



# Institutional Effectiveness Report to the Board of Trustees

November 20, 2013

## Executive Summary

LAMC serves approximately 10,000 students each semester with 74% part time and 26% full time. Serving Northeast San Fernando Valley, LAMC has a diverse campus with 74% Hispanic/Latino, 12% White, 3% Black, 6% Asian, and 5% other. It is the youngest of the nine campuses established in 1975 as satellites in various locations and uniting in Sylmar in 1991 on 22 acres which later became 33 acres in 2007. It offers transfer to four-year institutions, CTE programs, most notably Culinary Arts, Child Development and Media Arts, as well as basic skills and ESL instruction. At its recent 2013 College Council retreat, LAMC revised its Strategic Master Plan Goals such that they are in alignment with the 2012-2017 District Strategic Plan (DSP), and as such, we expect to see improvement in the DSP metrics across the board in the coming years.

### Access and Preparation for Success

LAMC is on par with DSP Goal 1 performance measures and is significantly higher on percent of new students completing English and math assessments in their first term or before. LAMC aims to increase its effectiveness in access and preparation by expanding outreach, early assessment, K-12 counseling, collaborative remediation instruction and services, summer bridge programs, and by offering more courses for the spring of 2014. A “Fall Kick-Off” event was held for the first time as part of our Achieving the Dream (AtD) efforts, where nearly 400 new and continuing students participated in a day-long orientation that included campus tours, a visit to the Learning Resource Center, information stations for academic programs and student clubs, and financial aid, student success, and transfer workshops.

### Teaching and Learning for Success

LAMC is above the district average on the performance measures related to active learning, self-efficacy/self-directed learning, and use of technology; however, LAMC needs to step up its efforts in other measures for Goal 2. The Fall Kick-Off was a good first step to increase student engagement, but as the youngest college in the district, LAMC needs to expand athletics, visual and performing arts, and student activities to increase engagement. We found that students age 35 and older and those receiving Pell grants were far more likely to complete 30 and 60 units in three years. LAMC plans to encourage more students, particularly under 35 years of age, to apply for Pell grants. Also, course offerings in English and math will be increased so students will be able to complete the English and math milestones and their degree and transfer requirements more expeditiously. Another challenge is that students come to LAMC underprepared in English and math - 83% of LAMC students place into courses below college-level English and 90% place below college level math. The AtD English pilot program in which students enroll concurrently in English 21 and English 28 or English 28 and English 101 as well as the Math ATD intervention in which Math 115 and 125 are scheduled in two-semester sequences are proving to lead to significantly higher student success and retention rates, which ultimately will help increase degree and transfer completion rates as well. Furthermore, online preparation materials for the placement assessments, concurrent enrollment, expanded tutoring offerings, high school outreach for juniors to remediate, mandatory orientation prior to assessment, and increased counseling of students close to completion are strategies that have proven to be effective. It is promising that, due in large part to increased counseling of students with high unit accumulation, LAMC has seen large increases in the number of degrees and certificates awarded in 2012-2013 compared to 2011-2012 (39% increase in degree and 49% increase in certificates), increases that should be reflected in the Goal 2 DSP outcomes (which are based on cohorts) in the future.

### Institutional Efficiency

LAMC has the highest average class size in the district but higher annual cost/FTES than the district average, although it is on par with the other smaller colleges in the district. LAMC has the second lowest instructional cost/FTES (\$2,590 in 2012-2013) in the district in the past three years but lacks the economies of scale (e.g., no central plant) of larger colleges, resulting in the baseline of cost/FTES to be higher than the district average. It is expected that costs will be significantly reduced with the establishment of a central plant and other facility efficiencies in the coming years.



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## I. Alignment of College and District Strategic Plans

Los Angeles Mission College (LAMC) recently revised its Strategic Master Plan during a two-part College Council Retreat (on August 20<sup>th</sup> and September 6<sup>th</sup>, 2013). At the retreat, the LACCD 2012-2017 District Strategic Plan (DSP) was presented as were the data concerning LAMC’s performance on the DSP metrics. College Council members then considered the alignment of LAMC’s Strategic Master Plan to the 2012-2017 DSP and to the College’s other planning documents. What resulted from the retreat were a revised set of Strategic Goals for the College, such that they are now in complete alignment with the 2012-2017 DSP (as shown below) and with the other College plans. Given LAMC’s renewed focus on, and commitment to, these strategic priorities and outcomes, we expect to see improvement in the DSP metrics across the board in the coming years.

District Strategic Plan Goal	College Strategic Plan Goal
<b>Goal 1: Access and Preparation for Success</b> – <i>Improve equitable access; help students attain important early educational momentum points.</i>	<b>Goal 1: Expand access to educational programs and services and prepare students for success.</b>
<b>Goal 2: Teaching and Learning for Success</b> – <i>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.</i>	<b>Goal 3: Improve quality of educational programs and services so as to increase students’ success in attaining their educational goals.</b>
	<b>Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.</b>
<b>Goal 3: Organizational Effectiveness</b> – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	<b>Goal 2: Strengthen institutional effectiveness through a culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality.</b>
	<b>Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.</b>
<b>Goal 4: Resources and Collaboration</b> – <i>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.</i>	<b>Goal 4: Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.</b>
	<b>Goal 6: Increase community engagement and expand business, community, and civic partnerships.</b>



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**II. Goal #1- Comparison of College to District**

<b>Goal # 1- Access and Preparation for Success</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2011 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<b><u>Objective 1.</u> Ensure equitable access to education</b>						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	53%	72%	69%	71%	30%	29%
<b><u>Objective 2.</u> Increase the percentage of new students who complete the matriculation process</b>						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	74%	73%	76%	64%	3%	-2%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	75%	74%	77%	70%	2%	1%
<b><u>Objective 3.</u> Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.</b>						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	18%	19%	15%	16%	-16%	-11%
<i>3.2 Persistence - Fall to Spring</i>	84%	83%	84%	87%	0%	2%
<i>3.2 Persistence - Fall to Fall</i>	73%	70%	75%	75%	2%	4%



