Goal 1: The Los Angeles Community College District will increase college going rate for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to academic programs that meet community and student needs.

> Objective 1: The Los Angeles Community College District will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.

> Objective 2: The Los Angeles Community College District, in partnership with Los Angeles Regional Adult Education Consortium will expand educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.

> Object 3: The Los Angeles Community College District will fully implement the LA College Promise by offering all graduates of the Los Angeles Unified School Districts and local charter schools free tuition and will seek to expand the promise to additional school districts and municipalities in the service area.

> Objective4: The Los Angeles Community College District will increase the direct college going rate for the region.

> Objective 5: The Los Angeles Community College District will increase access by assisting students in gaining access to financial aid and ensuring all students receive orientation, multiple measures assessment and educational planning.

> Objective 6: The Los Angeles Community College District will increase collaboration and partnerships with community and educational groups.

> Objective 7: The Los Angeles Community College District will increase fulltime enrollment for all students through the development of flexible programs focused on working students and other students with barriers to attending traditionally scheduled programs.

Goal 2: The Los Angeles Community College District will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.

> Objective 1: The Los Angeles Community College District will develop community partnerships that can provide additional support to students beyond what is capable of being provided by the District.

> Objective 2: The Los Angeles Community College District will create an environment that is respectful to the needs of diverse populations and that embraces the diversity of opinions found in a global society.

> Objective 3: The Los Angeles Community College District will review and refine curriculum and programs to ensure that they are responsive to student needs and meet the economic, industry, and societal needs of the region.

Objective 4: The Los Angeles Community College District will improve campus climate by improving student services, providing a safe learning environment and improving customer service.

Objective 5: The Los Angeles Community College District will utilize facilities and technology to connect with the modern student and enhance regular and effective communication.

Objective 6: The Los Angeles Community College District will review and improve scheduling to meet student needs.

Goal 3: The Los Angeles Community College District will increase the student completion to exceed the state median and improve all milestones indicative of academic success.

Objective 1: The Los Angeles Community College District will increase completion of degrees and certificates and will increase the number of students transferring to four-year institutions.

Objective 2: The Los Angeles Community College District will enhance business and industry partnerships to increase internship and employment opportunities for students.

Objective 3: The Los Angeles Community College District will utilize effective practices to increase student persistence and course completion.

Objective 4: The Los Angeles Community College District will streamline academic and student support programs to decrease time to completion.

Goal 4: The Los Angeles Community College District will improve organizational effectiveness through streamlined processes, minimized duplication of efforts and enhanced communication and training.

Use accreditation focus on district level efforts

Objective 1: The Los Angeles Community College District will invest professional development opportunities for faculty, staff and administrators to enhance work performance, create internal leadership opportunities, leverage academic programs, and allow for effective and clear career pathways for all employees.

Objective 2: The Los Angeles Community College District improve human resources, onboarding, and evaluation processes to include enhanced customer service and with a goal of becoming the employer of choice.

Objective 3: The Los Angeles Community College District will streamline processes to increase responsiveness to colleges, limit barriers, and accelerate completion of required business processes and tasks.

Objective 4: The Los Angeles Community College District will utilize modern technology to improve communication, including the development of an interactive web presence that assists students, employees and the community with collaborating with the District and developing a shared message.

Objective 5: The Los Angeles Community College District will develop districtwide standards in information technology, facilities and human resources to ensure that all colleges have the same level of resources and support.

Objective 6: The Los Angeles Community College District will review and revise all District improved policies and procedures to improve the clarity of the districtwide policies and streamline decision-making processes.

Goal 5: The Los Angeles Community College District will enhance fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.

Objective 1: The Los Angeles Community College District will enhance communication and collaboration surrounding grant development processes in support of curricular and student support programs.

Objective 2: The Los Angeles Community College District will enhance the District and College foundations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.

Objective 3: The Los Angeles Community College District will effectively use District and College resources to support the ongoing improvements of academic and student support programs.

Objective 4: The Los Angeles Community College District will improve the resource allocation processes to be integrated with District strategic plan.

Objective 5: The Los Angeles Community College District will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs.

District Planning Committee
Evaluation of 2012-17 LACCD Strategic Plan
January 2017

Strategic Goals & Performance Measures Outcomes

GOAL 1: Access and Preparation for Success. **Improve equitable access; help students attain important early educational momentum points.**

Objective 1: Ensure equitable access to education.

> Measure 1: Participation rate in underserved areas.
> Measure 2: Percentage of eligible students receiving financial aid.

Measure 1.2:
Percentage of Eligible Students Receiving Pell Grant

College	2011	2012	2013	2014	2015	5 Year Change
City	67%	74%	76%	75%	69%	2%
East	70%	70%	66%	68%	62%	-8%
Harbor	83%	81%	80%	79%	74%	-9%
Mission	69%	69%	70%	67%	68%	-1%
Pierce	82%	82%	80%	78%	75%	-7%
Southwest	80%	76%	78%	68%	72%	-8%
Trade	62%	64%	66%	65%	60%	-2%
Valley	68%	64%	67%	69%	68%	0%
West	64%	64%	63%	62%	52%	-12%
District	71%	71%	71%	70%	66%	-5%

