



Board of Trustees

LOS ANGELES COMMUNITY COLLEGE DISTRICT
770 Wilshire Boulevard, Los Angeles, CA 90017 213/891-2000

AGENDA

LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
COMMITTEE OF THE WHOLE
Educational Services Center
Board Room – First Floor
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, March 22, 2017
6:30 p.m.

Committee Members

Sydney K. Kamlager, Chair
Scott J. Svonkin, President
Mike Fong, Second Vice President
Mike Eng
Andra Hoffman
Ernest H. Moreno
Nancy Pearlman

Agenda

(Items may be taken out of order)

- I. ROLL CALL
- II. PUBLIC SPEAKERS*
- III. REPORTS
 - A. Student Success Scorecard
- IV. NEW BUSINESS
 - SUMMARY – NEXT MEETING.....Sydney K. Kamlager
- V. ADJOURNMENT

*Members of the public are allotted three 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 Tuesday prior to the Committee meeting.



EDUCATIONAL PROGRAMS AND INSTITUTIONAL EFFECTIVENESS

Executive Summary **March 22, 2017**

2016 Student Success Scorecard

The Student Success Scorecard is the statewide accountability system for the California Community Colleges. There are nine 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 (CTE) Completion Rate:** Occupational students who completed a certificate, degree, or transfer within six years
- **Career Development and College Preparation Completion Rate:** Students enrolled in enhanced-funded noncredit courses who earned a noncredit certificate, credit certificate, degree, or transfer within six years
- **Skills Builder:** The median percentage change in wages for students who completed a limited number of CTE courses without transfer to a four year institution or completion of a degree or certificate

Scorecard measures are generally based on student cohorts tracked for six years, so the most recent Scorecard outcomes reflect the experiences of students that began their enrollment in the 2009-10 academic year. About 13,000 LACCD students, or only about 5% of the total students served in any given year are included in the Scorecard.

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 LACCD has a higher proportion of unprepared students in comparison to the state as a whole or other college groupings.

The 2016 Scorecard reported that LACCD colleges were, on average, below the statewide and other comparison groups for all measures. However, LACCD colleges, on average, showed an increase over the prior year in six Scorecard measures, with two measures showing no change. The LACCD did not experience a decline in any Scorecard measure.

The Scorecard highlights gaps in performance and areas of needed improvement 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.



2016 STUDENT SUCCESS SCORECARD

RESULTS FOR THE LOS ANGELES COMMUNITY COLLEGES

LACCD Board of Trustees, Committee of the Whole
March 22, 2017

Student Success Scorecard: Recap

- The Student Success Scorecard is the statewide accountability system (eight measures and skills builder)
- Board interaction with report is required
- The 2016 Scorecard reports on the outcomes of students who started in 2009-10 (six years ago)

| Outcomes by | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------|---------|---------|---------|---------|---------|
| Cohort Year | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |

- Over 13,000 LACCD students were reported in the 2016 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: English, Math, and English as a Second Language

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

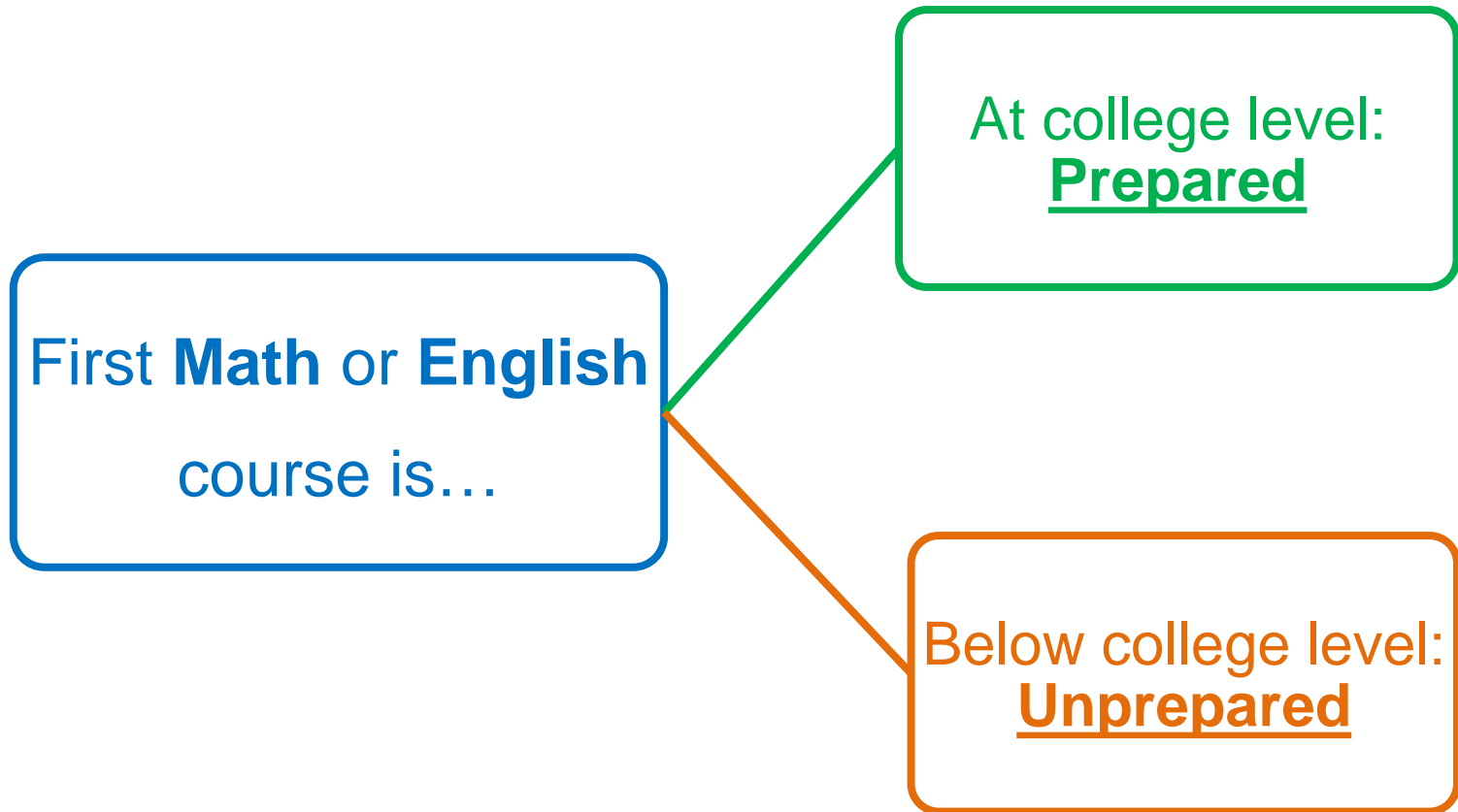
Career Development and College Preparation Completion Rate

