



Los Angeles Community College District
Strategic Plan
2018-2023

Approved by the LACCD Board of Trustees

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Message from the Chancellor

The Los Angeles Community College District serves a unique role in the communities of Los Angeles and the surrounding regions. We provide educational opportunities for all those seeking to improve their lives and benefit from learning. Through the work of our gifted faculty and staff, we endeavor to be the engine of social mobility for the region and tackle issues in our community through robust, rigorous and student-focused academic program. As a true egalitarian system, we embrace our mission to *foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges.*

The power of a Strategic Plan rests in its ability to convey a shared message of purpose and provide a direction for collectively achieving our goals. The District Strategic Plan was developed with this in mind. Harnessing the assets of our nine colleges and providing venues for community input, the planning process led to a plan that we can all stand behind. The value of the input from these groups and individuals is indispensable in crafting a collective understanding of our goals and in ensuring that groups from within and outside of the District will support our efforts to achieve these goals.

Over the next five years, we will face challenges and change. The development of Guided Pathways, the embracing of change in basic skills curriculum and how students are placed in these tracks, and the national trends in enrollment are but a few of the areas that will require our expert attention. While change will be difficult, we embrace it with the knowledge that our efforts are for the greater benefit of our students. The Strategic Plan will allow us to remain focused on this benefit as we work toward the achievement of our goals.

In honoring the diversity of our institutions and the communities they serve, the Strategic Plan does not seek to dictate strategies, but rather provide markers for where we seek improvement and areas of improvement that will be the focus of our District. There is no doubt that funding is always less than what is desired to perform our tasks and innovate our educational environments. However, the Strategic Plan recognizes this limitation and calls on each to prioritize those strategies which will have the greatest impact on student success. We look forward to this work and to the years to come in which we will collectively identify those strategies and ensure that our resources support the innovation that is so key to our success and that of our students.



Introduction

The Los Angeles Community College District (LACCD) Strategic Plan (2018-2023) presents the strategic goals and objectives that will guide the District as it pursues its vision to be a national leader in student success. The five-year plan embraces the values of inclusivity, creativity, vision, and accountability and aims to provide a comprehensive plan that is integrative with future direction of the city, region, and state.

The LACCD maintains its commitment to providing high quality educational opportunities and to supporting the social, cultural, and economic development of the community. Because of this, the new plan will be subject to regular review and revisions in order to be responsive to the rapidly changing landscapes in the educational system, community, and economy.

The LACCD Strategic Plan reflects the needs of its students and community, and it provides a clear framework to monitor ongoing progress towards fulfilling its commitment to improve the social welfare of the region, to close persistent equity gaps, and to prepare future community leaders.

The 2018-2023 LACCD Strategic plan was approved by the Board of Trustees on [insert date].

The Los Angeles Community College District has served the Los Angeles area for nearly 90 years. The District is comprised of nine comprehensive colleges and a District office that span approximately 900 square miles. An elected seven-member Board of Trustees, along with one Student Trustee, governs the LACCD and shapes its broad policies.

The LACCD is one of the largest community college districts in the United States and has provided educational opportunities to over three million students throughout its history, educating 237,868 in the 2016-2017 Academic Year alone. The District is also noted for its diverse population that mirrors the population of the city of Los Angeles. All nine colleges are predominately minority serving, 8 are classified as Hispanic-Serving Institutions, 2 are classified as Asian American and Native American Pacific Islander-Serving Institutions, and 1 is classified as a Predominantly Black Institution. The District plays an important role in the community as a pathway to educational and economic opportunity and as a civic and cultural resource.

Process for Developing the LACCD Strategic Plan

The District Planning Committee (DPC) was the central entity for the coordination and development of the District Strategic Plan (DSP). It was charged with ensuring the values central to the planning process were adhered to and provided guidance on the development of the planning process and the strategic plan itself. The planning process embraced values in support of the development of a comprehensive District Strategic Plan. These values represent what the District sought to achieve in the planning process and included the following charge:

- Inclusivity – The District will seek the input of all those contributing to the welfare of the District and those impacted by the District from inside and outside the organization.
- Creativity – The District will seek creative solutions to the barriers that face our students and our institutions.
- Vision – The District will seek to develop a plan that lays out the vision for the District and the manner in which it serves the community.
- Accountability – The District seeks to develop a plan that includes defined metrics and targets with which to judge progress toward achieving institutional goals.

Based on these values, the planning process occurred over the course of a year (2016-2017) and involved six stages:



Stage I: Evaluation and Review of 2012-2017 District Strategic Plan

The first stage of the process began with the review and evaluation of the previous District Strategic Plan (2012-2017; [Appendix A](#)). The Educational Programs and Institutional Effectiveness (EPIE) department compiled data from plan metrics and College Effectiveness Reports and developed a draft of the District Strategic Plan Evaluation Report; this evaluation was vetted through the DPC and the District Research Committee (DRC). The evaluation showed that the LACCD experienced much growth, especially in the areas of improving learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes ([Appendix B](#)). However, the implementation of the previous strategic plan was uneven and recommendations were developed (comment: this moves too quickly) to improve District operations. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and to continue collaboration between the DPC, DRC, and District leadership.

Stage II: Data Inquiry and Information Gathering

The second stage of the planning process consisted of conducting an analysis of know data, collecting data on additional points of inquiry, and gathering feedback from various stakeholders. Stage II initially relied heavily on existing evaluative data from the state and other governmental agencies, who have developed key metrics that include the California Community College Chancellor's Office DataMart, Student Success Scorecard, Institutional Effectiveness Partnership Initiative, CTE Data Unlocked/LaunchBoard, and U.S. Department of Education: College Scorecard.

Additionally, a great deal of data was gathered from students, employees, stakeholders, and the public. The goal was to seek the input of all those contributing to the welfare of the District and those impacted by the District from inside and outside the organization. The collective inquiry began with a full-day planning retreat facilitated by Governance Institute for Student Success. The planning questions, developed by the DPC, asked what goals should be included in the District Strategic Plan, what barriers are present to increasing institutional effectiveness, and how can the District better support colleges' efforts to improve student success.

The inquiry was followed by planning forums at each college campus to various shared governance bodies, administrative councils/committees, and the public. The process gathered information from constituent groups and presented the collective input to the DPC. The DPC then integrated various datasets, metrics, and feedback into a comprehensive evaluation system to inform the development of the goals.

Stage III: Development of Goals and Objectives

The development of initial goals began after the completion of the data inquiry. Initial reports were developed by the DPC and data were explored to gain a more detailed understanding of the District and its students. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) technique was used to conduct a full analysis of all the data collected. Keeping in mind how the District impacts students, the community, and the regional economy, five initial goals were developed by the DPC. The initial analysis and initial goals were brought to internal and external constituent groups for review and to provide feedback and recommendations for improvement. This review included a presentation to the Institutional Effectiveness and Student Success Subcommittee of the Board of Trustees to ensure that all goals and objectives were reflective of the needs of the District and matching the intent of the constituent group recommendations.

Stage IV: Development of Metrics and Targets

The fourth stage of the planning process began after District goals and objectives were finalized. The DPC, in consultation with the DRC and the EPIE department, developed metrics and District targets for each goal, with the understanding that each college will contribute differently to each goal and associated target. The targets are ambitious, but were created with a practical understanding of what is achievable within the timeframe of the District Strategic Plan. In addition, the draft targets were vetted through internal engagement groups, which include the Board of Trustees, President's Council, and the District Academic Senate. The final metrics and targets will incorporate the feedback provided through these internal engagement groups.

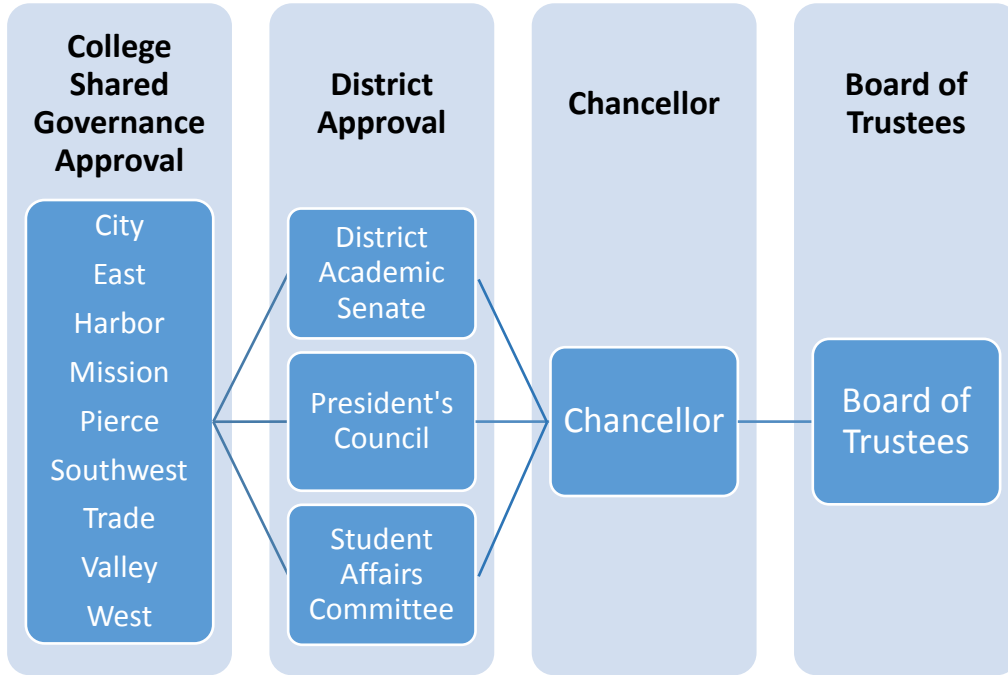
Stage V: Plan Development

The EPIE division, under the guidance of the DPC, will complete a draft of the revised District Strategic Plan for 2018-2023. The new plan will incorporate input received from the Board of Trustees and college constituencies and recommendations resulting from the evaluation of the 2012-2017 District Strategic plan. The 2018-2023 District Strategic Plan includes an updated Mission & Vision Statement, District Goals and Objectives, key measures identified through accreditation and state and federal accountability systems, and targets associated with each metric.

Stage VI: Collective Feedback and Approvals

The last stage of the planning process involved collecting feedback on the initial draft of the DSP. It was posted publicly for review and a digital feedback system was provided to allow for public commentary. External engagement groups, which includes various educational institutions, civic groups, and business partners in Los Angeles, were convened to provide feedback on the initial draft of the plan. The DSP draft was also provided for review and approval to internal groups through the shared governance processes on each campus and through the District consultation process. Following the approval process, the Chancellor has made the final recommendation to the Board of Trustees. (May need to edit this section after colleges weigh in) Given the extensive engagement occurring throughout the process, which included multiple opportunities for input, recommended revisions, and overall feedback, the 2018-2023 District Strategic Plan truly represents a collective commitment to improving the communities of Los Angeles through the Los Angeles Community College District.