Summary of Findings. LACCD saw decreases in the percentage of eligible students receiving Pell Grants from 2011 to 2015. In 2015, approximately 66% of eligible LACCD students received Pell Grants, which is a 5% decrease from 2011. In 2013, the majority of colleges started to experience a decrease of eligible students receiving financial aid that may be partially due to changes made in eligibility requirements for Pell Grants, which changed in the 2012-13 academic year. A new Lifetime Eligibility Used (LEU) regulation has resulted in some students choosing to reserve Pell Grants for later use in their academic career. Additionally, due to the LEU, some students have effectively maxed out of eligibility. It is important to note that although some students do not elect to receive a Pell Grant, they do receive aid from the California Community Colleges Board of Governors (BOG) Fee Waiver. At Los Angeles Mission and Harbor Colleges, for example, over 80% of eligible students received financial aid when including students who are receiving a BOG fee waiver. At Los Angeles Southwest College (LASC), this figure is 95%. LASC has consistently had the highest percentage rate of eligible students receiving financial aid within the district.

College Actions and Plans. Many colleges plan to continue to or increase financial aid awareness and outreach. These plans will help students learn about the financial aid processes, budget management, and repayment responsibilities. At West Los Angeles College, in particular, they plan ensuring adequate staffing to help students with their financial aid applications and provide outreach support in order to increase the number of under-represented student groups receiving aid, such as veterans and foster youth. The Financial Aid Office will also increase the number of Satisfactory Academic Progress workshops (offered for students disqualified during the award year to appeal and regain eligibility) and work to involve parents in the financial aid application process by hosting evening, parent-night workshops. In addition to college's plans for improvement, it may be sensible to consider reporting additional metrics in order to accurately capture the percentage of eligible students receiving financial aid. While reporting the percentage of eligible students receiving Pell Grants is a good foundation, the recent changes in LEU regulations may underestimate the number of students receiving aid from other sources, such as the BOG fee waiver presently and the LA Promise students in the future. Reporting percentages of eligible students receiving Pell Grants and the percentage of students receiving aid from other sources may help more accurately capture this metric.

Goal 1, Objective 1 Conclusion. Although LACCD provides an affordable post-secondary education, a great deal of students could not afford college without federally-funded Pell Grants. In the 2011-12 academic year, about 38% of undergraduates at all 2-year public colleges received a Pell Grant.[1] In the same years, 71% of eligible LACCD students received Pell Grants. As the proportion of students that are eligible to receive Pell Grants is high, this means that LACCD is above the national average and doing well in making sure that students apply for aid. In addition, some colleges note that new and younger students do not use financial aid properly. Because of this, LACCD recognizes that ensuring that students are provided and actively use financial aid resources will be an integral part of increasing the percentage of eligible students receiving financial aid. For example, Los Angeles City College has been actively addressing the increase in demand for financial aid services by building new online resources to meet the demand. Employing these methods, in addition to continued outreach students, will help ensure that students eligible for aid will get the resources and aid needed in order to improve equitable access and help students attain important early educational momentum points.

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[1] Juszkiewick, J. (2014, April). Community College and Federal Student Financial Aid: A Primer. Washington, DC: American Association of Community Colleges.

Objective 2: Increase the percentage of new students who complete the matriculation process by the end of their first semester.

Measure 1: Number and percentage of new students completing matriculation disaggregated by age, gender, ethnicity, and low income status:

- Number and percentage of new students completing assessment.
- Number and percentage of new students completing orientation.
- Number and percentage of new students creating an educational plan.

Measure 2.1a:

Percentage of New Students Completing an English Assessment before or in the First Term

College	2011	2012	2013	2014	2015	5 Year Change
City	58%	62%	61%	71%	71%	13%
East	78%	84%	80%	83%	82%	4%
Harbor	71%	70%	70%	79%	78%	7%
Mission	76%	78%	75%	77%	80%	4%
Pierce	74%	76%	73%	78%	76%	2%
Southwest	79%	83%	77%	81%	83%	4%
Trade	N/A	N/A	N/A	N/A	N/A	N/A
Valley	73%	70%	72%	78%	74%	1%
West	63%	73%	70%	75%	77%	14%
District	72%	75%	73%	78%	78%	6%

Measure 2.1a:

Percentage of New Students Completing a Math Assessment before or in the First Term

College	2011	2012	2013	2014	2015	5 Year Change
City	61%	59%	62%	75%	74%	13%
East	86%	88%	88%	91%	91%	5%
Harbor	69%	61%	68%	79%	78%	9%
Mission	77%	77%	75%	77%	82%	5%
Pierce	75%	75%	73%	82%	81%	6%
Southwest	78%	80%	77%	78%	79%	1%
Trade	N/A	N/A	N/A	N/A	N/A	N/A
Valley	75%	70%	78%	83%	60%	-15%
West	64%	70%	72%	78%	79%	15%
District	74%	74%	75%	82%	79%	5%

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Summary of Findings. LACCD saw overall increases in the percentages of new students completing English and math assessments before the first term from 2011 to 2015. In 2015, approximately 78% of new students completed an English assessment and 79% of new students completed a math assessment. District-wide, the percentage for English assessments increased by 6% and increased by 5% for math assessments from 2011. Los Angeles City College (LACC) and West Los Angeles College (WEST) saw the greatest improvements in the percentage of students completing assessments, 13% and 15% respectively. Both LACC and WEST recognized that they did not initially have sufficient resources and that students did not have clear pathways to the services and resources they needed. At WEST, for example, the increase of assessments can be linked to the new Student Services Building, which provides well-designed facilities that include large computer labs dedicated to assessment, which allow WEST to be more efficient and have an increased capacity for assessing English and math skills in their new student population. In addition, WEST designed and implemented a new matriculation process housed online in a portal called West Expressway; this system was also helpful with increasing the percentage of assessments completed.