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

Career Skills Builder Students

The median percentage change in wages for students who completed a limited number of CTE courses without transfer to a four year institution or completion of a degree or certificate

Student Preparation Measures



College Comparisons

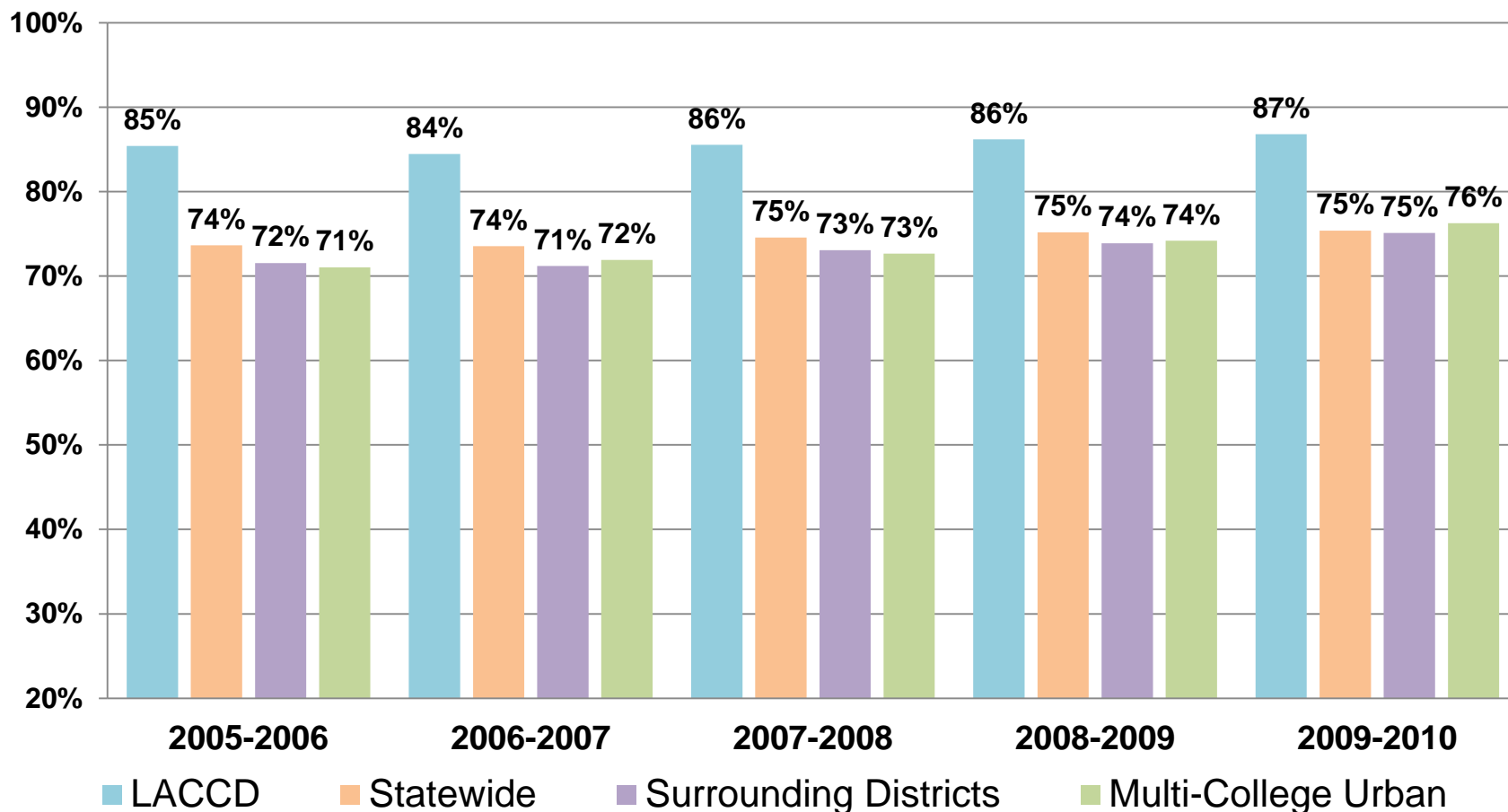
- Statewide: All 113 colleges
- Surrounding Districts: 11 colleges, as identified by LACCD Research
 - Canyons, Cerritos, El Camino, El Camino Compton Center, Glendale, Long Beach, Moorpark, Mt. San Antonio, Pasadena, Rio Hondo, and Santa Monica
- Comparable Multi-College Urban Districts: 11 colleges, as identified by LACCD Research
 - Los Rios District: American, Cosumnes, Folsom, and Sacramento
 - Peralta District : Alameda, Berkeley, Laney, and Merrit
 - San Diego District: City, Mesa, and Miramar