Approval Process for District Strategic Plan



LACCD Student Demography

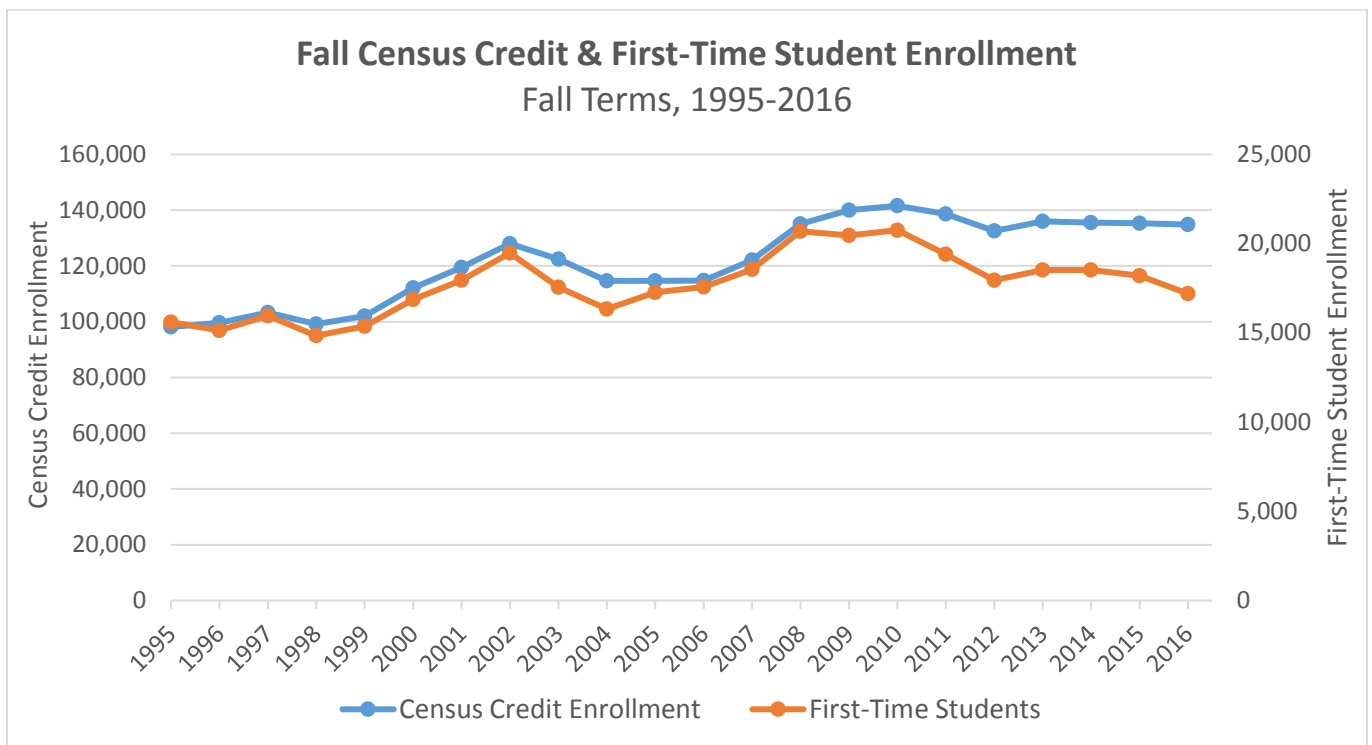
The LACCD is the nation's second largest community college district and is a District that possesses a great deal of diversity. The LACCD population mirrors the multiethnic population of Los Angeles and brings with it many advantages; most notably, to our intellectual growth and our economy. The diversity of Los Angeles creates a multicultural learning environment throughout our District. The experiences of a diverse community allow for the creation of partnerships, innovation, and an entrepreneurial culture that are all critical for economic growth and prosperity in the Los Angeles region.

College	Annual Student Count (2016-2017)
East Los Angeles College	62,433
Los Angeles City College	30,764
Los Angeles Harbor College	13,023
Los Angeles Mission College	17,606
Los Angeles Pierce College	31,020
Los Angeles Southwest College	12,803
Los Angeles Trade-Technical College	24,943
Los Angeles Valley College	27,572
West Los Angeles College	17,704
237,868	

Source: CCCCCO Data Mart

Student Enrollment

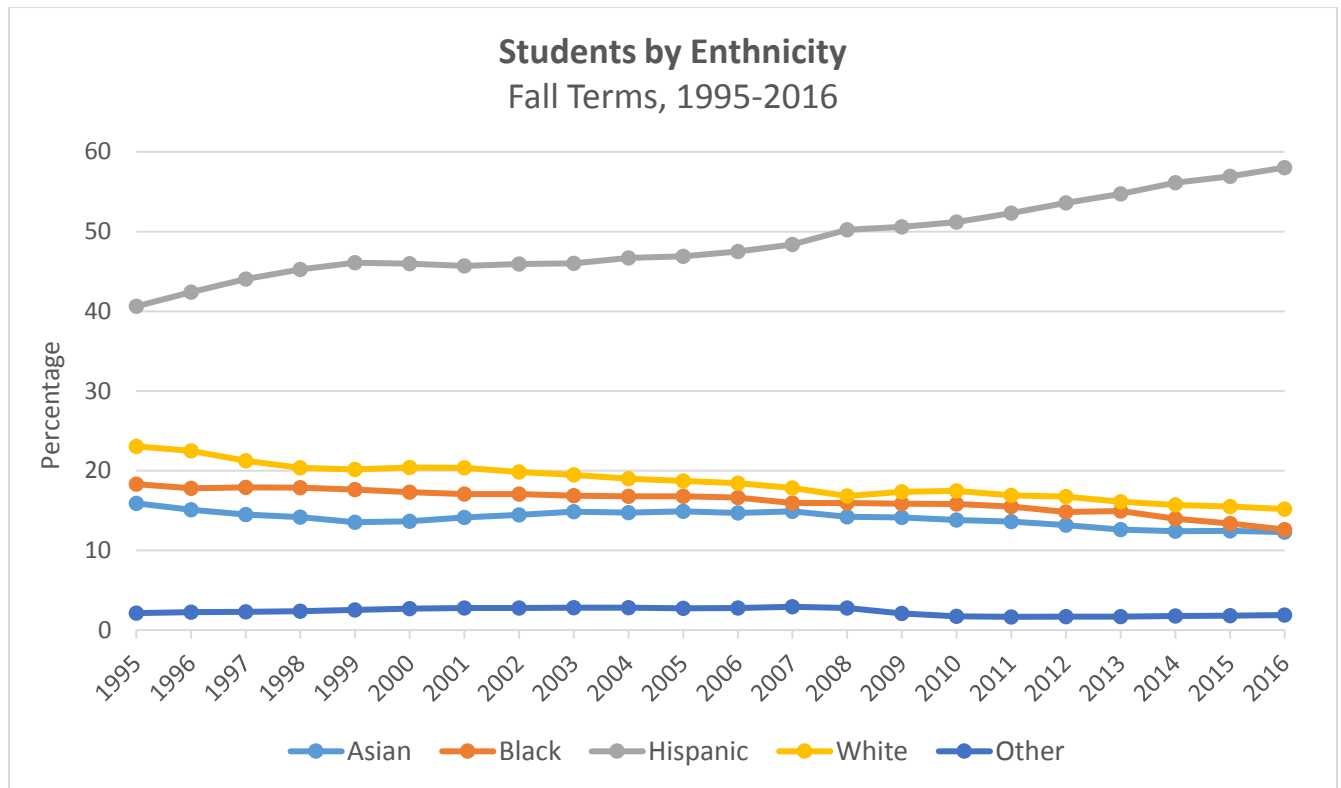
District-wide enrollment in last 20 years has seen increases and declines. However, since 2013, the Fall credit census enrollment has plateaued. In fact, enrollment has been slowly declining since 2014. The figure below shows a similar trend for the enrollment of first-time students. The decline in enrollment is part of a nation-wide trend that is partial due to increases in the cost of tuition, decreases in the college-age population, and a recovering economy that is drawing people into the workforce. Despite these decreases in enrollment, community college remains an affordable and viable path to a higher education and more stable employment.



Source: LACCD Office of Institutional Effectiveness, 2017

Student Ethnicity

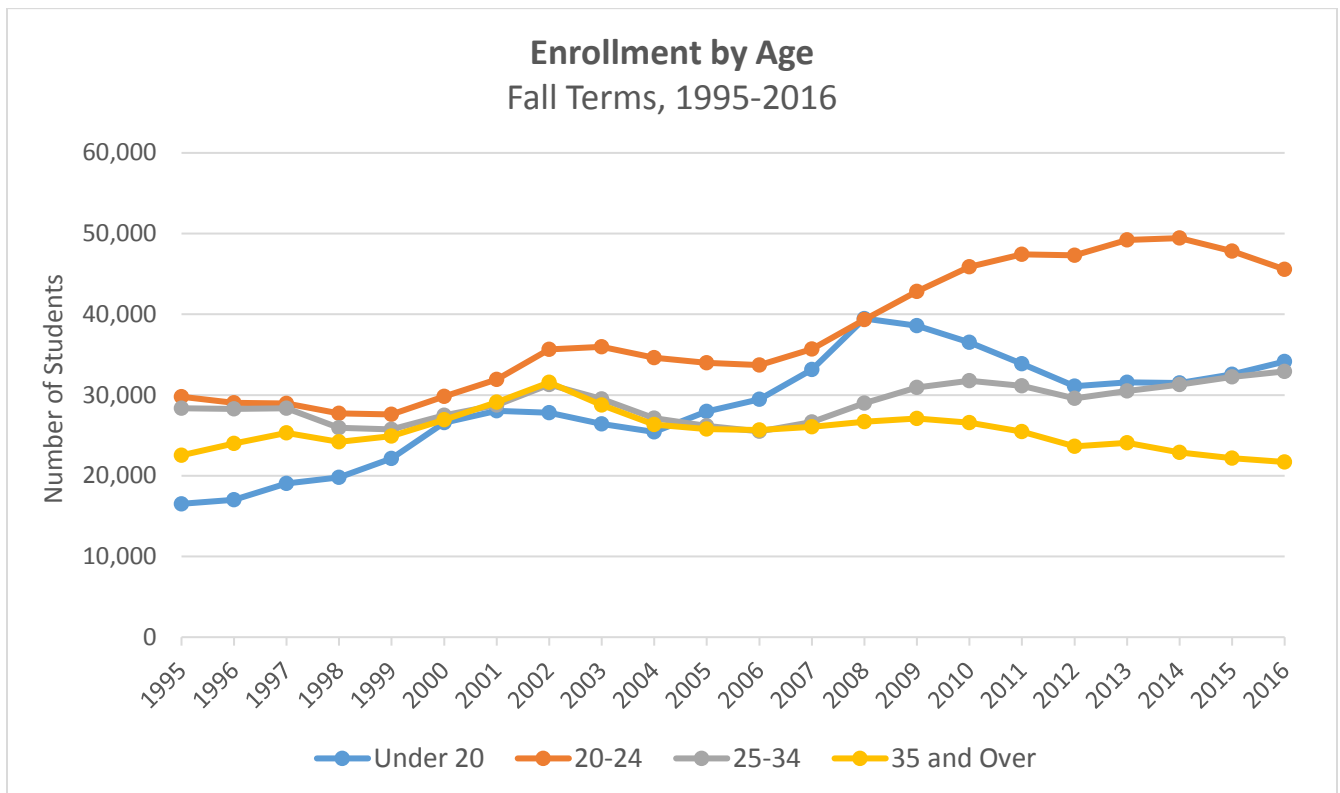
Student ethnicity has seen changes in the past 20 years. Most notable, the increasing percentage of Hispanic students attending our colleges. In Fall 2016, 58% of LACCD students were Hispanic. This upward trend for Hispanic students, and decline of other student ethnicities, is partially due to the changing demographics of the Los Angeles region. In Los Angeles, nearly half of the population is Hispanic or Latino. In fact, most LACCD colleges are designated as Hispanic-Serving Institutions (HSI), which indicates that at least 25% of full-time equivalent (FTE) students are Hispanic.