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<b>Goal # 1- Analysis and Response</b>				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<b>Measure 1.1.2:</b> <i>Percentage of eligible students receiving Pell Grants</i>	<b>On par with District</b> – <i>College Baseline/3-Year Change similar to the District</i>	<ul style="list-style-type: none"> <li>84% of Financial Aid eligible students received some form of aid when also considering BOG fee waivers.</li> </ul>	<ul style="list-style-type: none"> <li>More Financial Aid workshops before the start of the semester (e.g., at the Fall Kickoff).</li> <li>Other Financial Aid outreach efforts.</li> </ul>	2% increase over 2 years
<b>Measure 1.2.1:</b> <i>Percentage of new students completing English assessment and percentage of new students completing Math assessment in the first term or before</i>	<b>Strength</b> – <i>LAMC is 12% higher than the District average on English assessments and 7% higher than the District average on Math assessments</i>	<ul style="list-style-type: none"> <li>English and Math prerequisites are enforced at LAMC, so students must assess in order to enroll in the English and Math sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing outreach efforts to assess high school juniors and seniors at their high schools.</li> <li>Other Matriculation-related improvement plans:               <ul style="list-style-type: none"> <li>Will be looking into adding orientation and educational planning to high school outreach activities.</li> <li>Will be offering orientation completely online.</li> <li>Will be devoting additional counselor positions to creating educational plans.</li> <li>AtD initiatives in Counseling include an online counseling option and block schedule drop-in counseling.</li> </ul> </li> </ul>	Increase both measures to 80% (i.e., a 4% increase in English assessments and a 3% increase in Math assessments) over 2 years
<b>Measure 1.3.1:</b> <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	<b>On par with District</b> – <i>College Baseline similar to that of the District and 3-Year Change is in same direction as that of the District</i>	<ul style="list-style-type: none"> <li>Many of LAMC's students place into pre-English levels on the English assessment (i.e., into Dev. Comm. or ESL courses) and take these courses in their first year, but these subjects were not included in the calculation of this metric.</li> <li>11% cut in English and Math sections between the 2010 and 2011 academic years due to budget cuts (helps explain</li> </ul>	<ul style="list-style-type: none"> <li>Increasing high school outreach efforts to juniors so they can work on remedial coursework prior to coming to college and will be ready for higher levels of English and Math when they start at LAMC.</li> <li>Adding back sections of English and Math.</li> <li>Interventions (AtD and Basic Skills Initiative) to increase student success in English and Math classes.</li> <li>Exploring working with high schools to offer</li> </ul>	2% increase over 2 years



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Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
		<p><i>decline between those cohorts).</i></p> <ul style="list-style-type: none"> <li><i>District's registration priority changed to be based on District-wide units starting in fall 2011, displacing some new students from courses because continuing students from around the District were taking up spots. Thus more students were competing for fewer classes, and new students had the lowest priority.</i></li> </ul>	<p><i>summer bridge programs.</i></p>	
<p><b>Measure 1.3.2:</b>  <i>Persistence – Fall-to-Spring &amp; Fall-to-Fall</i></p>	<p><b>On par with District –</b>  <i>College Baselines similar to those of the District and 3-Year Changes are in same direction as those of the District</i></p>	<p><i>In terms of Fall-to-Spring Persistence:</i></p> <ul style="list-style-type: none"> <li><i>LAMC has traditionally offered a smaller schedule in the Spring semester compared to the Fall semester.</i></li> <li><i>Spring course offerings have declined over the past 3 years (due to budget).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Increased Spring 2014 course offerings.</i></li> <li><i>There will be continued efforts to add more courses back to Spring semesters.</i></li> <li><i>First annual Fall Kickoff this year for new and returning students to increase students':</i> <ul style="list-style-type: none"> <li><i>Preparedness</i></li> <li><i>Sense of connection to LAMC community</i></li> <li><i>Awareness of available resources at LAMC</i></li> </ul> </li> <li><i>Planning to increase Personal Development course offerings for at-risk students.</i></li> <li><i>Exploring alternative methods of delivering credit ESL courses to help increase persistence.</i></li> <li><i>Offering accelerated course sequences to encourage students to keep enrolling.</i></li> </ul>	<p><b>Fall-to-Spring:</b>  <i>3% increase over 2 years</i></p> <p><b>Fall-to-Fall:</b>  <i>2% increase over 2 years</i></p>



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### III. Goal #2- Comparison of College to District

<b>Goal #2- Teaching and Learning for Success</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2012 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<b><u>Objective 1. Provide a learner-centered learning environment</u></b>						
<i>1.1 Measure of active learning/project learning</i>			64%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			16%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			69%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			76%	71%	NA	NA
<b><u>Objective 2. Improve student outcomes*</u></b>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	56%	55%	55%	61%	-1%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	25%	24%	23%	28%	-6%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	22%	23%	21%	23%	-6%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	30%	33%	31%	33%	6%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	15%	12%	11%	14%	-31%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	30%	30%	27%	35%	-12%	-2%

\*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.