What the 2016 Scorecard Tells Us

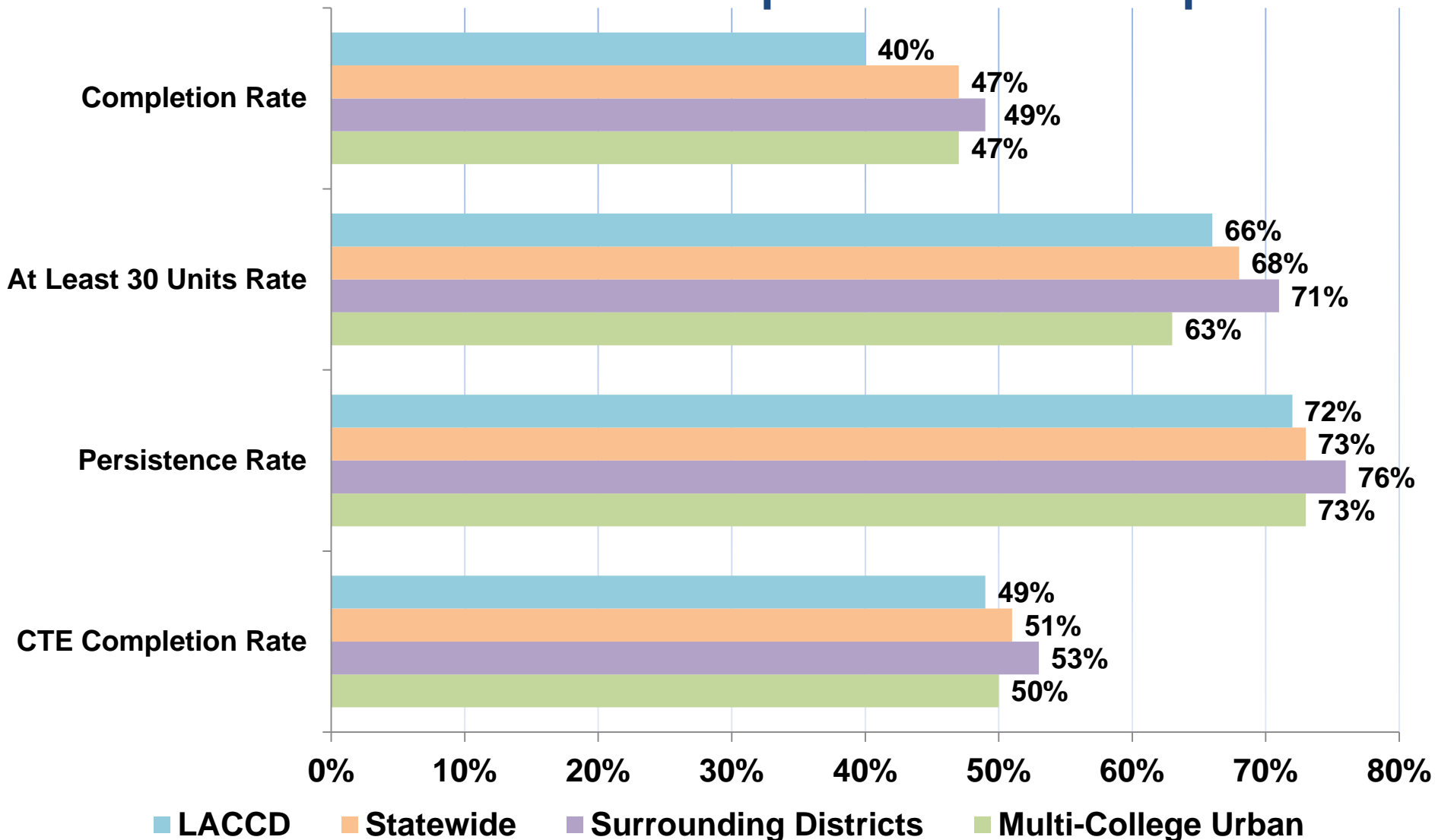
- *The performance of new students who entered in 2009-10*
- *How the LACCD compares to the state and other colleges*
- *Where the LACCD made progress and where it fell short*

