rate (in English, ESL, and Math):** Students whose first course was below college level and who subsequently completed a college level course within six years
- **Career and Technical Education Completion Rate:** Occupational students who completed a certificate, degree, or transfer within six years
- **Career Development and College Preparation Completion Rate:** Students who enrolled in non-credit courses providing workforce preparation or basic skills (including ESL) necessary for job-specific technical training who earned a noncredit certificate, credit certificate, degree, or transfer within six years.

Scorecard measures are based on student cohorts that are tracked for six years, so the most recent Scorecard outcomes reflect the experiences of students that began their enrollment in the 2008-09 academic year.

The Scorecard provides a breakdown of outcomes based on the student’s preparation for college-level work. Prepared students are those whose first math or English course is at college level, whereas unprepared students are those whose first math or English course is below college level.

The 2015 Scorecard reported that LACCD colleges were, on average, below the statewide average for all measures. Moreover, LACCD colleges, on average, showed an increase over the prior year in only one of eight Scorecard measures—the Persistence Rate.

The Scorecard highlights areas of improvement and gaps in performance in comparison to other colleges. Improvements focused on unprepared students are a key aspect of the LACCD’s ability to improve its overall Scorecard outcomes. Finally, it should also be noted that the 2015 Scorecard measured the progress of approximately 15,000 LACCD students, or only about 7% of the total students served in any given year.
2015 STUDENT SUCCESS SCORECARD RESULTS

OVERVIEW FOR THE LOS ANGELES COMMUNITY COLLEGES

Institutional Effectiveness & Student Success Committee
June 24, 2015
Student Success Scorecard: RECAP

- The Student Success Scorecard is the statewide accountability system

- Board interaction with report is required

- The 2015 Scorecard reports on students who started in 2008-2009 (six years ago)

- Nearly 15,000 LACCD students were reported in the 2015 Scorecard
Scorecard Measures Defined

- **Completion Rate**: New students who earned a degree, certificate, or transfer within six years

- **At Least 30 Units Completion Rate**: New students who earned 30 or more units within six years

- **Persistence Rate**: New students who enrolled for at least three consecutive semesters

- **Remedial Progress Rate (in English, ESL, and Math)**: Students whose first course was below college level and who subsequently completed a college level course within six years

- **Career and Technical Education Completion (CTE) Rate**: Occupational students who completed a certificate, degree, or transfer within six years

- **Career Development and College Preparation Completion (CDCP) Rate**: Students who enrolled in non-credit courses providing workforce preparation or basic skills (including ESL) necessary for job-specific technical training who earned a noncredit certificate, credit certificate, degree, or transfer within six years.
Student Preparation Measures

First Math or English course is...

At college level Prepared

Below college level Unprepared
College Comparisons

- Statewide: 112 colleges reported

- LACCD Surrounding Districts: 11 colleges
  Canyons, Cerritos, El Camino Compton Center, El Camino, Glendale, Long Beach, Moorpark, Mt. San Antonio, Pasadena, Rio Hondo, and Santa Monica

- Comparable Multi-College Urban Districts: 11 colleges
  Los Rios: American, Cosumnes, Folsom, and Sacramento
  Peralta: Alameda, Berkeley, Laney, and Merrit
  San Diego: City, Mesa, and Miramar
Percentage of Unprepared Students: LACCD and Statewide

- 2004-2005: LACCD 86%, Statewide 73%
- 2005-2006: LACCD 85%, Statewide 74%
- 2006-2007: LACCD 84%, Statewide 73%
- 2007-2008: LACCD 86%, Statewide 74%
- 2008-2009: LACCD 86%, Statewide 75%
Percentage of Unprepared Students: LACCD, Statewide, and Other Districts

<table>
<thead>
<tr>
<th>Year</th>
<th>LACCD</th>
<th>Statewide</th>
<th>Surrounding Districts</th>
<th>Multi-College Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>68%</td>
<td>73%</td>
<td>73%</td>
<td>68%</td>
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<tr>
<td>2005-2006</td>
<td>74%</td>
<td>71%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>73%</td>
<td>71%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>74%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
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<tr>
<td>2008-2009</td>
<td>75%</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
</tr>
</tbody>
</table>
What Does the 2015 Scorecard Tell Us?