College Actions and Plans. Colleges with gains in English and math assessments will continue their effort in providing information to students about the matriculation process through orientations, campus programs, and high school outreach programs. Implementation of SB 1456 and Title V enrollment priorities also now require that all new, non-exempt students complete the matriculation process, which includes assessment. The colleges enforce this mandated assessment by not allowing students to enroll in an English or math class until they have completed an assessment. In addition, some colleges will continue to or start streamlining their matriculation/orientation process to help increase the number of students participating in the assessment process.

Goal 1, Objective 2 Conclusion. Ensuring that students complete English and math assessments is a crucial part of completing the matriculation process. LACCD has been active in ensuring that students complete their assessments within their first term. These efforts are evidenced by increases in the proportion of completed English and math assessment in 2015. LACCD colleges will continue their efforts to provide information to students, make the assessment process easier, and streamline the orientation process at various campuses, which has been integral to ensuring new students complete their assessments and matriculation. Completing the matriculation process by the first term will also help student gain momentum towards achieving their educational goals.

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.
> Measure 1: Percentage of new students successfully completing at least one English and Math class in their first year.
> Measure 2: Persistence (Fall to Spring and Fall to Fall).

Measure 3.1:
Percentage of New Students Successfully Completing at Least One English and Math Class in their First Year

College	2011	2012	2013	2014	2015	5 Year Change
City	15%	14%	17%	22%	27%	12%
East	16%	17%	22%	27%	29%	13%
Harbor	15%	12%	20%	29%	31%	16%
Mission	15%	14%	13%	17%	22%	7%
Pierce	23%	22%	23%	27%	26%	3%
Southwest	11%	13%	15%	20%	24%	13%
Trade	11%	10%	8%	9%	13%	2%
Valley	21%	21%	28%	33%	30%	9%
West	18%	18%	18%	24%	26%	8%
District	17%	17%	19%	24%	26%	9%

Summary of Findings. LACCD saw overall increases in the percentages of new students successfully completing at least one English and math class in their first year. Since 2011, this percentage has increased by 9% and approximately 26% of new students in 2015 have completed at least one English and math class within their first year. Los Angeles Harbor College (LAHC) experienced the greatest increase of successful completions from 2011 to 2015; this success may be partly due to the Harbor Advantage (HA) program created at LAHC. HA guarantees first-time college students an English and math class in their first two semesters of enrollment. Colleges with more modest gains of successful completion rates may be partially due to the student population. For example, at Los Angeles Mission College (LAMC) many students (75%) are part time and only take one or two courses per term. LAMC also found that many new students do not have priority registration and are unable to enroll in the English and math classes needed.

College Actions and Plans. Although increases in successful completion of English and math classes rose from 2011 to 2015, many colleges plan to continue to or increase awareness of the assessment process so that students are able to enroll in the English and math classes needed. Some colleges, like East Los Angeles College and LAMC, are reinstating and/or increasing the number of courses available to students. LAMC and West Los Angeles Colleges are also

considering ways to give priority to students who complete the matriculation process. These plans will help students gain access to and complete English and math courses in their first year at LACCD. In addition to college's plans for improvement, it may be sensible to consider reporting additional metrics in order to accurately capture the percentage of new students who complete an English and math class in their first year. It was noted by several colleges that many times the lowest levels of English and math are listed in the Noncredit Department, and not in English or Math Departments. This could mean, for example, that a student may complete a noncredit Basic Skills English or math course into which they assessed, but would not be counted as a student enrolled in and/or completed an English or math class in their first year. Reporting percentages of students who completed a credit or a noncredit English and math course in their first year may help more accurately capture this metric.

Measure 3.2a
Persistence – Fall to Spring

College	2011	2012	2013	2014	2015	5 Year Change
City	86%	87%	85%	85%	86%	0%
East	91%	91%	91%	92%	92%	1%
Harbor	88%	89%	91%	91%	91%	3%
Mission	83%	84%	83%	88%	88%	5%
Pierce	88%	90%	89%	90%	90%	2%
Southwest	79%	83%	87%	85%	79%	0%
Trade	79%	79%	82%	82%	82%	3%
Valley	85%	86%	87%	87%	89%	4%
West	81%	83%	84%	84%	88%	7%
District	86%	87%	87%	88%	89%	3%

Measure 3.2b
Persistence – Fall to Fall

College	2011	2012	2013	2014	2015	5 Year Change
City	70%	72%	72%	72%	72%	2%
East	81%	80%	78%	80%	79%	-2%
Harbor	75%	75%	76%	76%	77%	2%
Mission	70%	75%	73%	75%	75%	5%
Pierce	78%	79%	79%	78%	78%	0%
Southwest	56%	69%	66%	68%	63%	7%
Trade	64%	65%	67%	65%	65%	1%
Valley	76%	76%	77%	76%	76%	0%
West	63%	68%	70%	65%	69%	6%
District	74%	75%	75%	75%	75%	1%

