LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE
Educational Services Center
Board Room – First Floor
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, June 24, 2015
12:45 p.m. – 1:45 p.m.

Committee Members
Mike Eng, Chair
Mona Field, Vice Chair
Ernest H. Moreno, Member
Steve Veres, Alternate
Bobbi Kimble, Staff Liaison
Felicito “Chito” Cajayon, Staff Liaison
Erika A. Endrijonas, College President Liaison

Agenda
(Items may be taken out of order)

I. ROLL CALL

II. PUBLIC SPEAKERS*

III. REPORTS
   A. 2015 LACCD Student Success Scorecard Preview (Exhibit A)
   B. East Los Angeles College Mission Statement Revision (Exhibit B)
   C. Accreditation Update

IV. FUTURE INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE MEETING DATES

V. NEW BUSINESS

VI. SUMMARY – NEXT MEETING.................................................................Mike Eng

VII. ADJOURNMENT

*Members of the public are allotted five minutes time to address the agenda issues.

If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or
accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Friday prior to the Committee meeting.
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

At college level
- Prepared

Below college level
- Unprepared

First Math or English course is...
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

- LACCD:
  - 2004-2005: 86%
  - 2005-2006: 85%
  - 2006-2007: 84%
  - 2007-2008: 86%
  - 2008-2009: 86%

- Statewide:
  - 2004-2005: 73%
  - 2005-2006: 74%
  - 2006-2007: 73%
  - 2007-2008: 74%
  - 2008-2009: 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>
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<tbody>
<tr>
<td>2004-2005</td>
<td>86%</td>
<td>73%</td>
<td>68%</td>
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<tr>
<td>2005-2006</td>
<td>85%</td>
<td>74%</td>
<td>71%</td>
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<tr>
<td>2006-2007</td>
<td>84%</td>
<td>73%</td>
<td>71%</td>
<td>72%</td>
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<tr>
<td>2007-2008</td>
<td>86%</td>
<td>74%</td>
<td>73%</td>
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<td>2008-2009</td>
<td>86%</td>
<td>75%</td>
<td>74%</td>
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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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<tbody>
<tr>
<td>Completion</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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Change on each measure, based on previous year’s data (2007-08 to 2008-09)

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## Summary Progress: LACCD Colleges 2007-08 to 2008-09

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<td>Persistence</td>
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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)