### **Goal #2- Analysis and Response**

<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 2.1.1:</b> <i>Measure of active learning/project</i>	<b>Strength</b> – <i>Slightly above District average on active</i>	<ul style="list-style-type: none"> <li><i>Faculty embrace student-centered teaching methods.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Establishing “The Eagle’s Nest” (a faculty professional development center).</i></li> </ul>	<i>2% increase over 2 years for both measures</i>



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## Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>learning; Measure of self- efficacy/self- directed learning</i>	<i>learning/project learning and self- efficacy/self- directed learning</i>			
<b>Measure 2.1.1:</b> <i>Measure of student engagement in and out of class</i>	<b>Weakness</b> – <i>Below District average on student engagement in and out of class</i>	<ul style="list-style-type: none"> <li>• <i>Lack of athletics programs, athletics facilities, and fields.</i></li> <li>• <i>Lack of theater arts program/facilities.</i></li> <li>• <i>LAMC was not built out previously (it's the youngest college in the District); however, it now has (or will soon have) the buildings to house these programs.</i></li> <li>• <i>74% of LAMC students are part-time students (slightly higher than the District average), and therefore less likely to be engaged in campus activities (e.g., due to work and other responsibilities).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Expect to see more student engagement with the campus with the opening of the Media Arts Center.</i></li> <li>• <i>In addition to LAMC's new buildings, LAMC is planning to expand athletics by securing fields.</i></li> <li>• <i>Expect to see increases in student engagement due to events like the Fall Kickoff.</i></li> <li>• <i>Increasing opportunities for student involvement in the community.</i></li> <li>• <i>Exploring implementation of service learning opportunities.</i></li> <li>• <i>Expanding tutoring offerings.</i></li> </ul>	<i>2% increase over 2 years</i>
<b>Measure 2.1.3:</b> <i>Measure of how technology is being used to improve student learning and engagement</i>	<b>Strength</b> – <i>LAMC is 5% higher than the District average (and had the highest ratings in the District for this metric)</i>	<ul style="list-style-type: none"> <li>• <i>Providing user-friendly and innovative technology has always been a focus of LAMC and is its own goal in the LAMC Strategic Plan.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>LAMC IT Department is establishing a process for identifying the need for new technology and evaluating emerging technologies that may be of benefit to the college.</i></li> <li>• <i>Increasing professional development opportunities in the use of technology for teaching and learning.</i></li> </ul>	<i>4% increase over 2 years</i>
<b>Measure 2.2.1</b> <i>Percentage of new student cohort completing 30 units in 3 years and completing 60 units in 3 years</i>	<b>Weakness</b> – <i>LAMC is below the District average on these outcomes by 6% and 5%, respectively</i>	<ul style="list-style-type: none"> <li>• <i>Disaggregated 30 and 60 units completion data show that students age 35 and older and/or students receiving Pell Grants were far more likely to attain these unit thresholds within 3 years than younger students or students receiving no Financial Aid/just receiving a BOG</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Encourage students to apply for Pell Grants.</i></li> <li>• <i>Restoration of course offerings of courses that had been cut (due to budget cuts) should help students get the courses/units they need.</i></li> <li>• <i>The efforts described for measure 1.3.2 above to increase student persistence should contribute to increases in these metrics as well.</i></li> </ul>	<i>5% increase over 5 years for both measures</i>



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## Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
		<i>waiver.</i>		
<b>Measure 2.2.2</b> <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i>	<b>Weakness – LAMC</b> <i>is below the District average on both of these outcomes by 2%</i>	<ul style="list-style-type: none"> <li>• <i>83% of LAMC students place into courses that are below college-level English and 90% place into courses that are below college-level Math, resulting in long course sequences to take before getting to English 101 and Math 125.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>English and Math AtD/Basic Skills Initiative interventions are helping students progress through the English and Math sequences, which will ultimately help increase degree and transfer completion rates as well:</i> <ul style="list-style-type: none"> <li>○ <i>English Pilot Program: Students concurrently enroll in English 21 &amp; 28 or English 28 &amp; 101 in one semester (there is coordinated content/a single instructor for the courses).</i></li> <li>○ <i>Math 115 and 125 are scheduled in two-semester sequences: instructors teach at the same time/days and use the same book for both semesters.</i></li> <li>○ <i>The English and Math Departments have developed online preparation materials for their assessment exams that should help place students more accurately so they will not have to take unnecessary courses.</i></li> </ul> </li> <li>• <i>Increasing high school outreach efforts to juniors so they can work on remedial coursework prior to coming to LAMC.</i></li> <li>• <i>Looking into having mandatory orientation prior to assessment that stresses the importance of assessment placement.</i></li> </ul>	<i>2% increase over 3 years for both measures</i>
<b>Measure 2.2.3</b> <i>Completion rate (i.e., certificate, degree, or transfer) in 3</i>	<b>Weakness – LAMC</b> <i>is below the District average on these outcomes by 3% and 8%,</i>	<ul style="list-style-type: none"> <li>• <i>Cuts in course offerings due to budget cuts (a District-wide occurrence) from about 2008 to 2011-2012 made it more difficult for students to complete their certificate, degree, and/or transfer</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offering more sections now so students can complete their degrees/certificates/transfer requirements more quickly.</i></li> <li>• <i>Due in large part to Counseling's push to identify and counsel students who had</i></li> </ul>	<i>3% increase over 3 years for both measures</i>



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## Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
years and in 6 years	respectively	<p>requirements.</p> <ul style="list-style-type: none"> <li>• The completion rate as calculated in the District Strategic Plan metric includes Skills Certificates (locally-approved, but not state-approved, certificates), but in fall 2009, LAMC stopped recording/reporting Skills Certificates (even though they were/are still being awarded).</li> <li>• When looking at the disaggregated data for completion rate, students under age 25 were more likely to complete within 3 years than students over age 25.</li> <li>• Students transferring contributed the most to LAMC's completion rates, followed by the number of students getting degrees (certificates made only a very small contribution to completion rates).</li> </ul>	<p>accumulated 50+ units, LAMC had a 39% increase in the number of degrees awarded in 2012-2013 compared to 2011-2012, a 49% increase in the number of certificates, and a 12% increase in the number of transfers. These increases in degrees/certificates/transfers should be reflected in the 2.2.3 District Strategic Plan outcomes (which are based on cohorts) in the coming years.</p> <ul style="list-style-type: none"> <li>• Start recording/reporting Skills Certificates.</li> <li>• While older students (age 35+) are earning units at higher rates than younger students, they are less likely to complete (degrees/certificates/transfer) – this could be because they have different educational goals than younger students, but older students who qualify should be encouraged to apply for the credentials that they have earned.</li> <li>• Identify and encourage students who are transferring (or who have already transferred) to also apply for their Associate Degrees.</li> <li>• Advise students on the benefits of an Associate degree (e.g., better earnings).</li> <li>• Will continue to identify and encourage students close to attaining a degree/certificate to complete.</li> </ul>	