Summary of Findings. LACCD overall saw modest increases in persistence from Fall to Spring and Fall to Fall. In 2015, approximately 89% of new students persisted from Fall to Spring, which was an increase of 3% since 2011. In addition, about 75% persisted from Fall to Fall, which increased from 2011 by 1%. East Los Angeles College (ELAC) is the most consistently strong in this measure and since 2011 has regularly experience Fall to Spring persistence rates of above 90% and near 80% for persistence from Fall to Fall. ELAC credits their success to regular evaluations on persistence, which serve as a target for intervention. West Los Angeles College (WEST) has improved the most since 2011 and now has persistence rates that are more aligned with district averages. WEST credits an increased focus on student success, including the Student Success Committee, Achieving the Dream Initiative, Student Equity, Access and Completion (SEAC) Committee, and the Student Equity Workgroup. In addition, WEST has increased faculty engagement through Faculty Inquiry Groups (FIGs) and professional learning, which emphasizes engagement and cultural competence.

College Actions and Plans. Although small increases in persistence were found from 2011 to 2015, many colleges plan to continue their efforts to ensure that new students have a clear path to completion that is inclusive of completing an English and math course in their first year. Some colleges, like Los Angeles Mission College, will also re-examine sequencing to ensure that there are enough sections offered to accommodate all students that are prepared to take the next course in the sequence. In addition, efforts will be made to guide students towards programs that support student success and persistence, such as Los Angeles Southwest College's First Year Experience and Passage programs or Los Angeles Harbor College's Harbor Advantage program.

Goal 1, Objective 3 Conclusion. Ensuring that students complete an English and math course in their first year and persist to subsequent terms is essential to helping students attain early educational momentum and be successful in college. LACCD overall saw modest increases first-year English and math course completions and in persistence. Additional measures of persistence were also examined, including the California Community Colleges Chancellor's Office Data Mart[2] that reports the percentage of degree, certificate and/or transfer-seeking students enrolled in the first three consecutive terms (for students starting first time in 2009-10). The statewide proportion of students was 73.4%, while the LACCD district average was 70.8%. This finding, coupled with internal measures of persistence, suggest that LACCD is doing about average when compared to statewide persistent rates and should remain active in ensuring that students have clear pathways to completion and that colleges have programs aimed directly at increasing persistence among first-year students. Increasing knowledge and availability of assessments, along with helping with registration priority for new students may help LACCD increase the percentage of English and math courses completed by students in their first year. Supporting student programs, along with continual monitoring of persistence will allow LACCD to maintain and/or increase already high rates of persistence. Both objectives help students attain early educational momentum and complete their educational goals efficiently.

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.**

Objective 1: Provide a learner-centered learning environment that encourages active learning and student engagement.
> Measure 1: Measure of active learning/project learning (from student survey).
> Measure of student engagement in and out of class (from student survey).
> Measure of self-efficacy/self-directed learning (from student survey).
> Measure 2: SLO measures (number and percentage of SLOs, PLOs, and ILOs assessed).
> Measure 3: Measure of whether/how technology is being used to improve student learning and engagement (from student survey and District Employee Survey, which is to be developed).

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[2] http://scorecard.cccco.edu/scorecard.aspx

Measure 1.1a
Measure of Active Learning/Project Learning

College	2012	2013	2014	3 Year Change
City	62%	N/A	66%	4%
East	68%	N/A	71%	3%
Harbor	68%	N/A	70%	2%
Mission	66%	N/A	68%	2%
Pierce	63%	N/A	70%	7%
Southwest	69%	N/A	71%	2%
Trade	63%	N/A	71%	8%
Valley	65%	N/A	69%	4%
West	63%	N/A	68%	5%
District	65%	N/A	69%	4%

Measure 1.1b
Measure of Student Engagement In and Out of Class

College	2012	2013	2014	3 Year Change
City	19%	N/A	17%	-2%
East	23%	N/A	25%	2%
Harbor	19%	N/A	19%	0%
Mission	16%	N/A	15%	-1%
Pierce	24%	N/A	18%	-6%
Southwest	22%	N/A	21%	-1%
Trade	16%	N/A	17%	1%
Valley	20%	N/A	16%	-4%
West	16%	N/A	16%	0%
District	20%	N/A	19%	-1%

Measure 1.1c
Measure of Self-Efficacy/Self-Directed Learning

College	2012	2013	2014	3 Year Change
City	71%	N/A	77%	6%
East	77%	N/A	80%	3%
Harbor	73%	N/A	80%	7%
Mission	75%	N/A	79%	4%
Pierce	69%	N/A	74%	5%
Southwest	71%	N/A	76%	5%
Trade	71%	N/A	78%	7%
Valley	69%	N/A	76%	7%
West	69%	N/A	76%	7%
District	72%	N/A	78%	6%

Summary of Findings. LACCD overall saw modest increases in providing a learner-centered environment. Across the district, measures of active learning/project learning and self-efficacy/self-directed learning have increased from 2012 to 2014 by 4% and 6%, respectively. East Los Angeles College (ELAC), for example, found that the inclusion of student-centered interventions included in the College Educational Master Plan have helped engage students in active learning. In fact, nearly 70% of ELAC faculty has been trained on authentic assessments. As a result, 25% of the courses use some form of authentic or project-based learning. Although gains in active learning were seen in the classroom, the district's scores on student engagement in and out of class were low (20%) in 2012 and slightly decreased to 19% in 2014. Some schools, like Los Angeles Mission College (LAMC), have student populations that are not on campus as frequently. At LAMC, 75% of student are part time and therefore are less likely to be engaged in campus activities; this college also lacks athletic and theater arts programs and facilities, which are often popular student activities. Other colleges have credited some of their success of student engagement to campus groups. ELAC, who scored above the district average, stated that their Associated Student Union, Student Activities, Workforce Education & Economic Development, and Student Services offices regularly plan activities to engage students in and out of the classroom. In addition, students have the opportunity to participate in campus activities, community service, and social events through chartered campus clubs, and the presence of the Vincent Price Art Museum on campus provides students exposure to modern and contemporary art.