Source: LACCD Office of Institutional Effectiveness, 2017

Enrollment by Age

Districtwide, the age of students has changed in the past 20 years. Recently, there has been an upward trend in the proportion of students under 20 and over 35 years of age. However, the majority of LACCD students are under 25 years old, nearly 60% in Fall 2016. These slight changes in age distribution may have implications for program interests and student services needed.



Source: LACCD Office of Institutional Effectiveness, 2017

Key Trends, Strategic Challenges, and Growth Opportunities

Key Trends

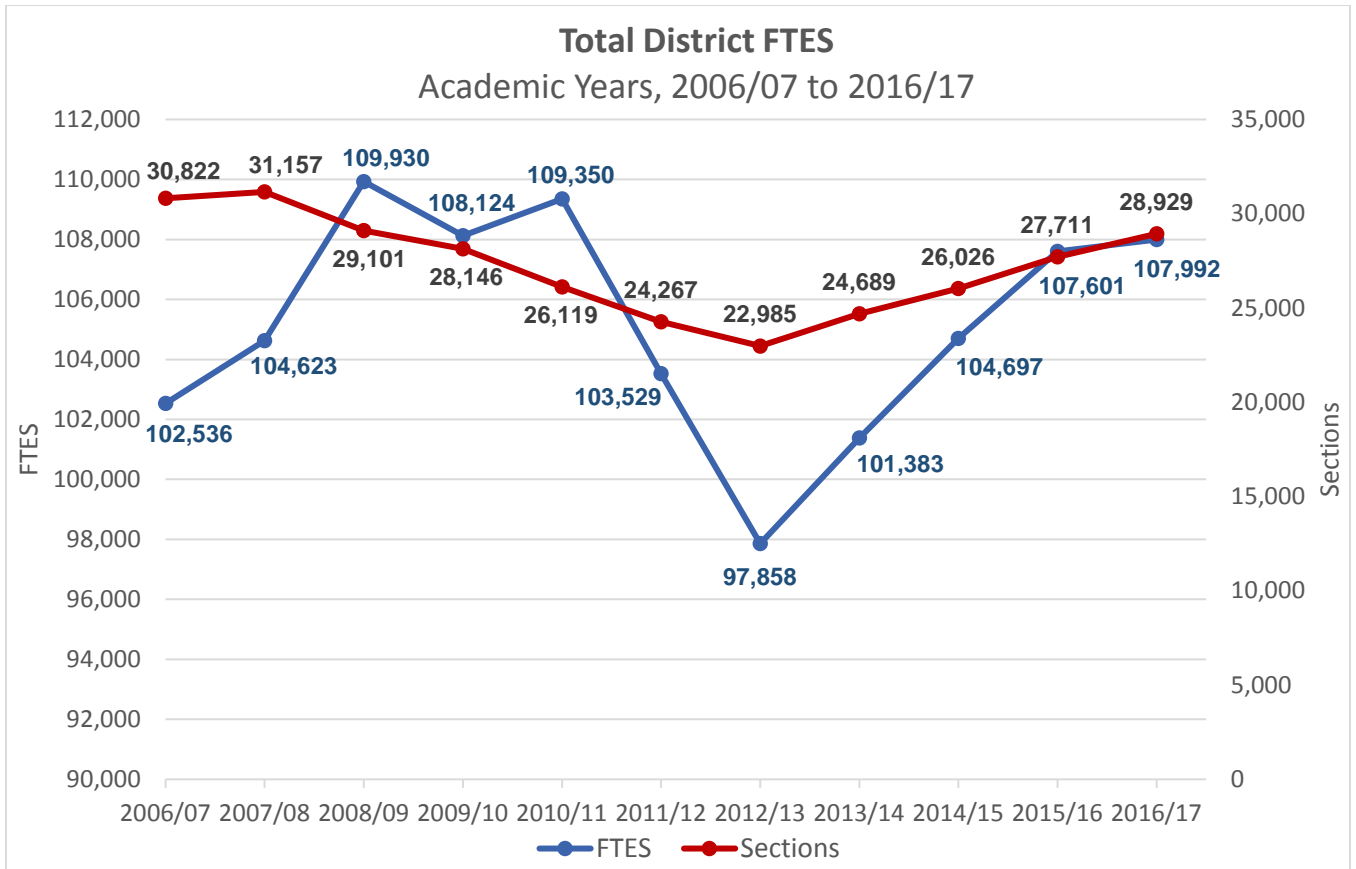
Although the Los Angeles Community College District possesses many strengths, there are a number of trends, identified by the DPC, that this strategic plan intends to focus on. While this is not an exhaustive list, the DPC did identify the most critical trends to address: declining FTES, student completion rate, and decreasing equity gaps.

Declining FTES

The District has been able to successfully achieve its enrollment growth targets over the past decades, and past declines in enrollment were only the result of workload reductions enacted by the state in response to the budget crisis. Following the Educational Protection Account (EPA) guidelines, the District was able to restore most of the enrollment from previous peak periods.

Although the District was able to achieve growth in the 2014-2015 and 2015-2016 academic years, and base in 2016-2017, it required shifting summer FTES in order to inflate FTES through artificial growth. The reporting of summer FTES is flexible (able to shift) because sections are scheduled across two fiscal years. Unfortunately, this has resulted in a starting deficit of nearly 1,800 FTES in the 2017-2018 academic year.

The data indicate a consistent decline in FTES and enrollment for full-term classes since the beginning of Fall 2011. The decline in FTES is particularly concerning because there has been an approximate 3-5% increase in full-term course offerings during this same period. However, it is important to note that there have been divergent trends in the areas of traditional full-term, online, and adult education classes. During this same time period, online enrollment has continued to increase, surpassing previously attained FTES figures; a greater proportion of enrollment is being now being represented through online modes of instruction, while other alternative schedules, such as weekend offerings, have remained level. Non-credit enrollment has also seen steady increases since 2012, but has yet to attain the previous peak established in the 2008-2009 academic year.

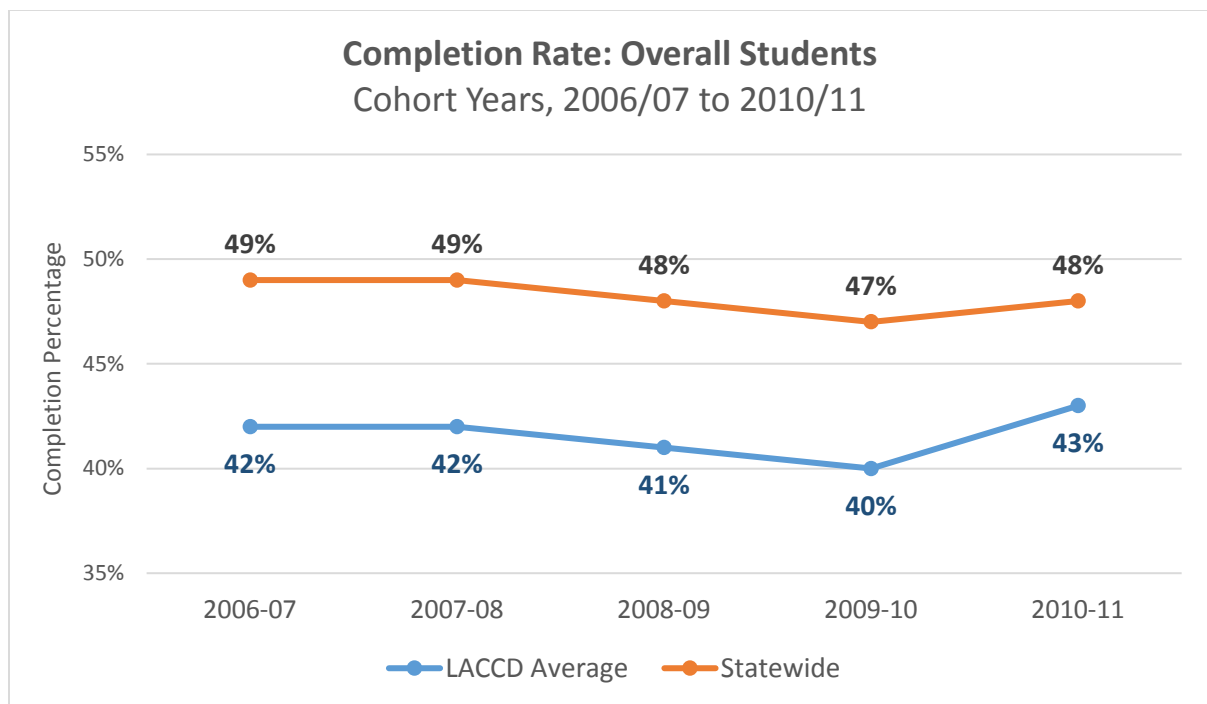


Source: LACCD Attendance Accounting, 2017

Student Completion Rate

Completion rates of California community college students has been level for the past five years. When examining the percentage of degree, certificate and/or transfer-seeking, first-time students who completed a degree, certificate or transfer-related outcomes in six years (Student Success Scorecard measure), the data show that LACCD completion rate consistently lags behind the statewide average. This finding is not surprising when considering the high proportion of students who are unprepared for college-level work and the high proportion of students who attend part time. In 2017, the Student Success Scorecard showed that 87% of LACCD students in the 2010-11 cohort were underprepared, which is higher than the statewide rate of 76%. The LACCD Board of Trustees, in 2016, made increasing the student completion rate a priority, setting a 50% completion rate as a target for the District (i.e., a 10% increase). In 2017, one year after setting the target, the completion rate increased by 3%. The District Strategic Plan supports this goal, and the objectives are in line with strategies for increasing the student completion rate.