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### IV. Institutional Efficiency- Comparison of College to District

<b>Institutional Efficiency</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2012 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<i>Average Class Size in Credit Classes</i>	43.1	43.5	42.6	39.9	-1%	-3%
<i>Cost/FTES (annual)</i>	\$3,812	\$4,127	\$4,501	\$4,148	18%	8%

<b>Institutional Efficiency- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<i>Average class size in credit classes</i>	<b>Strength</b> – LAMC is the highest in the District (currently and historically)	<ul style="list-style-type: none"> <li>LAMC carries out effective scheduling practices.</li> </ul>	<ul style="list-style-type: none"> <li>Electronic forum by which members of the campus community can share their ideas for increasing student enrollment and retention.</li> </ul>	Maintain efficiency without compromising quality of instruction
<i>Cost/FTES (annual)</i>	<b>Slight Weakness</b> – LAMC has a higher annual cost/FTES than the District average, but is on par with the other smaller colleges	<ul style="list-style-type: none"> <li>LAMC actually had the second lowest instructional cost/FTES in the District for the past 3 years, but lacks the economies of scale of the larger colleges.</li> </ul>	<ul style="list-style-type: none"> <li>An area where LAMC can reduce costs is in maintenance and operations, and costs will be significantly reduced with the central plant and other facility efficiencies.</li> </ul>	M&O costs will be reduced by \$300,000/yr (or approximately \$51/FTES) due to the central plant



## **Institutional Effectiveness Report to the Board of Trustees**

**November 20, 2013**

### **Executive Summary**

Los Angeles Pierce College is dedicated to equitable access, success, and efficiency. Matriculation is an area of emphasis, and will have continued support with the development of a new services designed to meet the requirements of the Student Success Support Plan (SSSP). Students at Pierce College are able to complete units, complete necessary English and Math courses for degree and transfer, and earn awards or transfer at comparatively high rates. Additionally, Pierce College has strived to remain an efficiently run organization by implementing careful enrollment management practices.

#### **Access and Preparation for Success**

Pierce College was an early adopter of the principles of Student Success and has demonstrated clear support for student access and attainment of early educational momentum points. This dialogue is ongoing, and transitioning to place more emphasis on completion of degrees and certificates. External economic conditions and an increase in student fees resulted in a dramatic increase in applications for financial aid; Pierce continued outreach efforts at the feeder high schools as well as on campus.

Assessment in English and Math increased for new students. In response, pilot assessment preparation programs, and Learning Communities have been designed by the faculty to support students through developmental and college-level English and Math courses. Summer Bridge is available to incoming high school students in developmental English. Pierce also showed an increase in students persisting to subsequent semesters, a trend the college intends to continue through annual GO Days Orientation and a Completion Campaign, both of which are Achieving the Dream strategies.

#### **Teaching and Learning for Success**

Student outcomes at Pierce tend to be higher than the District average in all areas. While the completion rate over the last three years fell across the district, the decline at Pierce was not as steep. The baseline data for this measure was the Fall 2009 cohort; these students, who attended through 2012, suffered through the recent workload reductions, which resulted in fewer sections/opportunities to complete in a timely way. With the revision of the college's Strategic Plan, which is currently underway, and the implementation of regulations related to SB 1456, SB 1440, and SB 440, the College expects to see an increase in these rates. Building projects on campus have supported success, including the recent opening of the new Library and Learning Crossroads that created expanded space for the Center of Academic Success. Students' use of college online resources is high and Pierce created additional resources such as the Online Writing Lab (OWL). We continue to make investments in classroom technology, and have won two consecutive Title V Grants focused on improving access through Distance Education. The college is working to further improve access to technology through the Technology Master Plan, due to be written in spring 2014.

#### **Institutional Efficiency**

Due to workload reductions in the 2011-2012 year, efficiency was high in both average class size and cost per FTES. However, data from fall 2013 shows that an increase in offerings has led to a decline in average class size. This is a concern which the College is taking steps to address. The College will continue to analyze enrollment trends and respond with improved scheduling. We are adding a Winter session of approximately 80 sections of high demand/high enrollment courses, will increase the number and type of evening sections offered (the College is still 24% below Fall 2008 levels), and restore an active college marketing campaign to attract students we may have lost over the prior three years.

**I. Alignment of College and District Strategic Plans**

Currently, the overarching college planning document at Los Angeles Pierce College is the Educational Master Plan, written and approved in December of 2011. We have aligned the Educational Master Plan Goals to the District Strategic Plan, which was approved in February 2013. Pierce College is currently reviewing and revising its integrated planning model in response to an ACCJC accreditation recommendation. Using the college participatory governance process, the College has agreed to have a Strategic Master Plan as the top planning document. The new Pierce College Strategic Master Plan is being drafted during the fall 2013 semester; it will be fully aligned with the District Strategic Plan. It is anticipated that the new Strategic Master Plan will be submitted to the Board of Trustees for approval in February of 2014.