College Actions and Plans. Many colleges recognize the need for improved learning outcomes and student engagement in and out of the classroom. Los Angeles City College (LACC), for example, has recently hired a new Dean of Student Life who will be directing the college's overall effort to increase student engagement. The college will also be conducting a First Year

Experience program that is designed to increase engagement among first-time college students. In addition, many of the colleges also plan to increase and promote student engagement activities (such as welcome week fairs/kickoff semester events and career/transfer fairs and programs), and some campuses have new or updated facilities (such as the new Library and Learning Resources Center at Los Angeles Harbor College or the new Health Fitness Athletics Complex at LAMC). The new or updated facilities will make the environment more comfortable for students to study, work collaboratively, and spend more time on campus.

Measure 1.3
Measure of How Technology is Being Used to Improve Student Learning and Engagement

College	2012	2013	2014	3 Year Change
City	N/A	N/A	66%	N/A
East	N/A	N/A	68%	N/A
Harbor	N/A	N/A	67%	N/A
Mission	N/A	N/A	66%	N/A
Pierce	N/A	N/A	66%	N/A
Southwest	N/A	N/A	69%	N/A
Trade	N/A	N/A	63%	N/A
Valley	N/A	N/A	65%	N/A
West	N/A	N/A	66%	N/A
District	N/A	N/A	66%	N/A

Summary of Findings. LACCD recognizes the critical role that technology plays in helping student leaning and engagement. In 2014, the district average of how technology was being used to improve learning and engagement was 66%, with all colleges scoring between 63% and 69%. Some colleges that scored higher credit to focus or heavy use of technology. For example, East Los Angeles College (ELAC) has 200 faculty members that have been certified to teach online using Études and more than 180 of faculty are actively using course management systems in their face-to-face classes. Los Angeles Harbor College's (LAHC) number of online sections has increased, and the percentage of students enrolled in only online classes has increased by 4% since 2010. In addition, the new LAHC Library and Learning Resources Center has 140 computers available for students and 200 new computers were installed 5 discipline-specific labs across campus.

College Actions and Plans. Recognizing the critical role that technology plays today, many colleges have made a concerted effort to provide more online services for students, to communicate with students electronically, and to update the college computing infrastructure. Some colleges, like Los Angeles Southwest College (LASC), have hosted several professional

development activities that have focused on using technology effectively to improve student success. LASC also recently opened 2 new classroom buildings that has dramatically increased the number of SMART classrooms on campus. West Los Angeles College, Los Angeles Mission College (LAMC), and ELAC also plan to expand SMART classroom technology on their campuses. Last, some colleges, like Los Angeles Trade-Technical College (LATTC), ELAC, and LAHC, are also using and increasing their use of social media to engage students and improve learning. Since LATTC's launch of its Facebook campaign in 2011 and ELAC's launch of their ELAC Schools App in 2015, students have been more readily able to connect with the school and one another; popularity and utilization of these interactive social networks has only increased with time.

Goal 2, Objective 1 Conclusion. Ensuring that students are provided a positive environment that encourages active learning and student engagement are essential to student success. LACCD has recognized the importance of technology in helping meet these objectives and has been active in updating, maintaining, and identifying technology and that may benefit its students. Because there is not a data from more recent years, it is challenging to determine how well the colleges are creating a learner-centered environment for their students. However, the increases in active/project learning and self-efficacy/self-directed learning indicate that the colleges' effort to focus on the use of technology and professional development for faculty has been constructive. To better capture student learning environments it may be prudent to collect data at more regular intervals in order to get a more complete picture of active learning, student engagement, self-directed learning, and the use of technology to improve student learning and engagement.

Objective 2: Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.

Measure 1: Percentage of new student cohort successfully completing 30 and 60 units.
Measure 2: Percentage of new student cohort successfully completing English 101 and Math 125.
Measure 3: Completion Rate (i.e., certificate, degree, or transfer).

Measure 2.1a
Percentage of New Student Cohort Completing 30 units in 3 Years

College	2011	2012	2013	2014	2015	5 Year Change
City	60%	59%	59%	60%	62%	2%
East	61%	66%	66%	65%	64%	3%
Harbor	58%	60%	61%	65%	65%	7%
Mission	55%	55%	57%	57%	55%	0%
Pierce	66%	68%	70%	69%	66%	0%
Southwest	38%	46%	41%	56%	57%	19%
Trade	50%	53%	58%	59%	62%	12%
Valley	58%	61%	63%	65%	67%	9%
West	51%	53%	52%	53%	57%	6%
District	59%	61%	62%	63%	63%	4%