In 2017, the California Community College Chancellor's Office (CCCCO) also established this as a priority in their state strategic plan. The CCCCCO set an ambitious goal of increasing by at least 20% the number of community college students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job by 2022. They assert that this increase is needed in order to meet the future workforce demands in California. At the LACCD, the colleges have employed multiple strategies to address the low completion rates, including matriculation and first year experience efforts and additional supports to counseling departments, so they can help increase the amount of information provided to students about completion options and how to best accomplish their educational goals.



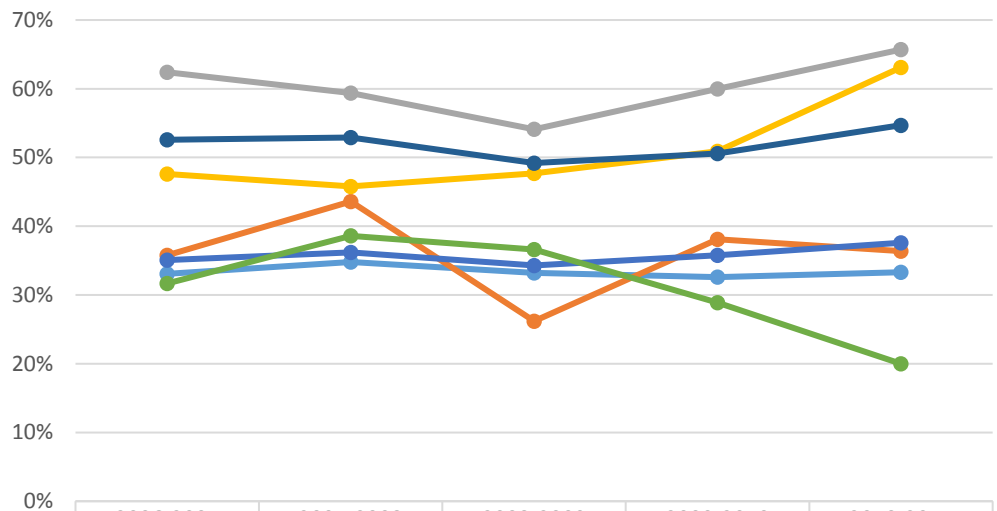
Equity Gaps

Although completion rates of California community colleges has been level for the past five years, there continues to be persistent achievement gaps. When examining completion rates at LACCD for the past 5 years, the proportion of African American and Hispanic students who completed their goal (i.e., a degree, certificate, or transfer in six years) was lower than completion rates for other ethnic student groups. These achievement gaps may be indicative of disparities in access, opportunity, or treatment within the District. However, the LACCD does maintain its commitment to equity

and ensuring that students have the necessary support to achieve their academic goals. The District also recognizes that because they offer an open admissions policy, this means that additional and different types of services are needed for LACCD students, who may have a need to work more hours, attend school part time, and have non-traditional student schedules.

This commitment to students is further echoed by the CCCCCO office, who called for a 40% reduction in equity gaps within 5 years and fully closing gaps within 10 years. This reduction in the achievement gap and increase in the number of minority students completing their community college career is vital to ensuring accessible opportunities for all students and to developing California’s skilled workforce. Every student who does not complete their educational goal ultimately represents a loss to our economy and a missed opportunity to fully realize the human potential of our region.

Completion Rate by Ethnicity: Overall Students
Cohort Years, 2006/07 to 2010/11



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
African American	33.1%	34.8%	33.2%	32.6%	33.3%
American Indian/Alaska Native	35.8%	43.6%	26.2%	38.1%	36.4%
Asian	62.4%	59.4%	54.1%	60.0%	65.7%
Filipino	47.6%	45.8%	47.7%	50.9%	63.1%
Hispanic	35.1%	36.2%	34.3%	35.8%	37.6%
Pacific Islander	31.7%	38.6%	36.6%	28.9%	20.0%
White	52.6%	52.9%	49.2%	50.6%	54.7%

Strategic Challenges

There were a number of strategic challenges that were identified by the DPC. The DPC recognized that it was critical to anticipate and plan for issues and trends that may impact the colleges, especially those that may influence the District's ability to meet its goals and continue to grow.

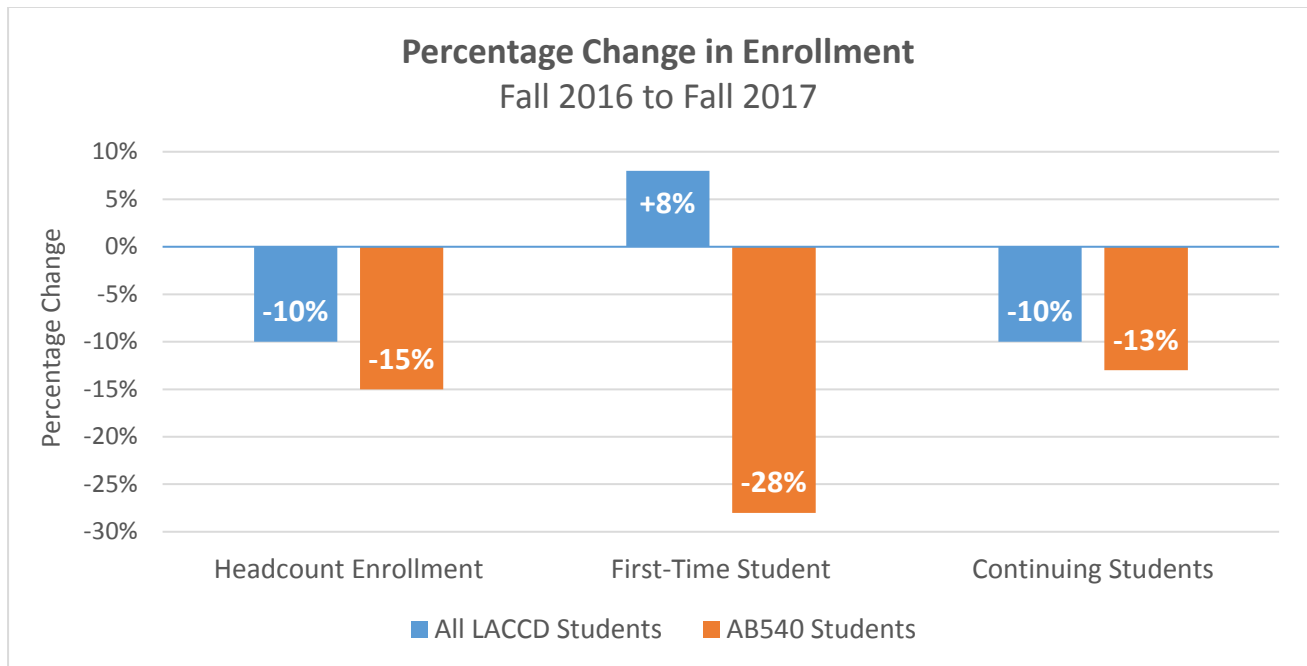
Deferred Action for Childhood Arrivals

The Deferred Action for Childhood Arrivals (DACA) Program was created through an executive order signed on June 15, 2012 by President Obama. The purpose of the DACA program was to protect eligible young immigrants who came to the United States when they were children from deportation, to authorize eligibility to work and/or study, and to allow the ability to apply for a social security number and driver's license.

In 2017, there were approximately 800,000 DACA recipients nationally, also known as DREAMers, named after the DREAM Act (Development, Relief and Education for Alien Minors). Although DACA did not provide a lawful immigration status, it did allow some young immigrants a deferral from possibly being removed from the United States and helped some in their pursuit of a better life.

Unfortunately, on September 5, 2017, President Trump announced that the DACA program would be phased out. The end of the DACA program has drastic consequences for DREAMers and the American economy. Ultimately, nearly 700,000 individuals may be removed from the workforce over the course of the next 2 years, individuals who are currently employed and contributing to our society. These consequences will also hinder the development of our national workforce, as many DREAMer students are being trained to work in rapidly evolving business and technology sectors.

The sun setting of the DACA program has also greatly impacted LACCD. In Fall 2016, there were approximately 11,500 undocumented students enrolled, which accounted for approximately 7.4% of all enrolled students. However, when looking at data for a subset of undocumented students who are exempt from paying nonresident supplemental tuition (AB540 students), early Fall 2017 figures show a 15% decline in enrollment when compared to Fall 2016. Even more alarming is the 28% decline in first-time AB540 students, in a year when overall enrollment of first-time students increased by 8%. The data reflect the chilling effect of the changes in federal immigration policies. It is unclear how future legislation will impact undocumented and mixed-status students at the LACCD.



Source: LACCD Office of Institutional Effectiveness, 2017

Service Orientation

The higher-education environment has become highly competitive, especially with the rise of for-profit school, online universities, and specialized skills programs. With the increasing cost of college tuition and the increasing amount of debt taken on to graduate, students now, more than ever, have to make informed choices about their college education. Higher education has been evolving into a more consumer-driven industry. This means that traditional ways in which colleges operate may go by the wayside and the adoption of a more service oriented organizational culture may be paramount to the success of a higher education institution.

The LACCD has demonstrated their awareness and willingness to be responsive to students' needs and expectations. In 2016, an initiative from the Chancellor and Board of Trustees acknowledged the importance of having a service orientation. They both recognized the importance of how the Educational Services Center (ESC) should offer the best possible service to the colleges and how the colleges should also be offering the best possible service to its students. Central to this evolving culture is first thinking about what is best for the students, having exceptional follow through and follow up, and having a willingness to help. The ultimate goal is to provide quality services to students, thereby enhancing their college experience and attracting more students to the LACCD colleges.