Percentage of Unprepared Students: LACCD, Statewide, and Other Districts

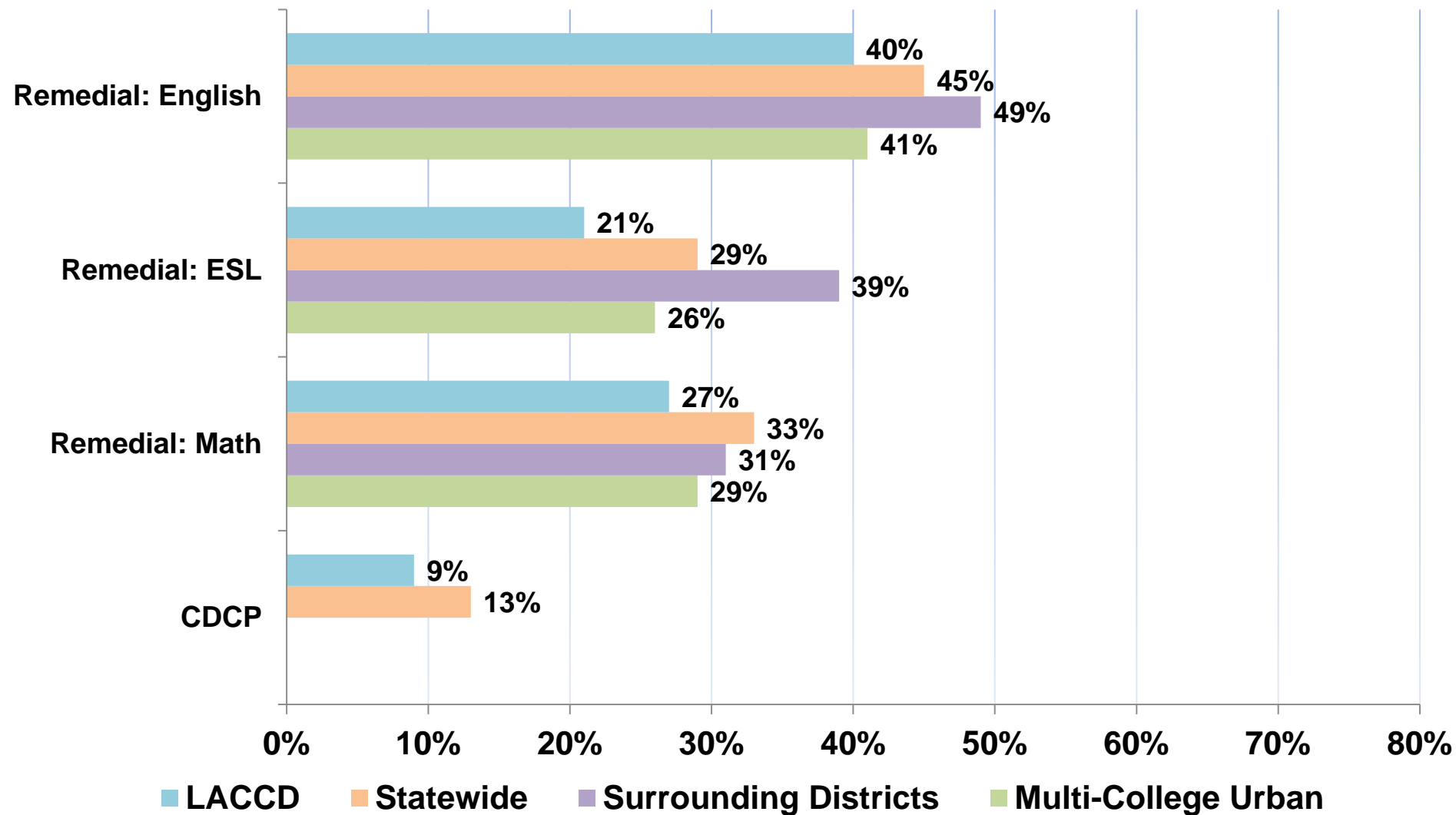
% Unprepared Students



2016 Outcomes: LACCD and Comparison Groups

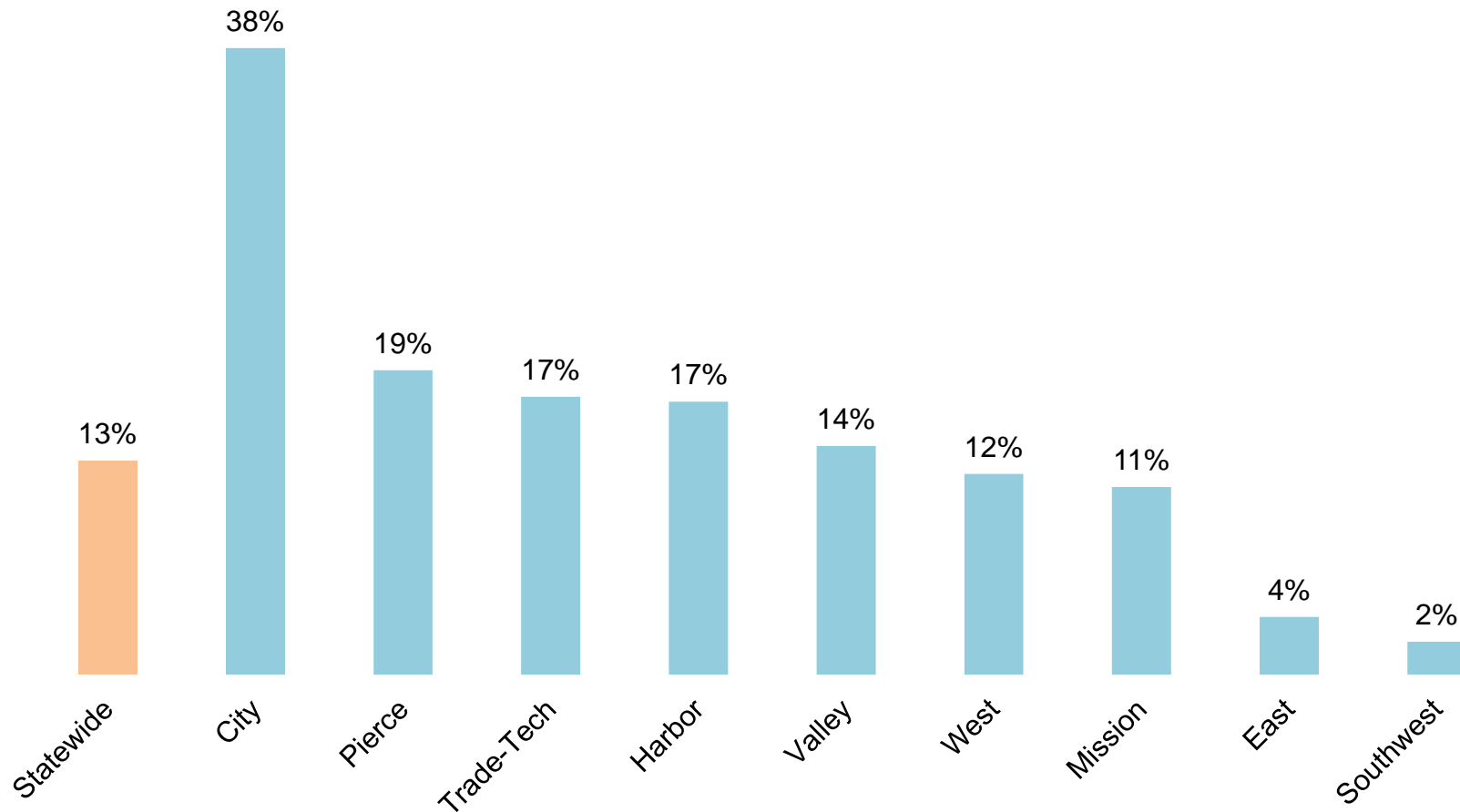


2016 Outcomes: LACCD and Comparison Groups



New Scorecard Measure

Skills Builder: LACCD and Statewide



Progress Summary: LACCD and Other Districts

| Measure | LACCD | Surrounding | Multi-Colleges | Statewide |
|-------------------|-------|-------------|----------------|-----------|
| Completion | □ | □ | ▼ | □ |
| 30 Units | ▲ | ▲ | ▲ | ▲ |
| Persistence | ▲ | ▲ | □ | ▲ |
| Remedial: English | ▲ | ▲ | □ | ▲ |
| Remedial: ESL | □ | ▼ | □ | □ |
| Remedial: Math | ▲ | ▲ | ▲ | ▲ |
| CTE | ▲ | ▲ | ▲ | ▲ |