Measure 2.1b
Percentage of New Student Cohort Completing 60 units in 3 Years

College	2011	2012	2013	2014	2015	5 Year Change
City	26%	26%	26%	27%	28%	2%
East	30%	32%	33%	32%	30%	0%
Harbor	24%	21%	28%	26%	26%	2%
Mission	24%	23%	25%	24%	25%	1%
Pierce	34%	34%	35%	32%	31%	-3%
Southwest	14%	17%	14%	21%	24%	10%
Trade	22%	23%	25%	24%	30%	8%
Valley	27%	30%	32%	30%	33%	6%
West	18%	17%	19%	21%	26%	8%
District	27%	28%	29%	29%	29%	2%

Summary of Findings. LACCD overall saw modest increases in the percentage of new student cohorts successfully completing 30 and 60 units. In 2015, approximately 63% of students completed 30 units in 3 years, which was an increase of 4% since 2011. In addition, about 29% completed 60 units in 3 years, which increased from 2011 by 2%. These milestones are difficult for some colleges to meet simply because of their student population or the structure the programs offered. For example, some colleges have high rates of unprepared students that require remediation, which means that it would take longer for these students to meet these milestones and to complete their educational goals. Los Angeles Southwest College (LASC) has

one of the highest percentages of unprepared students in the LACCD (93%). Coupled with this issue is the fact that approximately 80% of LASC students attend college part time. As a result, unit accumulation and progress through English and math sequences occurs more slowly. It is also possible that students may achieve their educational goals before reaching the 30-unit milestone. At Los Angeles Trade-Technical College (LATTC), for example, there are over 25 credit, CCCCO[3]-approved certificates that have completion requirements of 12-29 units. Thus, for students in these programs there is no need to complete 30 units.

College Actions and Plans. Although LACCD experienced increases in completion of 30 and 60 unit milestones, many colleges plan to continue their efforts to restructure college pathways to promote cohorts, directed choices, and embedded counseling. In addition, efforts will be made to guide students towards programs that support student success and persistence, such as Los Angeles Southwest College's First Year Experience and Passage programs or East Los Angeles College's (ELAC) First Year Completion program. Los Angeles Mission College (LAMC) also found that students receiving Pell Grants were far more likely to attain these unit thresholds within 3 years than students receiving no financial aid or receiving only a California Community Colleges Board of Governors (BOG) Fee Waiver. At LAMC they are planning to continue efforts to increase Pell Grant recipients, though events like the Fall Kickoff. ELAC, who is above the district average, has a strategic enrollment process that allows departments to schedule those courses most necessary for student completion; they will continue to work with departments in scheduling classes in a manner that best meets the students' needs and promotes completion. This process allows for effective student enrollment.

Measure 2.2
Percentage of New Student Cohort Completing English 101 & Math 125 (or above) in 3 Years

College	2011	2012	2013	2014	2015	5 Year Change
City	20%	17%	18%	19%	21%	1%
East	23%	26%	28%	28%	29%	6%
Harbor	23%	20%	25%	20%	26%	3%
Mission	23%	21%	23%	24%	24%	1%
Pierce	32%	35%	36%	32%	32%	0%
Southwest	10%	14%	14%	21%	23%	13%
Trade	11%	11%	15%	12%	17%	6%
Valley	27%	28%	30%	31%	33%	6%
West	13%	14%	16%	17%	22%	9%
District	23%	24%	26%	26%	28%	5%

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[3] California Community Colleges Chancellor's Office

Outcome Data: Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years

College	2011	2012	2013	2014	2015	5 Year Change
City	28%	30%	30%	30%	26%	-2%
East	32%	36%	35%	33%	37%	5%
Harbor	35%	33%	27%	29%	29%	-6%
Mission	33%	31%	29%	32%	31%	-2%
Pierce	40%	44%	42%	40%	44%	4%
Southwest	11%	15%	17%	16%	23%	12%
Trade	13%	18%	15%	16%	18%	5%
Valley	36%	36%	38%	36%	38%	3%
West	17%	20%	19%	17%	20%	3%
District	31%	34%	33%	31%	34%	3%

Summary of Findings. LACCD overall saw modest increases in the percentage of new student cohorts successfully completing English 101 and Math 125 at years 3 and 6. In 2015, approximately 28% of students completed English 101 and Math 125 in 3 years, which was an increase of 5% since 2011. In addition, about 34% completed English and math requirements in 6 years, which increased from 2011 by 3%. As with unit thresholds, these milestones are difficult for some colleges to meet simply because of their part-time student population or the structure the programs offered (i.e., some programs do not require English and math courses). For example, at Los Angeles Trade-Technical College (LATTC), the students primarily take career and technical education (CTE) courses, and CTE certificates do not require English 101 or Math 125 courses. In addition to these issues, some colleges have high rates of students that require remediation, which often extends the time it takes to complete English 101 and Math 125 requirements. At Los Angeles Mission College (LAMC), for example, 82% of students place into courses that are below English 101 and 70% place into courses that are below Math 125.