Multiple Accountability Frameworks

As community colleges play an expanding role in higher education, the amount of data and metrics that required continues to expand. Although not a comprehensive list, a few of the accountability frameworks include:

- Student Success Scorecard
- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Institutional Effectiveness Partnership Initiative (IEPI)
- Integrated Postsecondary Education Data System (IPEDS)
- College Scorecard for the U.S. Department of Education
- CTE Data Unlocked/LaunchBoard
- National Student Clearinghouse (NSC)

The number of metrics measured is high. This is a challenge for the LACCD, as most of the accountability frameworks have different sets of metrics that are required. In addition to state and federal mandates, the colleges also measure their progress towards their own college's strategic, student success, and equity plans. In short, there are too many things that LACCD is measuring, and it is easy to lose sight of what is important. Although measurement will continue to be an essential part of how decisions are made, a continuing challenge will be accurately focusing on the data that is important to ensure data-driven decisions are aligned to our institutional goals.

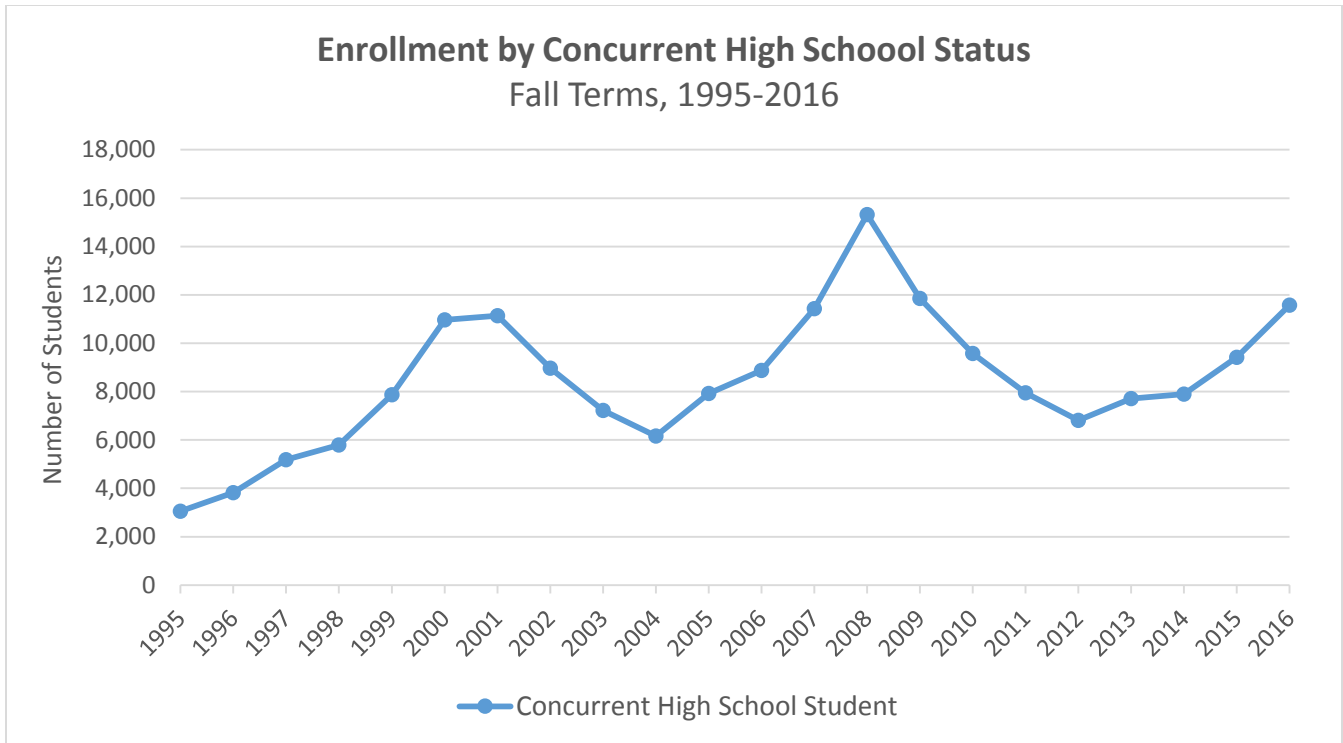
Growth Opportunities

The LACCD has many areas of potential growth. Aided by the passage of California legislation and higher education reform initiatives, there are many potential areas that may help increase enrollment and enhance student success.

Dual Enrollment

Assembly Bill 288 (AB288), enacted on January 1, 2016, allows for the creation of partnerships between high schools and community colleges that allows a broader range of students to take college-level courses, through concurrent or dual enrollment. The bill is meant to provide high school students with access to college level coursework and career technical education, in order to enhance their current high school curriculum and improve college readiness. In addition to fostering a sense of belonging within a college community, it provides access for students, especially to those who are limited by their own high school curriculum or who may not be adequately prepared for college-level coursework, and may help close equity gaps.

AB288 requires a memorandum of understanding (MOU) between a specific high school and community colleges, and, in 2016, the LACCD and the Los Angeles Unified School District (LAUSD) entered into a "College and Career Access Pathway Partnership" agreement. This agreement allows Dual Enrollment to include career and transfer pathways, as well as some remedial classes. Although there have been challenges in implementing new programs, there has been a steady increase in the number of concurrently enrolled high school students at the LACCD. This increase is partially due to the legislation enacted and the increase in outreach efforts to local high schools. The number of students who are dual enrolled is expected to continue to grow.



Increasing Access to College-Level English and Mathematic Courses

Assembly Bill 705 (AB705) was approved by Governor Brown on October 13, 2017. The bill requires community college districts to maximize the probability that students will complete transfer-level coursework in English and mathematics within a one-year timeframe. This goal will be partially realized through the use of a new placement model that is inclusive of high school transcript data and relies on multiple measures.

This legislation was created partially in order to decrease the amount of students placed into remediation. According to the Student Success Scorecard released in 2017, California’s community colleges identified 76% of its students as underprepared. In the LACCD, the percentage of underprepared students is even higher, 87%. The legislation cites that there may be serious adverse consequences related to incorrectly placing prepared student into remediation. In addition to affecting successful course completion rates, it may also affect students’ ability to reach their educational goals. The legislation pointed to results from the Student Success Scorecard that indicated that only 40% of students placed into remediation go on to complete a degree, certificate, or transfer within 6 years. (This section still needs to be reviewed by Deborah)

AB705 will require community colleges to restructure remedial course sequences and adopt new models that allow students to take co-requisite classes in order to receive additional academic support. Co-requisite models have not yet been subject to rigorous evaluation and there is a concern that this model may not be able to provide sufficient support for students who are considerably academically behind. In addition, there will be many challenges to implementing AB705, as there may be initial disagreement about how to interpret the bill and because there is no set standard on how to implement a multiple-measure model for placement or a co-requisite model for providing additional academic supports. Although there may be initial challenges, there are promising data to suggest that these reforms may increase graduation rates and reduce equity gaps.

California Guided Pathways

Guided Pathways is a student-centered reform movement in California meant to increase the number of students earning credentials and decrease equity gaps in community colleges. This is a college-wide intervention not only integrates many initiatives, such as the Student Success and Support Program (SSSP), the Strong Workforce Program, and the California College Promise, but it also makes changes in pedagogy, advising, and student support.

Los Angeles Trade-Technical College is 1 of 20 colleges selected, through a competitive application process, to design and implement structured academic and career pathways by 2019 as part of the California Guided Pathways Project. The goal is to increase the number of students who earn a certificate or degree at a California Community College. There are four main dimensions and essential practices with the Guided Pathways Model: (1) Clarify paths to student end goals, (2) Help students choose and enter a pathway, (3) Help students stay on path, and (4) Ensure that students are learning.

This reform marks a large cultural shift within community colleges from having a focus on expanding access to higher education to having a focus on student completion. There will undoubtedly be implementation challenges, but, ultimately, this may serve as an important framework for increasing student success.

Los Angeles College Promise

The Los Angeles College Promise, beginning with seniors graduating in 2017, provides one year of free enrollment to all full-time students graduating from LAUSD and charter high schools. Not only is free tuition provided, but LA College Promise Students will also have priority registration and access to career support and counseling. Aside from free tuition, this program will provide unprecedented access to higher education, giving every LAUSD student an opportunity to walk across a college graduation stage. The hope is the LA College Promise will increase the number of community college graduates, university transfers, and workforce-ready students throughout the Los Angeles region.

The LA College Promise Program is currently funded through philanthropic donation and fundraising by the office of Mayor Garcetti and the LACCD Foundation. This program is reminiscent of the White House's America's College Promise Proposal, first introduced by President Obama in 2015, which made two years of community college free for responsible students. More recently, on October 13, 2017, Assembly Bill 19 (AB19) was enacted. AB19 would essentially waive fees for one academic year for first-time students who are enrolled in 12 or more semester units at a community college. Because it was recently enacted, it is unclear how AB19 will begin or be implemented at the LACCD. The LA College Promise Program and AB19 have the potential to increase college completion rates, enhance social mobility and equity, and provide a more robust local economy.

Adult Education

Assembly Bill 86 (AB86) provided funds to regional consortia of K-12 and community college districts who were charged with developing regional plans for expanding and improving adult education services to better serve and meet the needs of adults. The regional plans for adult education will include: elementary and basic skills, classes for immigrants (e.g., English as a second language, citizenship, and workforce preparation), programs for adults with disabilities, short-term Career Technical Education Programs with high employment potential, and programs for apprentices. Part of the plan involves creating linkages that promote seamless transitions for students between the two educational systems. Although there may be implementation challenges when linking K-12 and community college systems, it may provide another avenue in which students' progress toward their academic and/or career goals may be accelerated.

Strong Workforce Program

In 2016, the governor and legislature approved the Strong Workforce Program (SWP), which was meant to develop more workforce opportunity and to lift workers into living-wage jobs. The SWP essentially helps to strengthen Career and Technical Education (CTE) programs and provides incentives to colleges and regions that attain these goals. Within this new framework, the focus is on outcomes and there is an emphasis on innovation so that colleges can be more responsive to labor market conditions. The SWP calls an increase in courses, programs, and pathways, along with an improvement in the quality of CTE programs and outcomes. This program came about partially because the labor market is demanding a more skilled workforce. According to the California Community Colleges Task Force on Workforce, 65% of job openings in the United States will require some postsecondary education or training, though not necessarily a 4-year degree by 2020. The SWP may help close the skills gap in California and help bolster the local economy, while providing upward mobility to California residents.