- Where is the student cohort of 2008-2009 today?
- Where did we make progress?
- Where did we fall short?
2015 Scorecard: LACCD and Statewide

- **Completion**: LACCD 39%, Statewide 47%
- **30 Units**: LACCD 63%, Statewide 67%
- **Persistence**: LACCD 66%, Statewide 72%
- **Remedial: English**: LACCD 36%, Statewide 43%
- **Remedial: ESL**: LACCD 21%, Statewide 28%
- **Remedial: Math**: LACCD 25%, Statewide 31%
- **CTE**: LACCD 47%, Statewide 50%
- **CDCP**: LACCD 7%, Statewide 8%
## Summary Progress: LACCD and Other Districts 2007-08 to 2008-09

<table>
<thead>
<tr>
<th>Measure</th>
<th>LACCD</th>
<th>Surrounding Districts</th>
<th>Multi-College Urban</th>
<th>Statewide</th>
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</thead>
<tbody>
<tr>
<td>Completion</td>
<td>▼</td>
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<td>Persistence</td>
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<td>Remedial: English</td>
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<tr>
<td>Remedial: Math</td>
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Change on each measure, based on previous year's data (2007-08 to 2008-09)

▲ = improvement  □ = no change  ▼ = decline
## Summary Progress: LACCD Only
### 2007-08 to 2008-09

<table>
<thead>
<tr>
<th>Measure</th>
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<tr>
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Change on each measure, based on previous year's data (2007-08 to 2008-09)

▲ = improvement  □ = no change  ▼ = decline
## Summary Progress: LACCD Colleges
### 2007-08 to 2008-09

<table>
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<tr>
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Number of LACCD colleges that changed on each measure, based on previous year’s data (2007-08 to 2008-09)
What Are We Doing Today?

- Expanding services (assessment, orientation, counseling) through SB 1456
- Reducing achievement gaps through Student Equity Plans
- Increasing remedial section offerings to align with our unprepared student population
- Better preparing students for basic skills assessment
- Improving the articulation of pathways through remedial courses
- Expanding accelerated learning strategies where appropriate

* Remember, Scorecard data runs six years behind! *
Looking Forward

Setting institutional goals and standards to improve accountability

- Scorecard measures are part of the Framework of Indicators established by the state’s Institutional Effectiveness initiative
- Goals will be set for all indicators in 2015-16
- Institution set standards required by accreditation
EXECUTIVE SUMMARY

MISSION STATEMENT REVISION
East Los Angeles College

New Mission Statement

East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

**Goal 1:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**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.

**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, cultural, scientific and social expression as well as environmental awareness.

**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.

In collaboration with the District’s Mission, ELAC is committed to advancement in student learning and student achievement that prepares students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.

**Dates of Adoption**

- Strategic Planning Committee consensus: 2/15/2015
- ELAC Shared Governance Council 3/9/2015
• Academic Senate 3/10/2015
• Associated Student Union: 3/20/2015
• Open Forums Sponsored by Accreditation Steering Committee: 3/30/15 and 4/30/2015
• Campus email notification: 3/24/2015

Current Mission Statement

*East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.*

Process for Adoption and Rationale for Change

• It was also decided to include the goals with all publication of the mission statement.

• The process for adoption of the mission statement is described in the Governance Policy Handbook pg. 21.

• It was reviewed and approved by Strategic Planning Committee. Then it was reviewed and approved by ELAC Shared Governance Committee, Academic Senate, and ASU.

• A campus-wide email was sent requesting comments about the change (none were received.) In addition two open forums were held to allow for comments and/or questions.

• After the process was fully followed, we are now requesting Board of Trustees approval.

• The proposed changes – addition of the last paragraph, have been made to better align with the accreditation process. The added language specifies the “educational purpose, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.” (Standard I.A.1)