College Actions and Plans. LACCD did experience increases in completion of English 101 and Math 125 requirements in 3 and 6 years, however, many colleges plan to start or continue to work on aligning courses with student goals and continue curriculum development to shorten pathways to completion of English and math sequences. For example, at Los Angeles Harbor College (LAHC) the math faculty has recently created new, shorter math pathways for non-STEM majors. At LAMC they deployed an English Pilot Program where students concurrently enroll in English 21 & 28 or English 28 & 101 in the same semester—classes that have coordinated content and a single instructor—so that sequences can be accelerated and students can start college-level English coursework. Many schools are also concentrating their efforts in promoting and increasing enrollment into first year experience programs, which focus

on helping students make informed decisions to improve completion of important educational milestones. It may also be necessary to reconsider this benchmark that may not capture the amount of students that are meeting graduation requirements. For example, at Los Angeles Mission College (LAMC), there are new math courses and sequences (Math 137, Math 123A/B/C, and Math 129A/B) that are alternative pathways that provides transfer-level Math that are growing and were not included in the calculation of this measure.

Outcome Data: Completion rate (i.e., certificate, degree or transfer) in 3 years

College	2011	2012	2013	2014	2015	5 Year Change
City	11%	7%	7%	8%	11%	0%
East	14%	12%	13%	12%	14%	0%
Harbor	14%	12%	16%	14%	16%	2%
Mission	12%	11%	8%	8%	12%	0%
Pierce	22%	21%	17%	13%	20%	-2%
Southwest	8%	9%	8%	13%	17%	9%
Trade	13%	10%	12%	12%	16%	3%
Valley	14%	15%	13%	11%	17%	3%
West	15%	15%	11%	12%	14%	-1%
District	15%	14%	13%	12%	16%	1%

Outcome Data: Completion rate (i.e., certificate, degree or transfer) in 6 years

College	2011	2012	2013	2014	2015	5 Year Change
City	30%	30%	29%	24%	24%	-6%
East	33%	34%	32%	28%	32%	-1%
Harbor	34%	37%	28%	32%	31%	-3%
Mission	30%	27%	26%	28%	28%	-2%
Pierce	46%	46%	41%	38%	43%	-3%
Southwest	16%	22%	22%	19%	25%	9%
Trade	29%	29%	26%	25%	23%	-6%
Valley	39%	36%	35%	30%	36%	-3%
West	28%	30%	30%	26%	28%	0%
District	35%	35%	33%	30%	33%	-2%

Summary of Findings. LACCD saw little change in the percentage of students who completed their program--a certificate, degree, or a transfer to a 4-year college--in 3 and 6 years. In 2015,

16% of students completed their program in 3 years, which was an increase of only 1% since 2011. The percentage of students who completed their program in 6 years actually decreased (by 3% since 2011) to 33% in 2015. This finding is not all to surprising considering the student populations at the various colleges. Los Angeles Southwest College (LASC), who scores low on these metrics, has a high percentage of students who attend college part time (80%). An internal analysis at Los Angeles City College (LACC) found that 40% of completers take more than 6 years to complete their programs, which means that that 40% of all degrees and certificates awarded are not counted in completion statistics for the college. Budget cuts also necessitated that many courses be dropped. West Los Angeles College (WEST), for example, responded to the budget crisis rapidly and eliminated summer and winter class offerings. These budget cuts made it more difficult for students to complete requirements and many are still in the pipeline waiting to complete various courses and course sequences. In addition, some colleges, like WEST, do not have the adequate facilities for current campus programs in Computer Science, Business, Theater, Motion Picture Television Production, Dance, and Aviation Maintenance Technology. For example, there are computer labs that are not appropriately air conditioned.

College Actions and Plans. The colleges will employ multiple strategies to address the low completion rates in 3 and 6 year timeframes. Starting with matriculation and first year experience efforts, the colleges will assure that all new students are assessed, reffered, and/or enrolled into first year experience (FYE) programs, like Los Angeles Harbor College's Harbor Advantage and LASC's Passages programs. Programs like these, in addition to counseling departments, help increase the amount of information provided to students about completion options and how to best accomplish their goals. The Counseling Department at Los Angeles Mission College (LAMC), for example, will continue to identify, seek out, and counsel students who have accumulated more than 50 units to complete their degrees or transfer. There will also be a focus on course allocations and support services to facilitate student completion of degrees, certificates, and transfers. For example, LAMC is now offering more sections, with an increased focus on sequencing so students can complete their requirements more quickly, and they have added 9 new Associate Degrees for Transfer, which should increase degree and transfer rates. LACC has also recently created 14 Associate Degrees for Transfer that will help students identify their completion path while in their FYE program. It is also important to note student populations at various campus and students' goals. For many students attending part time it may not be a realistic goal to complete a program in a 3- or 6-year timeframe. Because completion rates are not tracked at or beyond the 6-year threshold, there is no way to see how many students actually complete their educational goals. This may mean that the completion rates may be underreported, especially at campuses like LAMC that stopped recording the number of Skills Certificates awarded in Fall 2009, even though certificates are still being awarded.

Goal 2, Objective 2 Conclusion. LACCD plays an active role in helping students attain their goals of certificate completion, degree completion, transfer, job training, and/or career

placement. The district has experienced modest increases in the percentage of new students who have successfully completed 30 and 60 units within 3 year and who have successfully completed English 101 and Math 125 within 3 and 6 years. However, there the completion of LACCD students appears to be low and stagnant. To corroborate these findings additional data from the California Community Colleges Chancellor's Office (CCCCO) Data Mart[4] was examined. The data showed that the statewide percentage of student who achieved at least 30 units in 6 years (for first-time student starting in 2009-10 through 2014-15 academic year) was 67.6%, compared to the LACCD average of 63.9%. The CCCCO also reports that LACCD's percentage of degree, certificate and/or transfer-seeking students who completed their program in 6 years was 37.6% (for first-time student starting in 2009-10 through 2014-15 academic year), which was lower than the statewide average of 47.1%. These findings may be partially due to the LACCD student population that are mostly go to school part time, often require remediation, and many times enroll in programs that do not have English 101, Math 125, or 30-unit minimum requirements. This means that these metrics can be improves to better track students' progress through their program. Baseline calculation methodology should be re-examined to account for program completers that did not take English 101 or Math 125, program completers who are enrolled in programs requiring less than 30 units, and completers who finish their program in more than 6 years.