| CDCP | ▲ | NA | NA | ▲ |

Change on each measure, based on prior year's data (2008-09 to 2009-10)

▲ = improvement

□ = no change

▼ = decline

Progress Summary: Colleges

| Measure | D | C | E | H | M | P | S | T | V | W |
|-------------------|----|---|---|----|----|----|---|---|---|----|
| Completion | □ | ▼ | ▲ | ▼ | ▲ | □ | ▼ | ▲ | ▼ | ▼ |
| 30 Units | ▲ | ▲ | ▲ | ▲ | ▲ | ▼ | ▲ | ▲ | ▲ | ▲ |
| Persistence | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| Remedial: English | ▲ | ▲ | ▼ | ▲ | ▲ | ▲ | ▲ | ▲ | □ | ▲ |
| Remedial: ESL | □ | ▲ | ▼ | ▲ | ▲ | ▼ | ▼ | ▼ | □ | ▼ |
| Remedial: Math | ▲ | ▼ | ▼ | ▲ | □ | ▲ | ▲ | ▲ | ▲ | ▲ |
| CTE | ▲ | ▲ | □ | ▼ | ▲ | ▲ | ▼ | ▲ | ▲ | ▲ |
| CDCP | NA | ▲ | ▲ | NA | NA | NA | ▲ | ▲ | ▲ | NA |