Guiding Framework

Mission Statement

The Mission of the Los Angeles Community College District is to foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges. The District empowers students to identify and complete their goals through educational and support programs that lead to completion of two or four-year degrees, certificates, transfer, or career preparation. In doing so, the District fulfills its commitment to the community to improve the social welfare of the region, to enhance the local economy, to close persistent equity gaps, and to prepare future community leaders.

Vision Statement

The LACCD will strive to become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that improve students' lives, enrich the area's many diverse cultures, and strengthen the regional economy. The District will do so by continuing to provide a culture of continuous learning and by closing persistent equity gaps.

(Comment: WE NEED TO FIND A WAY FOR THE CORE DOCUMENT (MISSION, VISION GOALS TO STAND OUT)

Strategic Goals, Institutional Objectives, and Plan Targets

Comprised of the nine colleges; Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade Technical College, Los Angeles Valley College and West Los Angeles College, we, the Los Angeles Community College District have set these goals as fundamental to the success of our District, the colleges, and the students we serve.

Goal 1: Access to Educational Opportunities

We will increase the college going rate for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.

Objective 1: We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.

- A 25% increase in the number of sections offered through dual enrollment
- A 25% increase in the number of students who are dual enrolled

Objective 2: We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area.

- A 50% increase in the number of students who are enrolled in the LA College Promise Program
- 90% of LAUSD schools served by the LA College Promise Program

Objective 3: We, in partnership with Los Angeles Regional Adult Education Consortium, will increase educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.

- A 25% increase in the number of noncredit adult education sections
- A 25% increase in the number of students enrolled in noncredit adult education courses

Objective 4: We will improve outreach strategies for new and returning students through effective marketing and branding that increases the recognition of LACCD colleges and programs as premier in the community.

- A 25% increase in the number of first-time students
- A 25% increase in the number of returning students
- 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by newspaper, radio, or television advertisements
- 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by social media

Goal 2: Premier Learning Environments

We 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: We will have an excellent campus climate by improving student services, providing a safe learning environment, and by establishing a higher standard for customer service.

- 90% of student services having high satisfaction ratings with student services
- 3.6% of students stating they disagree or strongly disagree with the statement: I feel safe and secure at this college

Objective 2: We 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.

- 3.5 survey rating (out of 4) when students were asked: At this college, how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background?
- 3.5 survey rating (out of 4) when students were asked: How much have your experiences at this college, both in and out of class, improved your ability to understand people of other racial, cultural, or religious backgrounds?

Objective 3: We will increase fulltime enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs.

- 26% of students enrolled full time
- Exceed statewide performance in the number of CTE course enrollments

Objective 4: We will review and refine curriculum and programs to ensure that they are responsive to student needs and meeting the economic, industry, and societal needs of the region.

- 0 programs with a 0% completion rate

Objective 5: We will provide facilities and technologies to effectively serve and connect with the modern student and enhance regular and effective communication.

- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, this college's Wi-Fi is reliable?
- 3.5 survey rating (out of 4) when students were asked: In general, to what extent do you agree with the statement, my instructors adequately use available technology in and out of the classroom?
- 3.5 survey rating (out of 4) when students were asked: How often do you use email, social media, or text messaging to communicate with an instructor?
- 3.5 survey rating (out of 4) when students were asked: How often do you use email, social media, text messaging, or this college's website to keep informed about college events?

Objective 6: We will increase access to higher education by assisting students in gaining access to financial aid and ensuring that all students, whether in-person or online, receive orientation, multiple measures assessment, and educational planning.

- 74% of eligible students receiving a Pell Grant
- 81% of students completing an English assessment or being placed through the use of multiple measures before or in the first term
- 84% of students completing a Math assessment or being placed through the use of multiple measures before or in the first term
- 95% of new students completing orientation
- 95% of new students completing an academic plan

Objective 7: We will increase student persistence and successful course completion through effective practices in the classroom and through student services.

- 90% persistent rate, Fall to Spring
- 76% persistent rate, Fall to Fall
- Exceed statewide performance in persistence, three consecutive terms
- 29% of new, first-time students successfully completing at least one English and math class in their first year
- Exceed statewide performance in successful course completion rates

Goal 3: Student Success and Equity

We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic success.

Objective 1: We will decrease time to completion by enhancing academic and student support programs.

- The average number of units accumulated by students earning an associate's degree to decrease to 79 units
- Median time to complete a degree to decrease to 4 years
- Median time to complete a certificate to decrease to 3 years
- Graduation rates of full-time, first-time degree/certificate seeking undergraduates with 150% of normal time to completion to increase to 26%

Objective 2: We will increase completion of degrees and certificates.

- A 10% increase in completion rates
- A 20% increase in the number of students who received a degree or certificate
- A 20% increase in the number of students who received a degree
- A 20% increase in the number of students who received a certificate

Objective 3: We will increase the number of students transferring to four-year institutions.

- A 35% increase in the number students who transfer to a California Public, 4-year institution (UC or CSU)
- A 35% increase in the number students who transfer to a 4-year institution

Objective 4: We will increase career and job placement rates in the field of study by enhancing business and industry partnerships, internships, and employment opportunities.

- Exceed statewide performance in the percentage of students who completed more than eight units in CTE course in 6 years
- Increase the number of Skills Certificates awarded to 3,972
- Exceed statewide performance in the median percentage change in wages for student who completed higher level CTE coursework
- Increase the percentage of students who report being employed in their field of study to 69%
- Exceed statewide performance in the proportion of exiting students who attained a living wage

Objective 5: We will increase the percentage of students completing transfer-level English and mathematics among those who begin at courses below transfer-level.

- Exceed statewide performance in the percentage of students completing transfer-level English among those who begin at courses below transfer-level
- Exceed statewide performance in the percentage of students completing transfer-level mathematics among those who begin at courses below transfer-level

Objective 6: We will increase equity in the attainment of student milestones.

- A 40% decrease in achievement gap (by Gender, Age, and Ethnicity) for the percentage of new students who are enrolled in their first 3 consecutive terms
- A 40% decrease in achievement gap (by Gender, Age, and Ethnicity) for the percentage of new students completing 30 Units in 3 Years
- A 40% decrease in achievement gap (by Gender, Age, and Ethnicity) for the percentage of new students who earned a degree, certificate, or transfer within six years

Goal 4: Organizational Effectiveness

We will improve organizational effectiveness at the ESC and among the colleges through streamlined processes, minimized duplication of efforts, and enhanced communication and training.

Objective 1: We will invest in professional development opportunities for faculty, staff, and administrators to enhance work performance, broaden skills for leadership and career advancement, leverage academic programs, and allow for effective and clear career pathways for all employees.

- 250 events annually that provide professional development opportunities for faculty, staff, and administrators

Objective 2: We will improve recruiting, hiring, orientation and evaluation processes, and improve the customer service provided to all employees.

- 100% of evaluations completed per contract year
- 80% satisfaction rate with on-boarding process

Objective 3: We will improve processes to increase responsiveness to and within colleges, limit barriers, and accelerate completion of required business processes and tasks.

- 90% of departments with high satisfaction ratings of responding to requests in a timely manner
- 90% of departments with high overall satisfaction ratings

Objective 4: We will use state-of-the-art technology to improve communication, including the development of an effective website that assists students, employees, and the community in interacting with the District.

- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, I can easily find the information I need on the college website?
- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, information on the college website is current and accurate?

Objective 5: We will revise all District policies and procedures to implement the Community College League of California model policy.

- 100% of policies reviewed and approved in the current cycle using the new model

Goal 5: Fiscal Integrity

We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.

Objective 1: We will enhance communication, support, and collaboration associated with grant development processes for curricular and student support programs.

- A 10% increase in the amount of grants awarded

Objective 2: We will develop community and business partnerships to assist the District in achieving its mission and enhance student success by providing additional support to students and appropriate referrals to external resources for non-academic needs.

- A 10% increase in community partnerships

Objective 3: We will enhance the District and College foundations and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.

- A 10% increase in the amount of funds raised by Foundations
- A 10% increase in the number and amount of scholarships dispersed by the Foundations

Objective 4: We will effectively use District and College resources and implement position control to support the ongoing improvements of academic and student support programs.

- An increase of total FTES to 110,266
- Maintain expenditures per FTES (\$4,869)
- Increase WSCH/FTEF to 540
- Increase average class size to 36
- Maintain the Fund Balance determined by the Board of Trustees

Objective 5: We will improve the resource allocation processes to be integrated with District strategic plan.

- More than 50% endorsing that District-level decision making is effective in relation to budget development and resource allocation

Objective 6: We 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.

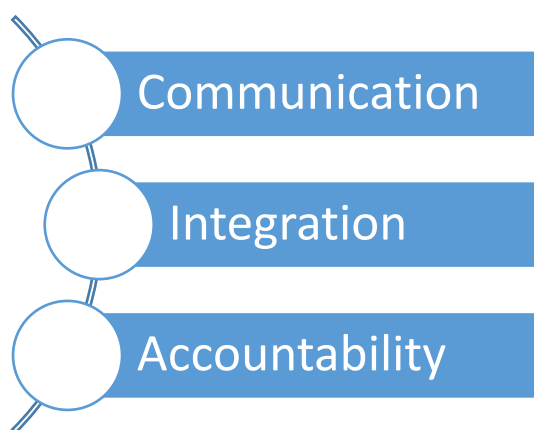
- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, buildings are clean and well maintained?
- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, learning facilities (equipment, classrooms, and labs) are adequate and up-to-date?
- A decrease in the Facilities Condition Index to 20%
- A decrease in the Capitalization Load Ratio to 150%

Objective 7: We will develop and implement districtwide standards in information technology, facilities, and human resources that apply to all colleges.

- The development of districtwide standards in information technology, facilities, and human resources

District Strategic Plan Implementation

Since the beginning, the development of the District Strategic Plan (DSP) has been a collaborative effort. Every campus, along with the Educational Services Center (ESC), has had representation on the District Planning Committee (DPC). Inclusivity was one value that was embraced during the development process, and given the extensive engagement and multiple opportunities to provide feedback, the DPC expects the DSP will be implemented successfully. The DPC recognizes three main areas that will be vital to the implementation of the DSP at all campuses: communication, integration, and accountability.



Communication

The District Strategic Plan is meant to identify priorities for improvement and establish a roadmap towards a future vision for the District. Because the LACCD is so large and serves many different student populations, it was important to include representatives from all campuses so the DPC could carefully consider challenges inherent to each college. For

this reason, the DSP was also shared with internal groups, though the shared governance process, on every campus in order to communicate the plan and how it may be integrated on campuses. The process of engaging the campuses provided valuable insight and feedback for making improvements on how to move the District forward.