Objective 3: Increase the number of students who complete career-focused certificates in a timely manner, find employment in high growth/high earning occupations, or realize higher earnings as a result of their educational experience.

> Measure 1: On-time program completion rates.
> Measure 2: Program placement rates and earnings of program participants.

Objective 4: Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.

> Measure 1: Measures from Objectives 2 and 3 disaggregated by age, gender, ethnicity, and low-income status.

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[4] http://scorecard.cccco.edu/scorecard.aspx

GOAL 3: Organizational Effectiveness. **Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.**

Objective 1: Assess and improve district processes and services.

Measure 1: Number and percentage of District Customer Service Area Outcomes assessed and for which improvements are being made based on results (District Employee Survey).

Measure 2: Percentage of program reviews completed and the number of planned improvements.

Objective 2: Improve communications and governance throughout the district.

Measure 1: Committee effectiveness (based on committee evaluations and the District Employee Survey).

Measure 2: Effectiveness of District-wide governance (District Employee Survey).

Measure 3: Employee communications (District Employee Survey).

Objective 3: Improve employee development opportunities.

Measure 1: Survey questions on professional development opportunities, participation, and effectiveness (District Employee Survey).

Measure 2: Resources dedicated to employee development (amount and percent of budget).

Measure 3: Number of employees participating in employee development or training.

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.**

Objective 1: Develop and diversify sources of revenue.
　　　Measure 1: Number and type of revenue sources and amount generated.

Objective 2: District and college Foundations will significantly increase external resources in order to support the District and colleges.
　　　Measure 1: Funds raised (annual and cumulative).
　　　Measure 2: Foundation endowment.
　　　Measure 3: Amount of scholarships awarded.

Objective 3: Increase business and community partnerships to support innovation and student learning.
　　　Measure 1: Number ~~and~~ type of community/business partnerships.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
2012-2017 District Strategic Plan
SUMMARY OF GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

GOAL 1: Access and Preparation for Success
Improve equitable access; help students attain important early educational momentum points.

Objective 1: Ensure equitable access to education.
    1.1: Participation rate in underserved areas
    1.2: Percentage of eligible students receiving financial aid

Objective 2: Increase the percentage of new students who complete the matriculation process by the end of their first semester.
    2.1: Number and percentage of new students completing matriculation disaggregated by age, gender, ethnicity, and low income status:
    Number and percentage of new students completing assessment
    Number and percentage of new students completing orientation
    Number and percentage of new students creating an educational plan

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.
    3.1: Percentage of new students successfully completing at least one English and Math class in their first year
    3.2: Persistence (Fall to Spring and Fall to Fall)

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.

Objective 1: Provide a learner-centered learning environment that encourages active learning and student engagement.
    1.1: Measure of active learning/project learning (from student survey)
    Measure of student engagement in and out of class (from student survey)
    Measure of self-efficacy/self-directed learning (from student survey)
    1.2: SLO measures (number and percentage of SLOs, PLOs, and ILOs assessed)
    1.3: Measure of whether/how technology is being used to improve student learning and engagement (from student survey)

Objective 2: Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.
    2.1: Percentage of new student cohort successfully completing 30 and 60 units
    2.2: Percentage of new student cohort successfully completing English 101 and Math 125
    2.3: Completion Rate (i.e., certificate, degree, or transfer)

Objective 3: **Increase the number of students who complete career-focused certificates in a timely manner, find employment in high growth/high earning occupations, or realize higher earnings as a result of their educational experience.**
           3.1: On-time program completion rates
           3.2: Program placement rates and earnings of program participants

Objective 4: **Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.**
           4.1: Measures from Objectives 2 and 3 disaggregated by age, gender, ethnicity, and low-income status

GOAL 3: Organizational Effectiveness

Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

Objective 1: **Assess and improve District processes and services.**
           1.1: Number/percentage of District Customer Service Area Outcomes assessed and for which improvements are being made based on results
           1.2: Percentage of program reviews completed and the number of planned improvements

Objective 2: **Improve communications and governance throughout the district.**
           2.1: Committee effectiveness
           2.2: Effectiveness of District-wide governance
           2.3: Employee communications

Objective 3: **Improve employee development opportunities.**
           3.1: Survey questions on professional development opportunities, participation, and effectiveness
           3.2: Resources dedicated to employee development (amount and percent of budget)
           3.3: Number of employees participating in employee development or training

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.

Objective 1: **Develop and diversify sources of revenue.**
           1.1: Number and type of revenue sources and amount generated

Objective 2: **District and college Foundations will significantly increase external resources in order to support the District and colleges.**
           2.1: Funds raised (annual and cumulative)
           2.2: Foundation endowment
           2.3: Amount of scholarships awarded

Objective 3: **Increase business and community partnerships to support innovation and student learning.**
           3.1: Number and type of community/business partnerships