Change on each measure, based on prior year's data (2008-09 to 2009-10)

▲ = improvement

□ = no change

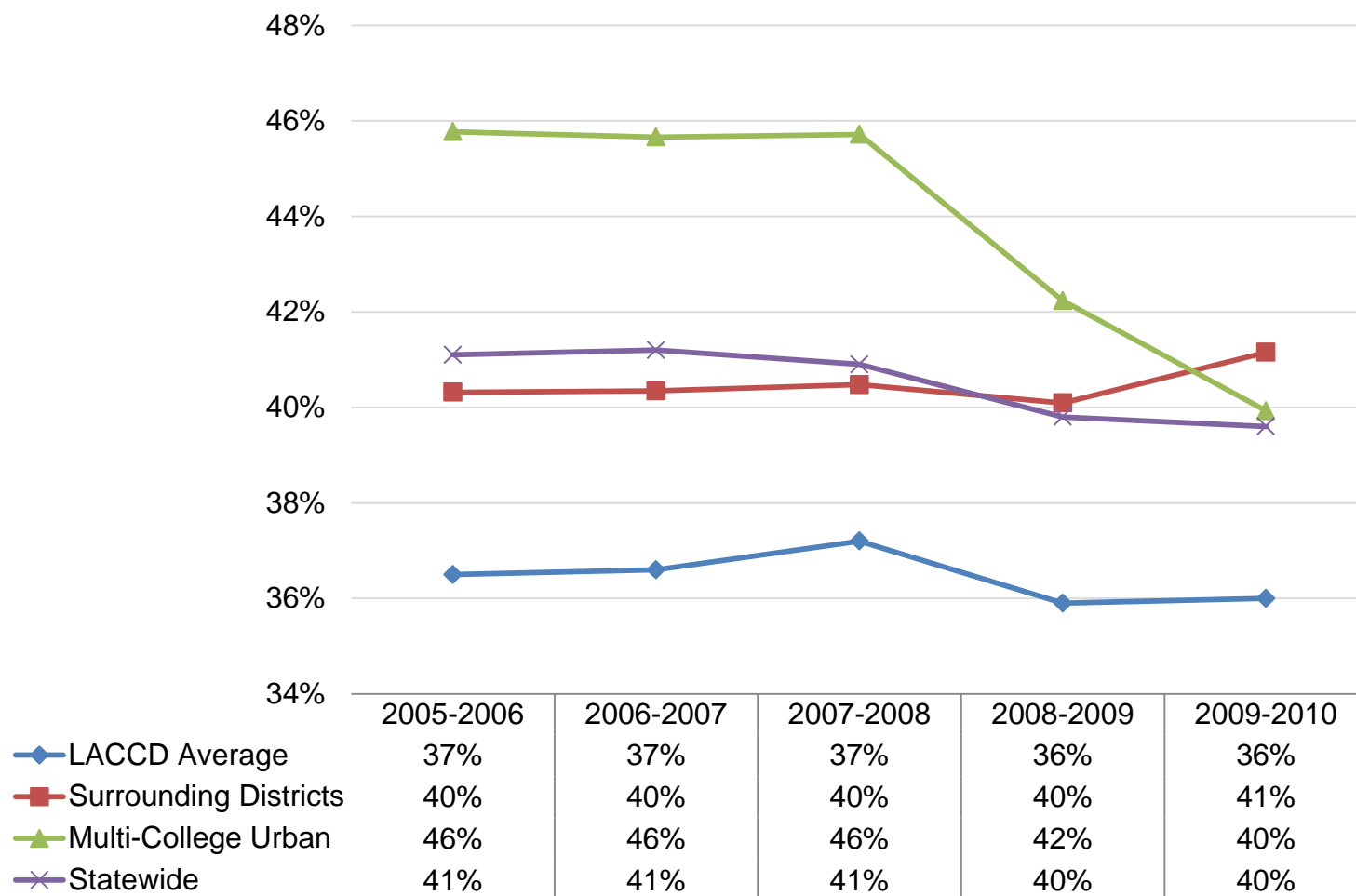
▼ = decline

Progress Summary: Districtwide

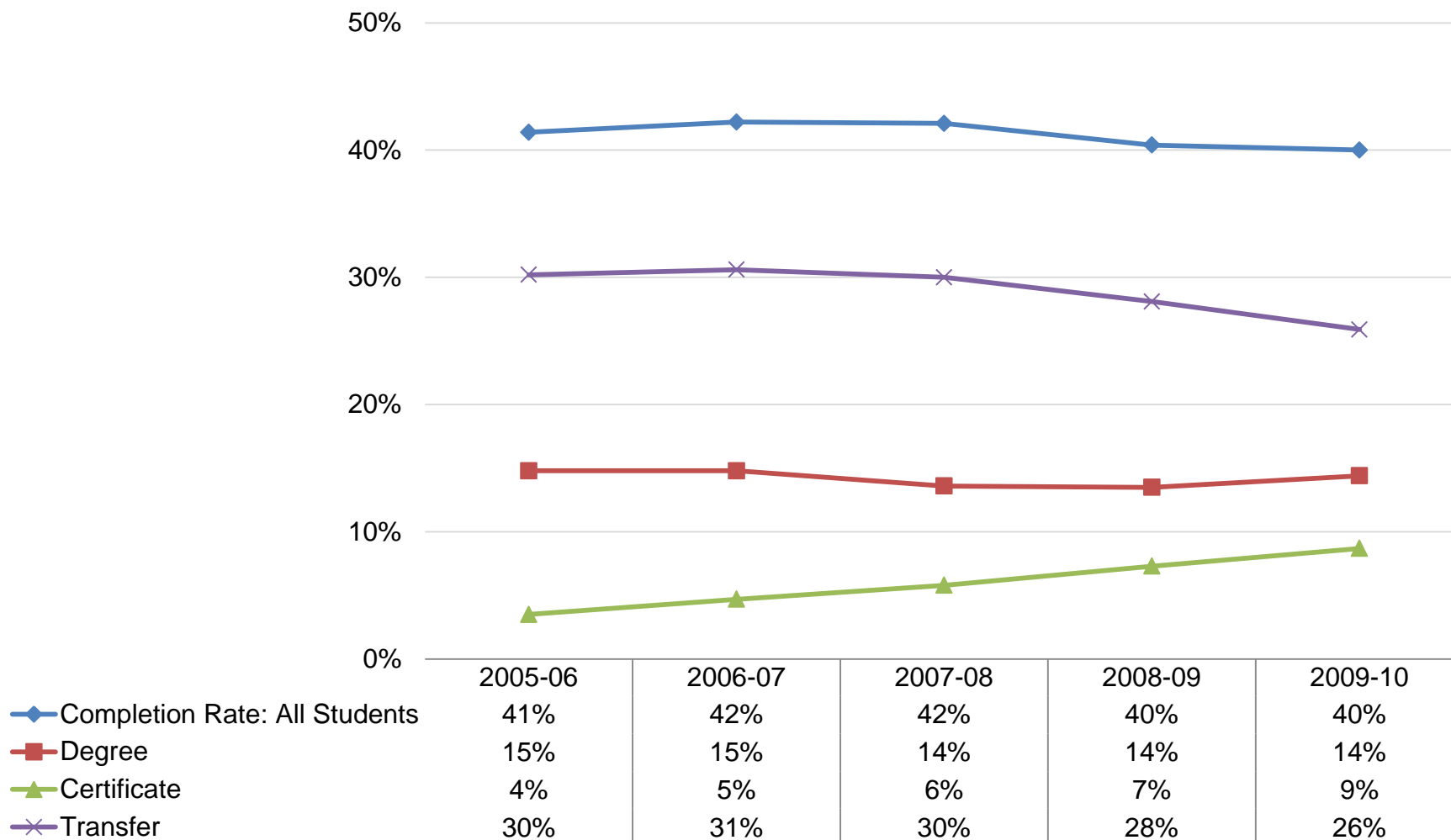
| Measure | Improvement | No Change | Decline |
|-------------------|-------------|-----------|---------|
| Completion | 3 | 1 | 5 |
| 30 Units | 8 | | 1 |
| Persistence | 9 | | |
| Remedial: English | 7 | 1 | 1 |
| Remedial: ESL | 3 | 1 | 5 |
| Remedial: Math | 6 | 1 | 2 |
| CTE | 6 | 1 | 2 |
| CDCP | 5 | | |

Number of LACCD colleges that changed on each measure, based on prior year's data (2008-09 to 2009-10)