District Strategic Plan Goal	College Strategic Plan Goal
<b>Goal 1:</b> <i>Access and Preparation for Success – Improve equitable access; help students attain important early educational momentum points.</i>	<b>Goal 2:</b> <i>Student Readiness/Success – Pierce College will increase opportunities for student access, readiness, retention, and success.</i> <b>Goal 3:</b> <i>Cultural and Pedagogical Diversity – Pierce College will enhance the learning environment to be culturally and pedagogically diverse.</i>
<b>Goal 2:</b> <i>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.</i>	<b>Goal 1:</b> <i>Excellent Programs – Pierce College will offer excellent, responsive instructional programs to facilitate and improve student learning.</i> <b>Goal 2:</b> <i>Student Readiness/Success – Pierce College will increase opportunities for student access, readiness, retention, and success.</i> <b>Goal 4:</b> <i>Effective use of Technology – Pierce College will expand the effective use of technology in all areas of the college.</i>
<b>Goal 3:</b> <i>Organizational Effectiveness – Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	<b>Goal 7:</b> <i>Effective Governance – Pierce College will continually refine both its governance and decision processes and its interaction with the district to increase effectiveness and inclusion.</i>
<b>Goal 4:</b> <i>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.</i>	<b>Goal 5:</b> <i>Enhance Community Relations – Pierce College will enhance its relationships with the community at large.</i> <b>Goal 6:</b> <i>Fiscal Stability – Pierce College will establish and maintain fiscal stability.</i>

**II. Goal #1- Comparison of College to District**

<b>Goal #1- Access and Preparation for Success</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2011 District</b>	<b>3 yr Change College</b>	<b>3 yr Change District</b>
<b>Objective 1. <u>Ensure equitable access to education</u></b> 1.2 <i>Percentage of eligible students receiving Pell Grant</i>	61%	83%	82%	71%	34%	29%
<b>Objective 2. <u>Increase the percentage of new students who complete the matriculation process</u></b> 2.1 <i>Percentage of new students completing English assessment in the first term or before</i> 2.1 <i>Percentage of new students completing Math assessment in the first term or before</i>	65% 66%	69% 71%	74% 75%	64% 70%	14% 13%	-2% 1%
<b>Objective 3. <u>Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.</u></b> 3.1 <i>Percentage of new students successfully completing at least one English and Math class in their first year</i> 3.2 <i>Persistence - Fall to Spring</i> 3.2 <i>Persistence - Fall to Fall</i>	22% 87% 76%	27% 88% 78%	23% 90% 79%	16% 87% 75%	4% 4% 4%	-11% 2% 4%

<b>Goal #1- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 1.1.2:</b> <i>Percentage of eligible students receiving Pell Grants</i>	<b>Strength</b>	<i>External economic factors led to a dramatic increase in applications for Financial Aid, a trend seen nationally. Increase in student fees led to an increase in</i>	<ul style="list-style-type: none"> <li><i>Continue to perform outreach in the high schools and in our classrooms.</i></li> <li><i>Send emails to students about Financial Aid.</i></li> </ul>	<i>Ongoing. Continue to provide access to Financial Aid</i>

<b>Goal #1- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
		<i>applications for Financial Aid. Outreach teams helped students apply at high schools and provided Financial Aid information at campus classroom visits.</i>	<ul style="list-style-type: none"> <li>• <i>Continue to run Financial Aid Awareness Month activities.</i></li> </ul>	
<b>Measure 1.2.1:</b> <i>Percentage of new students completing English assessment and percentage of new students completing Math assessment in the first term or before</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li>• <i>Pierce College was an early adopter of the principles of Student Success. Beginning in 2006, faculty and staff developed interventions to improve student success. This dialogue is ongoing, and transitioning to place more emphasis on completion of degrees and certificates.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>English faculty are developing an assessment prep program.</i></li> <li>• <i>Math faculty have developed an assessment prep program - 'Math Jam'.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Assessment prep program will be piloted in Spring 2014.</i></li> <li>• <i>Piloted Spring 2013, expect to have more students assessing and placing higher</i></li> </ul>
<b>Measure 1.3.1:</b> <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	<b>Strength</b>		<ul style="list-style-type: none"> <li>• <i>Continue learning communities (Summer Bridge for English and ASAP for Math).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ongoing. As resources become available growth in programs is planned.</i></li> </ul>
<b>Measure 1.3.2:</b> <i>Persistence – Fall-to-Spring &amp; Fall-to-Fall</i>	<b>Strength</b>		<ul style="list-style-type: none"> <li>• <i>GO Days Orientation</i></li> <li>• <i>Marketing completion campaign</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Annual Go Days prior to Fall semester beginning in Fall 2012</i></li> <li>• <i>Completion Campaign is being launched in Fall 2013</i></li> </ul>

**III. Goal #2- Comparison of College to District**

<b>Goal #2- Teaching and Learning for Success</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2012 District</b>	<b>3 yr change College</b>	<b>3 year change District</b>
<b><u>Objective 1. Provide a learner-centered learning environment</u></b>						
<i>1.1 Measure of active learning/project learning</i>			61%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			24%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			64%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			73%	71%	NA	NA
<b><u>Objective 2. Improve student outcomes*</u></b>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	66%	66%	68%	61%	2%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	33%	34%	34%	28%	4%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	33%	32%	34%	23%	4%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	39%	40%	44%	33%	14%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	22%	22%	21%	14%	-6%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	45%	46%	46%	35%	1%	-2%

\*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.