Integration

The District Strategic Plan outlines the overall goals of the District and allows the colleges to align their strategic plans according to their campuses' core values and their respective planning cycles. At the time of the campuses' next planning cycle, the colleges will be responsible for establishing their own strategic goals and objectives, using the DSP as a framework, according to the educational, workforce, and cultural needs of the communities they serve. Although the goals of the two strategic plans will be aligned, it will be up to the colleges to determine the metrics they will focus on and to establish their own specific targets. Although the DSP defines measures that will be used at each college and for the District as a whole in order to create a uniform methodology, the plan only includes districtwide targets, with the understanding that the colleges are not expected to achieve the same amount

of efficiency or growth. The DSP is meant to serve as a planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan, through their own college-based strategic or educational master plans.

The District Planning Committee will annually review the progress made on each Goal and Objective and prioritize the areas in which the District will focus. Their work will be integrated with the work of the District Budget Committee to assist in the prioritization and effective use of District resources. The implementation of the strategic plan will be annually presented to the Institutional Effectiveness and Student Success Subcommittee of the Board of Trustees and integrated with the annual reporting related to the state scorecard and IEPI targets.

Accountability

The five-year DSP will be subject to regular review and revisions, with the hope of remaining responsive to the needs of the students and the community. The DPC will develop a plan for conducting “check-ins” with those involved in the strategic plan implementation process to determine what is working and what needs to be improved. In addition, there will be annual discussions on priorities related to the strategic plan, with an emphasis on identifying those common activities that all colleges can work on toward the achievement of desired goals. The revised plan will be integrated with the college plans and include processes to track the completion of the newly identified activities. Because District-wide measures were and will continue to be established, colleges will be able to compare their progress against other colleges and the District as a whole. Data will be used throughout the current DSP cycle to refine and improve each stage of the planning and implementation process and to increase the support of all groups involved.

Conclusion

The DSP represents the collective effort of representatives throughout the District who identified goals central to the mission of the LACCD at all nine colleges and the ESC. The plan serves as a framework for all bringing together and integrating all college plans and aligning them with California's Vision for Success. The hope to usher in an era of increased collaboration throughout the Los Angeles Community College District in order to enhance students' experiences and success.

(Comment: Need a conclusion....perhaps something about the satisfaction of the intent of the planning process and how it will lead to the next DSP?)

Glossary of Abbreviations

CCCCO	California Community Colleges Chancellor's Office
CTE	Career Technical Education
DACA	Deferred Action for Childhood Arrivals
DPC	District Planning Committee
DRC	District Research Committee
DSP	District Strategic Plan
EPA	Education Protection Account
EPIE	Educational Programs and Institutional Effectiveness
ESC	Educational Services Center
FTES	Full-Time Equivalent Students
HSI	Hispanic-Serving Institutions
LACCD	Los Angeles Community College District
LAUSD	Los Angeles Unified School District
MOU	Memorandum of Understanding
SWP	Strong Workforce Program
WSCH	Weekly Student Contact Hours

Appendix A

Los Angeles Community College District Strategic Plan, 2012-2017

Los Angeles Community College District Strategic Plan, 2012-2017

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

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

Measure 1: Percentage of new students completing an English and math assessment before or in the first term

Measure 2: Percentage of new students completing orientation

Measure 3: 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.

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)

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: 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)

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)

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: Number of certificates awarded

Measure 2: On-time program completion rates

Measure 3: Student success scorecard skill builder metric

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

Measure 1: Percentage of new student cohort successfully completing 30 and 60 units by age, gender, ethnicity, and low-income status

Measure 2: Percentage of new student cohort successfully completing English 101 and Math 125 by age, gender, ethnicity, and low-income status

Measure 3: Completion Rate (i.e., certificate, degree, or transfer) by age, gender, ethnicity, and low-income status

Measure 4: Number of certificates awarded 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.

Measure 1: Student satisfaction with district services

Measure 2: College accreditation status

Measure 3: Total Full Time Equivalent Student (FTES)

Measure 4: Expenditures per FTES

Measure 5: Average class size

Measure 6: Fund balance

Objective 2: Improve communications and governance throughout the district.

Measure 1: Effective decision-making

Measure 2: Participatory governance

Measure 3: Overall rating of district-level governance

Objective 3: Improve employee development opportunities.

Measure 1: Staff development expenditures (according to Functional Area 6750 and faculty/staff development fund)

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: Actual expenditures for other specially funded programs

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)

Objective 3: Increase business and community partnerships to support innovation and student learning.

Measure 1: Number and type of community/business partnerships

Appendix B

2011-2015 District Strategic Plan Report Scorecard



LOS ANGELES COMMUNITY COLLEGE DISTRICT

District Strategic Plan Report Scorecard, 2011-2015

Goals, Objectives, and Measures		2015	Change Since 2011	Status
Goal 1. Access and Preparation for Success				
Objective 1: Ensure equitable access to education				
1.1.1	District Participation Rate ¹	11.9%	N/A	N/A
1.1.2	Percentage of Eligible Students Receiving Pell Grant	66%	-5%	▼
Objective 2: Increase the percentage of new students who complete the matriculation process				
1.2.1a	Percentage of New Students Completing an English Assessment in the First Term or Before	78%	+6%	▲
1.2.1b	Percentage of New Students Completing an Math Assessment in the First Term or Before	79%	+5%	▲
1.2.2	Percentage of New Students Completing Orientation	72%	+14%	▲
1.2.3	Percentage of New Students Creating an Academic Plan	77%	+11%	▲
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				
1.3.1	Percentage of New Students Successfully Completing at Least One English and Math	26%	+9%	▲
1.3.2a	Persistence – Fall to Spring	89%	+3%	▲
1.3.2b	Persistence – Fall to Fall	75%	+1%	▲
Goal 2. Teaching and Learning for Success				
Objective 1: Provide a learner-centered learning environment²				
2.1.1a	Measure of Active Learning / Project Learning	69%	+4%	▲
2.1.1b	Measure of Student Engagement in and out of Class	19%	-1%	▼
2.1.1c	Measure of Self-efficacy / Self-directed Learning	78%	+6%	▲
2.1.2	Measure of How Technology is Being Used to Improve Student Learning and Engagement	66%	N/A	N/A
Objective 2: Improve student outcomes³				
2.2.1a	Percentage of New Student Cohort Completing 30 Units in 3 Years	63%	+4%	▲
2.2.1b	Percentage of New Student Cohort Completing 60 units in 3 Years	29%	+2%	▲
2.2.2a	Percentage of New Student Cohort Successfully Completing English 101 and Math 125 (or above) in 3 Years	28%	+5%	▲
2.2.2b	Percentage of New Student Cohort Successfully Completing English 101 and Math 125 (or above) in 6 Years	34%	+3%	▲
2.2.3a	Completion Rate (i.e., certificate, degree, or transfer) in 3 Years	16%	+1%	▲
2.2.3b	Completion Rate (i.e., certificate, degree, or transfer) in 6 Years	33%	-2%	▼

Change from Prior Years: ▲ = Improvement ▼ = Decline

¹ District participation rate is a new measure and data are only available for the 2015-16 academic year.

² Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference. In the case of measure 2.1.2, the question was only asked once in 2014.

³ Current 3-year data is from the 2012-13 cohort and 6-year data is from the 2009-10 cohort.



LOS ANGELES COMMUNITY COLLEGE DISTRICT

District Strategic Plan Report Scorecard, 2011-2015

Goals, Objectives, and Measures		2015	Change Since 2011	Status
Objective 3: Increase the number of students completing a certificate in a timely manner				
2.3.1	Number of certificates awarded ⁴	8,400	+4,718	▲
2.3.2a	Graduation Rates of Full-Time, First-Time, Degree/Certificate-Seeking Students within 150% of Normal Time to Completion	23%	+6%	▲
2.3.2b	Median time to degree	4.4	-0.1	▼
2.3.3	Student Success Scorecard Builder Metric	18.5% ⁵	+10.3%	▲
Goal 3. Organizational Effectiveness				
Objective 1: Assess and improve district process and services				
3.1.1	Satisfaction with District services ⁶	59%	+19.4%	▲
3.1.2	College accreditation status (# of colleges above FA-W rating)	8	-1	▼
3.1.3	Total Full Time Equivalent Student (FTES)	107,601	+4,072	▲
3.1.4	Expenditures per FTES	\$4,624	+\$588	▲
3.1.5	Average class size	35.2	-5.8	▼
3.1.6	Fund balance	20.9%	+6.4%	▲
Objective 2: Improve communications and governance throughout the district⁷				
3.2.1	Effect decision making	47.3%	-2.8%	▼
3.2.2	Participatory governance	37.7%	-2.6%	▼
3.2.3	Overall rating of District-level governance	48.5%	-14.4%	▼
Objective 3: Improve employee development opportunities				
3.3.1	Staff development expenditures ⁸	N/A	N/A	N/A
Goal 4. Resources and Collaboration				
Objective 1: Develop and diversify sources of revenue				
4.1.1	Actual expenditures for Other Specially Funded Programs	\$52,019,623	+\$8,729,180	▲
Objective 2: District and foundations will significantly increase external resources in order to support the District and colleges				
4.2.1	Funds raised ⁹	N/A	N/A	N/A
Objective 3: Increase business and community partnerships to support innovation and student learning				
4.3.1	Number and Types of Community/Business Partnerships ¹⁰	N/A	N/A	N/A

Change from Prior Years: ▲ or ▼ = Improvement ▲ or ▼ = Decline

⁴ These are the number of Chancellor's Office Approved Certificates.

⁵ The Skill Builder Metric is a new measure captured by the state and 18.5% is the rate from 2013-14 cohort. No data were available for the 2014-15 and 2015-16 academic years.

⁶ Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference.

⁷ Data from the biennial LACCD District-Level Governance and Decision Making Assessment completed in 2010, 2012, and 2014.

⁸ Staff development expenditures require additional analysis to improve data accuracy and consistency and are not reported.

⁹ Funds raised through foundations require additional analysis to improve data accuracy and consistency and are not reported.

¹⁰ The number and type of business partnerships requires additional analysis to improve data accuracy and consistency and was not reported.