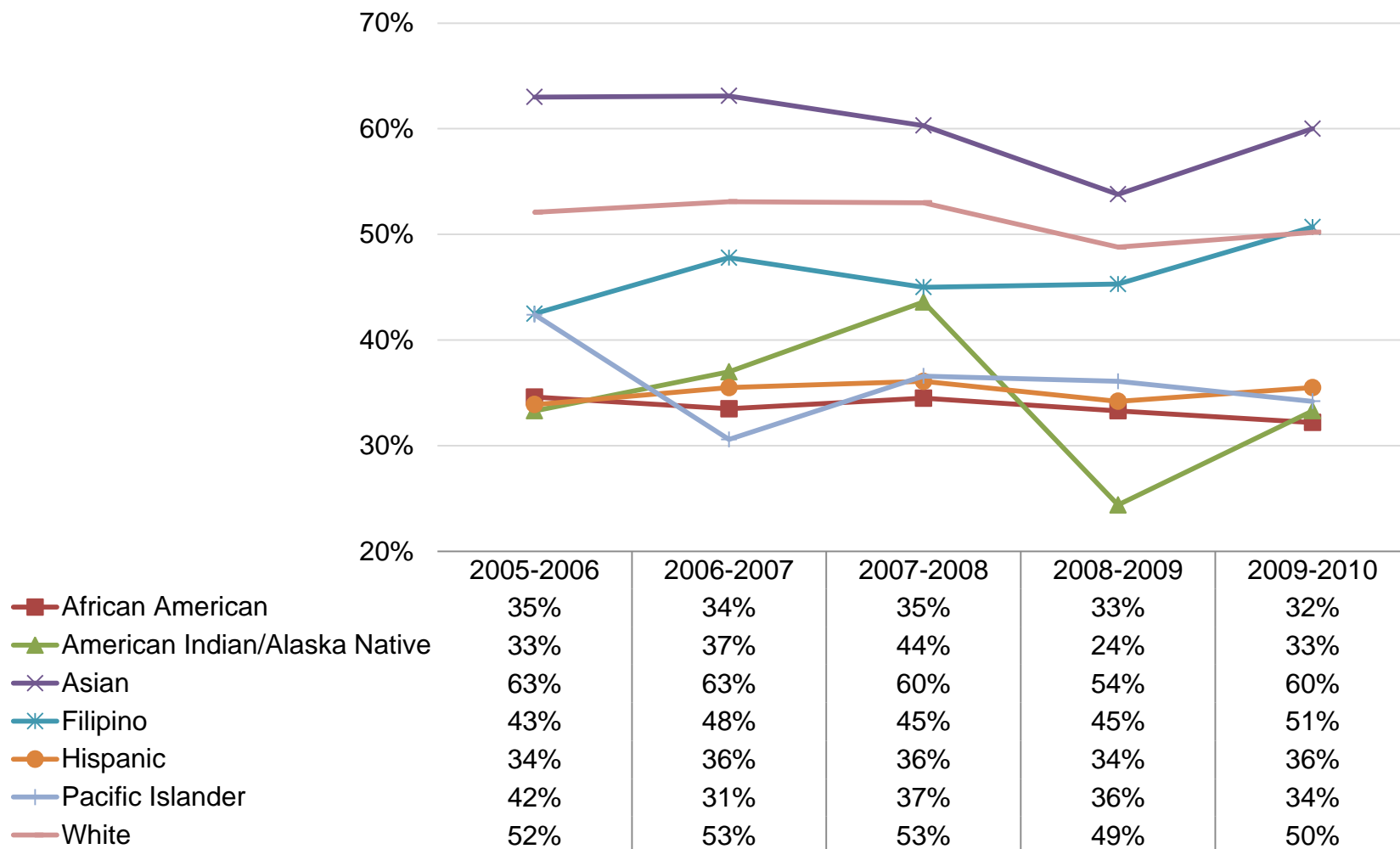
Completion Rate: Unprepared Students



Completion Rate: Breakdown by Type of Completion



Completion Rate: Breakdown by Ethnic Group



Summary of Findings

- *LACCD is above comparison groups in percentage of unprepared students*
- *LACCD is below comparison groups for nearly all Scorecard measures*
- *The LACCD experienced progress in 6 measures: 30 units, persistence, remedial English, remedial math, CTE, and CDCP*
- *The District experienced no changes in 2: completion and remedial ESL*
- *The District did not decline in any measure*

What Are We Doing Today?

- *Expanding assessment, orientation, and counseling services (AOC) through SB 1456*
- *Addressing achievement gaps through Student Equity Plans*
- *Better preparing students for basic skills assessment*
- *Improving the articulation of pathways through remedial courses*
- *Expanding accelerated learning strategies where appropriate*
- *Implementing the LA College Promise*

Reminder: The Scorecard reflects outcomes of new students who started six years ago, so the impact of current initiatives takes time to be fully visible in Scorecard measures

LACCD Study: Impact of Assessment, Orientation and Counseling (AOC) services on Student Success

- Students with more AOC services have improved outcomes
- Strongest results for students indicating a Transfer goal
 - Successful Course Completion increased from 47% for new students with no AOC services to 65% for new students having all three services
- Similar results for other measures

Successful Course Completion (C or Better) Rate in 2015-16

| AOC Services | Educational Goal | | | | | | | Total |
|--------------|-----------------------|------------|---------------------|----------|--------------------------------------|-------------------------|-------|-------|
| | Undecided/ Unknown | Vocational | Associate Degree | Transfer | Basic Skills/ High School/ GED | Personal Development | Other | |
| None | 63% | 68% | 51% | 47% | 52% | 70% | 67% | 55% |
| 1 Service | 59% | 66% | 59% | 58% | 60% | 65% | 61% | 60% |
| 2 Services | 63% | 66% | 59% | 61% | 65% | 72% | 60% | 61% |
| 3 Services | 63% | 64% | 61% | 65% | 60% | 69% | 64% | 64% |
| Total | 62% | 66% | 59% | 62% | 61% | 71% | 63% | 63% |

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 Partnership Initiative (IEPI)
 - Goals were set for selected indicators in 2016-17
 - Institution set standards required by accreditation
 - New District Strategic Plan will implement Board goals, establish baselines and targets, and consolidate accountability measures

Questions?