<b>Goal #2- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 2.1.1:</b> <i>Measure of active learning/project learning;</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li><i>The College’s recommendation from the ACCJC related to authentic assessment is a catalyst for improving in this area.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Review and revise current SLOs and assessment mechanisms to ensure active learning and applied knowledge and skills are examined.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Increase active learning to ensure improved responses on surveys Fall 2014.</i></li> </ul>
<b>Measure 2.1.1:</b> <i>Measure of student engagement in and out of class</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li><i>While this is reflected statistically as an area of strength, overall the College community believes it can do more in this area.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Center for Academic Success has a new space with room to hire more tutors</i></li> <li><i>The ASO has new leadership to help ensure their involvement on campus</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Student Engagement will be included in the objectives of the revised Strategic Plan Fall 2013</i></li> </ul>
<b>Measure 2.1.1:</b> <i>Measure of self-efficacy/self-directed learning;</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li><i>Data suggest student success and completion is improved through goal-setting and clear academic pathways.</i></li> <li><i>Recent legislation will move the College completion agenda forward on these goals.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Implementation of SB 1456; SB 1440; and SB 440</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Increase self-efficacy to ensure improved responses on surveys Fall 2014</i></li> <li><i>Approve Transfer Model Curriculum (TMC) degrees by Fall 2015.</i></li> <li><i>Approve TMCs in areas of emphasis by Fall 2016.</i></li> </ul>

<b>Goal #2- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 2.1.3:</b> <i>Measure of how technology is being used to improve student learning and engagement</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li><i>The College was an early adopter of the online application.</i></li> <li><i>Online writing laboratory.</i></li> <li><i>Consistent investments through the bond program in classroom technology.</i></li> <li><i>Two consecutive Title V Grants focused on improving access through Distance Education.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Improved access to technology will be an essential feature of the next Technology Master Plan, which will be written in Spring 2014.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Ongoing. Next Technology Master Plan due by Fall 2014</i></li> </ul>
<b>Measure 2.2.1</b> <i>Percentage of new student cohort completing 30 units in 3 years</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li><i>While gains are lower than the District average, the baseline measurement for Pierce College is already 7% higher than the District average.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The college is currently restructuring the planning on campus to have the Strategic Plan be the guiding plan for the campus</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Strategic Plan is being revised in Fall 2013, and will be a four-year plan.</i></li> </ul>
<b>Measure 2.2.1</b> <i>Percentage of new student cohort completing 60 units in 3 years</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li><i>As a result of the early adoption of student success principles, students are able to attain early educational momentum points.</i></li> <li><i>Early completion of math and English encourages persistence and completion.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>These objectives and measures will be central in the new Strategic Plan</i></li> <li><i>One of the goals in the new strategic Plan is “Engaging the Completion Agenda.”</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Approve Transfer Model Curriculum (TMC) degrees by Fall 2015.</i></li> <li><i>Approve TMCs in areas of emphasis by Fall 2016.</i></li> </ul>
<b>Measure 2.2.2</b> <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li><i>Careful scheduling &amp; enrollment management</i></li> <li><i>Learning communities (Summer Bridge &amp; ASAP) are designed to get students ‘to and through’ these courses</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The implementation of regulations related to SB 1456, SB 1440, and SB 440 should impact these data significantly.</i></li> </ul>	

<b>Goal #2- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 2.2.2</b> <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	<b>Strength</b>			
<b>Measure 2.2.3</b> <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li>Baseline data for this measure is the Fall 2009 cohort. These students attending through 2012 suffered through the recent workload reductions, which resulted in fewer sections/ opportunities to complete in a timely way.</li> </ul>		
<b>Measure 2.2.3</b> <i>Completion rate (i.e., certificate, degree, or transfer) in 6 years</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li>Baseline data for this cohort is Fall 2006. This cohort was further along in completing their programs and had earlier registration dates; thus, the workload reductions impacted them less than the Fall 2009 cohort.</li> </ul>		

**IV. Institutional Efficiency- Comparison of College to District**

<b>Institutional Efficiency</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2012 District</b>	<b>3 yr change College</b>	<b>3 yr change District</b>
<i>Average Class Size in Credit Classes</i>	41.3	41.2	41.8	39.9	1%	-3%
<i>Cost/FTES (annual)</i>	\$3,933	\$4,103	\$3,946	\$4,148	0%	8%

<b>Institutional Efficiency- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<i>Average class size in credit classes</i>	<b>Strength</b>	<ul style="list-style-type: none"> <li>Due to workload reductions, efficiency was high in both measures.</li> <li>Examination of data from Fall 2013 shows a decline in average class size due to increased offerings (93 sections). This is a concern and the College is taking steps to address the decrease in efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to analyze enrollment trends and effective scheduling models.</li> <li>Add winter session of approximately 80 sections of high demand, high enrollment courses.</li> <li>Increase the number and type of evening sections offered (still 24% below fall 2008 levels)</li> <li>Restore an active college marketing campaign to attract students we may have lost over the prior three years.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to meet FTES base</li> <li>Ensure access to essential courses</li> <li>Maintain/increase efficiency</li> <li>Add Winter 2014 session</li> <li>Add courses in the evening in Spring 2014</li> <li>Launch marketing campaign in Fall 2013</li> </ul>
<i>Cost/FTES (annual)</i>	<b>Strength</b>			



## **Institutional Effectiveness Report to the Board of Trustees**

**November 20, 2013**

### **Executive Summary**

*LACC has much work to do to regain its place as a high performing educational institution. In the coming year, our efforts will focus on improving student completion rates by increasing the number of degrees and certificates awarded and the number of transfers. The college will take a multi-pronged approach to this effort that will include not only classroom interventions but also changes in operations, policy and procedures to facilitate the success of our students in achieving their educational goals.*

### **Access and Preparation for Success**

City's performance on Access has been mixed. For most measures in this area, City's performance has been improving and is now at or very near the District baseline. The primary weakness in this area is in matriculation, and specifically in the area of assessment where the college has fallen below the District baseline over the last three years. This issue will be addressed through the college's efforts to meet SB 1456 requirements as well as the Matriculation Optimization Initiative, which is part of the college's overall ATD effort.