Appendix C

2018-2023 District Strategic Plan Measures

Goal	Objective	Measure	Baseline Data	Target
<p>Goal 1: We will increase college going for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.</p>	<p>Objective 1: We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.</p>	<p>Measure 1.1.1: Number of sections offered through dual enrollment</p>	<p>No Data Available</p>	<p>25% increase</p>
		<p>Measure 1.1.2: Number of students who are dual enrolled</p>	<p>2017: ≈ 11,000 students</p>	<p>25% increase (13,750 students)</p>
	<p>Objective 2: We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area.</p>	<p>Measure 1.2.1: Number of new LA College Promise students</p>	<p>2017: ≈ 4,000 students</p>	<p>50% increase (6,000 students)</p>
		<p>Measure 1.2.2: Percentage of LAUSD schools served by LA College Promise program</p>	<p>No Data Available</p>	<p>90% of LAUSD Schools (Secondary & Charter Schools)</p>
	<p>Objective 3: We, in partnership with Los Angeles Regional Adult Education Consortium, will increase educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.</p>	<p>Measure 1.3.1: Number of noncredit adult education sections</p>	<p>2014: 518; 2015: 552; 2016: 602</p>	<p>25% increase (753 sections)</p>
		<p>Measure 1.3.2: Number of students enrolled in noncredit adult education courses</p>	<p>2014: 9,441; 2015: 11,405; 2016: 11,556</p>	<p>25% increase (14,445 students)</p>
	<p>Objective 4: We will improve outreach strategies for new and returning students through effective marketing and branding that increases the recognition of LACCD colleges and programs as premier in the community.</p>	<p>Measure 1.4.1: Number of first-time students</p>	<p>No Data Available</p>	<p>25% increase</p>
		<p>Measure 1.4.2: Number of returning students</p>	<p>No Data Available</p>	<p>25% increase</p>
		<p>Measure 1.4.3: Percentage of students whose decision to enroll was impacted by newspaper, radio, or television advertisements</p>	<p>2017: 16.1% endorsed very much or quite a bit</p>	<p>25% of students endorsing very much or quite a bit.</p>
		<p>Measure 1.4.4: Percentage of students whose decision to enroll was impacted by social media</p>	<p>2017: 19.3% endorsed very much or quite a bit</p>	<p>25% of students endorsing very much or quite a bit.</p>

Goal	Objective	Measure	Baseline Data	Target
<p>Goal 2: We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.</p>	<p>Objective 1: We will have an excellent campus climate by improving student services, providing a safe learning environment, and by establishing a higher standard for customer service.</p>	<p>Measure 2.1.1: Percentage of student services with high satisfaction ratings (80% of students stating that they are somewhat or very satisfied).</p>	<p>2014: average of 59% 2017: average of 60%</p>	<p>90% of student services having high satisfaction ratings</p>
		<p>Measure 2.1.2: To what extent do you agree with the statement, I feel safe and secure at this college?</p>	<p>2014: 10.1% 2017: 7.2%</p>	<p>3.6% of students stating they disagree or strongly disagree</p>
	<p>Objective 2: We 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.</p>	<p>Measure 2.2.1: At this college, how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background?</p>	<p>2014: 3.2 2017: 3.2</p>	<p>3.5 survey rating</p>
		<p>Measure 2.2.2: My experience at this college, in and out of class, has improved my ability to understand people of other racial, cultural, or religious backgrounds?</p>	<p>2014: 3.2 2017: 3.3</p>	<p>3.5 survey rating</p>
	<p>Objective 3: We will increase fulltime enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs.</p>	<p>Measure 2.3.1: Percentage of students enrolled full time</p>	<p>2014: 24.2%, 2015: 23.5%, 2016: 22.4%</p>	<p>26% of students enrolled full time</p>
		<p>Measure 2.3.2: Number of course enrollments</p>	<p>2014: 801,331, 2015: 817,681</p>	<p>Exceed statewide performance</p>
	<p>Objective 4: We will review and refine curriculum and programs to ensure that they are responsive to student needs and meeting the economic, industry, and societal needs of the region.</p>	<p>Measure 2.4.1: Number of programs with zero completions</p>	<p>No Data Available</p>	<p>0 programs</p>

Goal	Objective	Measure	Baseline Data	Target
	<p>Objective 5: We will provide facilities and technologies to effectively serve and connect with the modern student and enhance regular and effective communication.</p>	<p>Measure 2.5.1: To what extent do you agree with the statement, this college's Wi-Fi is reliable?</p>	<p>2014: 2.9 2017: 2.8</p>	<p>3.5 survey rating</p>
<p>Measure 2.5.2: In general, to what extent do you agree with the statement, my instructors adequately use available technology in and out of the classroom?</p>		<p>2014: 3.3 2017: 3.4</p>	<p>3.5 survey rating</p>	
<p>Measure 2.5.3: How often do you use email, social media, or text messaging to communicate with an instructor?</p>		<p>2014: 2.9 2017: 3.2</p>	<p>3.5 survey rating</p>	
<p>Measure 2.5.4: How often do you use email, social media, text messaging, or this college's website to keep informed about college events?</p>		<p>2017: 3.1</p>	<p>3.5 survey rating</p>	
	<p>Objective 6: We will increase access to higher education by assisting students in gaining access to financial aid and ensuring that all students, whether in-person or online, receive orientation, multiple measures assessment, and educational planning.</p>	<p>Measure 2.6.1: Percentage of eligible students receiving Pell Grant</p>	<p>2014: 70%, 2015: 66%</p>	<p>74%</p>
<p>Measure 2.6.2: Percentage of new students completing an English assessment before or in the first term or being placed using a multiple measure</p>		<p>2014: 78%; 2015: 78%</p>	<p>81%</p>	
<p>Measure 2.6.3: Percentage of new students completing a math assessment before or in the first term or being placed using a multiple measure</p>		<p>2014: 78%; 2015: 78%</p>	<p>84%</p>	
<p>Measure 2.6.4: Percentage of new students completing orientation</p>		<p>2014: 58%; 2015: 72%</p>	<p>95%</p>	
<p>Measure 2.6.5: Percentage of new students creating an academic plan</p>		<p>2014: 66%; 2015: 77%</p>	<p>95%</p>	

Goal	Objective	Measure	Baseline Data	Target
	Objective 7: We will increase student persistence and successful course completion through effective practices in the classroom and through student services.	Measure 2.7.1: Persistence rate, Fall to Spring	2014: 88%; 2015: 89%	90%
		Measure 2.7.2: Persistence rate, Fall to Fall	2011: 74%; 2012-2015: 75%	76%
		Measure 2.7.3: Persistence rate, three consecutive terms	LACCD (State): 2014: 66% (72%); 2015: 72% (73%); 2016: 76% (76%)	Exceed statewide performance
		Measure 2.7.4: Percentage of new, first-time students successfully completing at least one English and math class in their first year	2014: 24%; 2015: 26%	29%
		Measure 2.7.5: Successful course completion rates	2014: 65.7%; 2015: 65.8%	Exceed statewide performance

Need to add Goals 3, 4, and 5.



Los Angeles Community College District

District Planning Committee Self-Evaluation Survey, 2017

The DPC self-evaluation process is a collective, introspective, and comprehensive reflection by our committee members. It is our hope that by asking specific questions, we can find way for enhance the effectiveness of the DPC.

How well did the DPC do in fulfilling its charges?

Did not complete Very Poor Poor Fair Good Very Good

- The DPC assessed the effectiveness of the District Strategic Plan.
- The DPC formulated and revised the District Strategic Plan.
- The DPC facilitated sharing effective practices related to institutional effectiveness and planning.
- The DPC provided consultation to the colleges in how to align the District and College Strategic Plans.

How well did the DPC do in adhering to its values?

Not At All Slightly Moderately Very Excellent

- The DPC was comprised of a representatives from throughout the District who cared about the welfare and future of the LACCD.
- The DPC was able to identify and consult with other people, offices, or committees inside and outside the organization in order to make data-driven decisions.
- The level of communication between the DPC and relevant parties was appropriate (i.e., the Vice President Councils, District Academic Senate, District Research Committee, District Budget Committee, Technology Planning and Policy Committee).
- The DPC was able to seek creative solutions within the DSP that addressed barriers for our students.
- The DSP included defined metrics and targets.

In general, to what extent do you agree with each statement about our committee members?

Strongly Disagree Disagree Neutral Agree Strongly Agree

- All committee members understand the goals and purpose of our committee.
- Our membership represents the talent and skill set required to fulfill the goals and purpose of the committee.
- Our members treat each other with respect and courtesy.
- Attendance at our meetings is consistent and members arrive on time.
- Our members come to meetings prepared and ready to contribute.
- As a general rule, when I speak I feel listened to and that my comments are valued.

In general, to what extent do you agree with each statement about our committee meetings?

Strongly Disagree Disagree Neutral Agree Strongly Agree

- Our meetings are held regularly and with appropriate frequency.
- We receive the meeting agenda and materials in advance of the meeting to allow for appropriate review and preparation.
- The minutes of our meetings are accurate and reflect the discussion, next steps, and/or action items articulated by the members.
- The DPC used their meeting time well. Issues get the time and attention proportionate to their importance.
- The DPC had the ability to handle conflict constructively.
- The length of our meetings is appropriate and respectful of the agenda.
- The DPC Website is maintained with accurate and up-to-date information.

What Obstacles or Problems Have Hindered Committee Function?

[Open-ended Response]

What Changes Should be Made in Committee Composition, Function, or Charge to Enhance its Effectiveness?

[Open-ended Response]

What Additional Goals Should the Committee Establish for the Coming Year?

[Open-ended Response]

What I like the most about our meetings?

[Open-ended Response]

District Planning Committee (DPC) Charter

Description	Addresses issues related to district-wide planning, institutional effectiveness, and accountability
Committee Charge	The DPC serves as the central committee focused on the development, implementation and evaluation of the District Strategic Plan. The committee also coordinates District and college planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitate the sharing of institutional best practices.
Reports To	Chancellor's Cabinet
Consults With	Vice President Councils, District Academic Senate, District Research Committee, District Budget Committee, Technology Planning and Policy Committee
Meets	4th Friday of the month, 12:30-2:30 p.m.
Chair(s)	Maury Pearl, Associate Vice Chancellor, Institutional Effectiveness Dr. Angela Echeverri, LACCD Academic Senate
Membership	

Chair: Representative of the Division of Educational Planning and Institutional Effectiveness

Co-Chair: Representative of the District Academic Senate

Ex Officio: Vice Chancellor of Educational Programs and Institutional Effectiveness (non-voting)

- Presidents' Representative (or designee)
- 9 Administrative Representatives (selected by college president)
- 9 Academic Senate Representatives (one per college)
- 1 Student Representative (Selected by SAC)
- 2 Classified Staff Representatives (1 AFT 1521A Staff Guild, 1 Other Classified)
- Teamsters Representative
- 1 AFT 1521 Faculty Guild Representative

26 Voting Members

Annual Evaluation: September