### **Teaching and Learning for Success**

It is clear to the college that Success is the most important goal for improving student outcomes. In particular, the college is focusing on student completion rates. City's performance on three- and six-year completion rates has been declining over the last three years and is well below the District baseline. The college is undertaking the following activities to address these declines:

- The college's governance and planning structure has been reformed to focus all institutional goals and activities on student success.
- The new college Mission Statement and Strategic Plan reflect City's focus on increasing student completion rates.
- The college's redesigned Comprehensive Program Review process has identified areas for improvement at the program level, and units have generated improvement plans for increasing student success.
- The Achieving the Dream effort is providing a framework for analyzing and redesigning the success pipeline through the college's new COMPASS committee.
- Several ATD interventions have been initiated to enhance student success rates, including:
  - A pilot First-Year Experience program involving more than 500 students;
  - A K-12 Partnership Program, currently being piloted with Hollywood High School;
  - The FTLACC Faculty Development Program, engaging 25-100+ new and senior faculty;
  - The LACC College Book Program, designed to engage 1,000+ students, faculty, & staff

### **Institutional Efficiency**

The College will continue to analyze enrollment trends and respond with effective scheduling. We are also adding a winter intersession with approximately 160 sections of high demand/high enrollment basic skills and transfer courses that we expect will help to increase efficiency and average class size. In addition, we are actively pursuing an imaging building college marketing campaign to attract more students to college programs.



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## I. Alignment of College and District Strategic Plans

Los Angeles City College (City) is in the process of approving a new college strategic plan. The previous college strategic plan, in effect from 2008 to 2013, was reviewed in 2012-13 through the college’s Comprehensive Program Review process, which created program level scorecards based on measures derived from the old strategic plan. A strategic planning task force was formed in the summer of 2013 to use this data and analysis, along with the new District strategic plan, to develop a new strategic plan for City. The new plan, currently in the process of being approved, re-affirmed the goals from the previous plan while adding more specific measures which brings the college plan into complete alignment with the District plan (and measures) and existing college priorities, such as the Achieving the Dream initiative and SB 1456. The new plan also more clearly articulates Organizational Effectiveness, Resources and Partnerships/Collaboration. City expects to approve the new plan by the end of the year and present the new plan to the Board of Trustees for approval in Spring 2014.

District Strategic Plan Goal	College Strategic Plan Goal
<p><b>Goal 1: Access and Preparation for Success</b> – <i>Improve equitable access; help students attain important early educational momentum points.</i></p>	<p><b>Goal 1: Expand Student Access: Awareness and Opportunity</b></p> <ul style="list-style-type: none"> <li>• Complete alignment</li> </ul> <p><b>Goal 1 (new): Access (draft name, pending approval)</b></p> <ul style="list-style-type: none"> <li>• Complete alignment, with the same measures in place</li> </ul>
<p><b>Goal 2: Teaching and Learning for Success</b> – <i>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.</i></p>	<p><b>Goal 2: Increase Student Success and Academic Excellence</b></p> <ul style="list-style-type: none"> <li>• Complete alignment</li> </ul> <p><b>Goal 2 (new): Student Success (draft name, pending approval)</b></p> <ul style="list-style-type: none"> <li>• Complete alignment, with the same measures in place</li> </ul>
<p><b>Goal 3: Organizational Effectiveness</b> – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i></p>	<p><b>Goal 3: Enhance Resources and Accountability</b></p> <ul style="list-style-type: none"> <li>• Complete alignment</li> </ul> <p><b>Goal 3 (new): Organizational Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Complete alignment, with expanded measures in place</li> </ul>
<p><b>Goal 4: Resources and Collaboration</b> – <i>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.</i></p>	<p><b>Goal 4: Expand Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Complete alignment</li> </ul> <p><b>Goal 4 (new): Resources (draft name, pending approval)</b></p> <ul style="list-style-type: none"> <li>• Complete alignment, with expanded measures in place</li> </ul> <p><b>Goal 5 (new): Partnerships/Collaboration (draft name, pending approval)</b></p> <ul style="list-style-type: none"> <li>• Complete alignment, with expanded measures in place</li> </ul>



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## II. Goal #1- Comparison of College to District

<b>Goal #1- Access and Preparation for Success</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2011 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<b>Objective 1. Ensure equitable access to education</b>						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	58%	66%	67%	71%	15%	29%
<b>Objective 2. Increase the percentage of new students who complete the matriculation process</b>						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	59%	63%	58%	64%	-2%	-2%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	60%	64%	61%	70%	1%	1%
<b>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.</b>						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	15%	15%	15%	16%	0%	-11%
<i>3.2 Persistence - Fall to Spring</i>	84%	86%	87%	87%	3%	2%
<i>3.2 Persistence - Fall to Fall</i>	68%	70%	72%	75%	6%	4%

<b>Goal #1- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 1.1.2:</b> <i>Percentage of eligible students receiving Pell Grants</i>	<b>Improving</b>	<ul style="list-style-type: none"> <li><i>The college's efforts have resulted in improvements over the last 3 years.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>We plan to continue our efforts that have so far resulted in 3 years of increases.</i></li> </ul>	<i>We expect to reach the District baseline in the next two years</i>



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<b>Goal #1- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 1.2.1:</b> <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li>College budgetary issues coupled with a lack of a clear intake process have given the college mixed results in this area. Through SB 1456 efforts and participation in Achieving the Dream, the college has been actively analyzing data and creating plans to address this area.</li> </ul>	<ul style="list-style-type: none"> <li>This student success milestone is a high priority area for the college. The college has developed a Matriculation Optimization Initiative. The focus will be on entering, first-time college students. This measure is part of the college's new strategic plan.</li> </ul>	<i>In concert with SB 1456, the college will assure that all students will be properly matriculated to the college, including assessments in Math and English.</i>
<b>Measure 1.3.1:</b> <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li>While the college is performing at the District baseline, this student achievement milestone is a central component of the college's strategy to increase completions. The college has been actively addressing the completion issue through the ATD initiative. This is a high-priority area for the college.</li> </ul>	<ul style="list-style-type: none"> <li>The recent governance re-structuring will enable the college to more effectively coordinate college-wide efforts to increase student success. The First Year Experience program, in its pilot year now, is designed to address this issue directly and to provide the academic and social support needed to help students to enroll in English and Math in their first semester. This measure is part of the college's new strategic plan.</li> </ul>	<i>Through the FYE program, the goal of the college is increase the number of first time college student who assess and enroll in Math and English in their first semester.</i>
<b>Measure 1.3.2:</b> <i>Persistence – Fall-to-Spring &amp; Fall-to-Fall</i>	<b>Improving</b>	<ul style="list-style-type: none"> <li>The college has been improving significantly over the last 3 years and is at or near the District baseline</li> </ul>	<ul style="list-style-type: none"> <li>The college expects that in addressing the primary weaknesses identified in this analysis, this measure will improve.</li> </ul>	<i>Improvement will continue and the college expects to surpass the District baseline in two years.</i>



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### III. Goal #2- Comparison of College to District

<b>Goal #2- Teaching and Learning for Success</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2012 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<b><u>Objective 1. Provide a learner-centered learning environment</u></b>						
<i>1.1 Measure of active learning/project learning</i>			61%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			19%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			65%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			72%	71%	NA	NA
<b><u>Objective 2. Improve student outcomes*</u></b>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	61%	60%	59%	61%	-3%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	31%	26%	26%	28%	-15%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	22%	20%	17%	23%	-22%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	28%	28%	30%	33%	8%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	12%	11%	7%	14%	-45%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	32%	30%	30%	35%	-7%	-2%

\*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.



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<b>Goal #2- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 2.1.1:</b> <i>Active /project learning</i>	<b>Neither</b>	<ul style="list-style-type: none"> <li>College is nearly at District baseline</li> </ul>	<ul style="list-style-type: none"> <li>SLO assessment process. The college's recent ACCJC memo indicates that we are in the top 33% of colleges in the state and so we can rely on this process.</li> </ul>	<i>We expect to reach or pass the District baseline in the next two years</i>
<b>Measure 2.1.1:</b> <i>Student engagement in and out of class</i>	<b>Neither</b>	<ul style="list-style-type: none"> <li>College is nearly at District baseline</li> </ul>	<ul style="list-style-type: none"> <li>SLO assessment process.</li> </ul>	<i>We expect to reach or pass the District baseline in the next two years</i>
<b>Measure 2.1.1:</b> <i>Self-efficacy/self-directed learning</i>	<b>Neither</b>	<ul style="list-style-type: none"> <li>College is nearly at District baseline</li> </ul>	<ul style="list-style-type: none"> <li>SLO assessment process.</li> </ul>	<i>We expect to reach or pass the District baseline in the next two years</i>
<b>Measure 2.1.3:</b> <i>Technology is being used to improve student learning and engagement</i>	<b>Neither</b>	<ul style="list-style-type: none"> <li>College was above District baseline</li> </ul>	<ul style="list-style-type: none"> <li>SLO/AUO assessment process.</li> </ul>	<i>We expect to reach or pass the District baseline in the next two years</i>
<b>Measure 2.2.1</b> <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li>College performance has been declining, opposite the District trend. The College Baseline is below the District. While the accumulation of credit units is an important momentum point in the success pipeline, drill-down analysis has revealed higher priority milestone issues.</li> </ul>	<ul style="list-style-type: none"> <li>Students at LACC accumulate units near District baselines, but they do not complete the more critical milestones of college-level English and Math completion.</li> </ul>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>
<b>Measure 2.2.2</b> <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li>While the college's 6 year rate has been improving and nearing District baselines, the 3 year rate has declined significantly. This measure is directly linked to the student completion milestones of assessment and first year Math and English</li> </ul>	<ul style="list-style-type: none"> <li>The recent governance re-structuring will enable the college to more effectively coordinate college-wide efforts to increase student success. The First Year Experience program, in its pilot year now, is designed to address this issue directly and to provide the academic and social support needed to</li> </ul>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>



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Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>and in 6 years</i>		<i>completion.</i>	<i>help students to enroll in English and Math in their first semester. This measure is part of the college's new strategic plan.</i>	
<b>Measure 2.2.3</b> <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	<b>Weakness</b>	<ul style="list-style-type: none"> <li><i>The 3 and 6 year completion rates for the college are the primary priority of the college. ATD methodologies point to the need to go beyond the first year experience to articulate a completion agenda for the college.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>As part of the completion agenda, efforts are currently being focused in the front end of the success pipeline – creating a successful transition to college and achievement of the critical milestones of early Math and English completion. The college is using Comprehensive Program Review results to create program-level plans to increase student completions. This measure is part of the college's new strategic plan.</i></li> </ul>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>



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### IV. Institutional Efficiency- Comparison of College to District

<b>Institutional Efficiency</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2012 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
Average Class Size in Credit Classes	40.5	39.6	38.2	39.9	-6%	-3%
Cost/FTES (annual)	\$3,881	\$4,011	\$4,104	\$4,148	6%	8%

<b>Institutional Efficiency- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<i>Average class size in credit classes</i>	<b>Neither</b>	<ul style="list-style-type: none"> <li><i>The College will continue to analyze enrollment trends and respond with effective scheduling.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The college is adding a winter intersession with approximately 160 sections of high demand/high enrollment basic skills and transfer courses that we expect will help to increase efficiency and average class size. In addition, we are actively pursuing an imaging building college marketing campaign to attract more students to college programs.</i></li> </ul>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>
<i>Cost/FTES (annual)</i>	<b>Neither</b>	<ul style="list-style-type: none"> <li><i>While the trend for the college is increasing, the increase is smaller than the overall District increase. This reflects the effectiveness of our effort so far.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Focusing on increasing the average class size should have a positive impact on this measure.</i></li> </ul>	<i>The college will reverse the trend and begin to show improvement in the next two years.</i>