



Board of Trustees

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

AGENDA

LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE
Educational Services Center
6th Floor Large Conference Room
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, June 22, 2016
2:00 p.m. – 3:45 p.m.

Committee Members

Mike Fong, Chair
Andra Hoffman, Vice Chair
Nancy Pearlman, Member
Ernest H. Moreno, Board Alternate
Ryan M. Cornner, Staff Liaison
Felicito "Chito" Cajayon, Staff Liaison
Kathleen F. Burke, College President Liaison
Linda D. Rose, College President Liaison Alternate

Agenda

(Items may be taken out of order)

- I. ROLL CALL
- II. PUBLIC SPEAKERS*
- III. REPORTS
 - A. Institutional Effectiveness Goals Framework: Year 2 Goals
 - B. Preview of 2016 Student Success Scorecard
 - C. Accreditation Update
- IV. FUTURE INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE MEETING DATES
- V. NEW BUSINESS
- VI. SUMMARY – NEXT MEETING..... Mike Fong
- VII. ADJOURNMENT

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

If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Tuesday prior to the Committee meeting.



2016 STUDENT SUCCESS SCORECARD

RESULTS FOR THE LOS ANGELES COMMUNITY COLLEGES

Institutional Effectiveness & Student Success Committee

June 22, 2016

Student Success Scorecard: Recap

- The Student Success Scorecard is the statewide accountability system (eight measures and skills builder)
- Board interaction with report is required
- The 2016 Scorecard reports on students who started in 2009-2010 (six years ago)
- Over 13,000 LACCD students were reported in the 2016 Scorecard

Scorecard Measures Defined

Completion Rate

New students who earned a degree, certificate, or transfer within six years

At Least 30 Units Completion Rate

New students who earned 30 or more units within six years

Persistence Rate

New students who enrolled for at least three consecutive semesters

Remedial Progress Rate: English, Math, and English as a Second Language

Students whose first course was below college level and who subsequently completed a college level course within six years

Career and Technical Education (CTE) Completion Rate

Occupational students who completed a certificate, degree, or transfer within six years

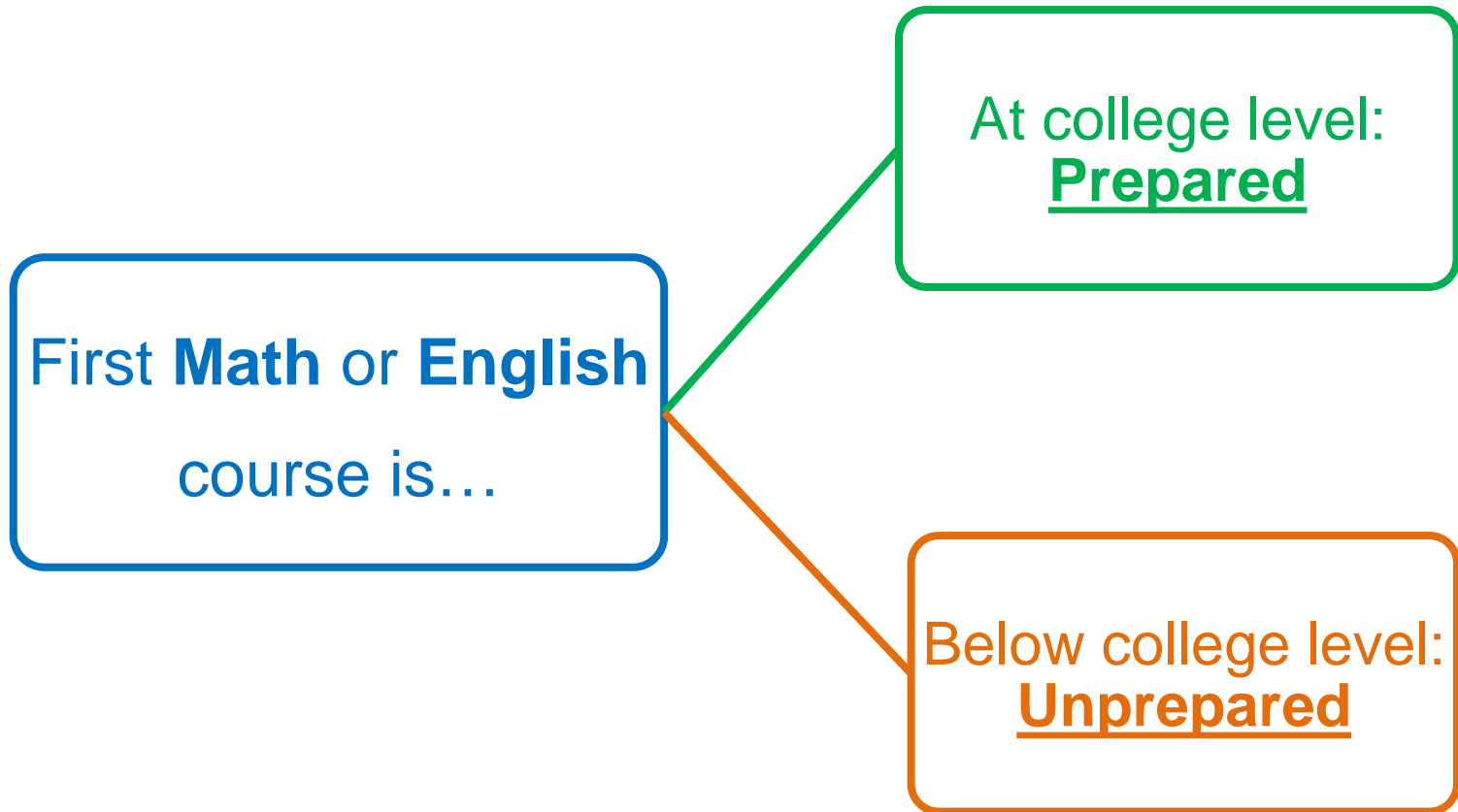
Career Development and College Preparation (CDCP) Completion Rate

Students who enrolled in non-credit courses providing workforce preparation or basic skills (including ESL) necessary for job-specific technical training who earned a noncredit certificate, credit certificate, degree, or transfer within six years

Career Skills Builder Students

Median percentage change in wages for students who completed higher level CTE coursework in 2012-13 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate

Student Preparation Measures



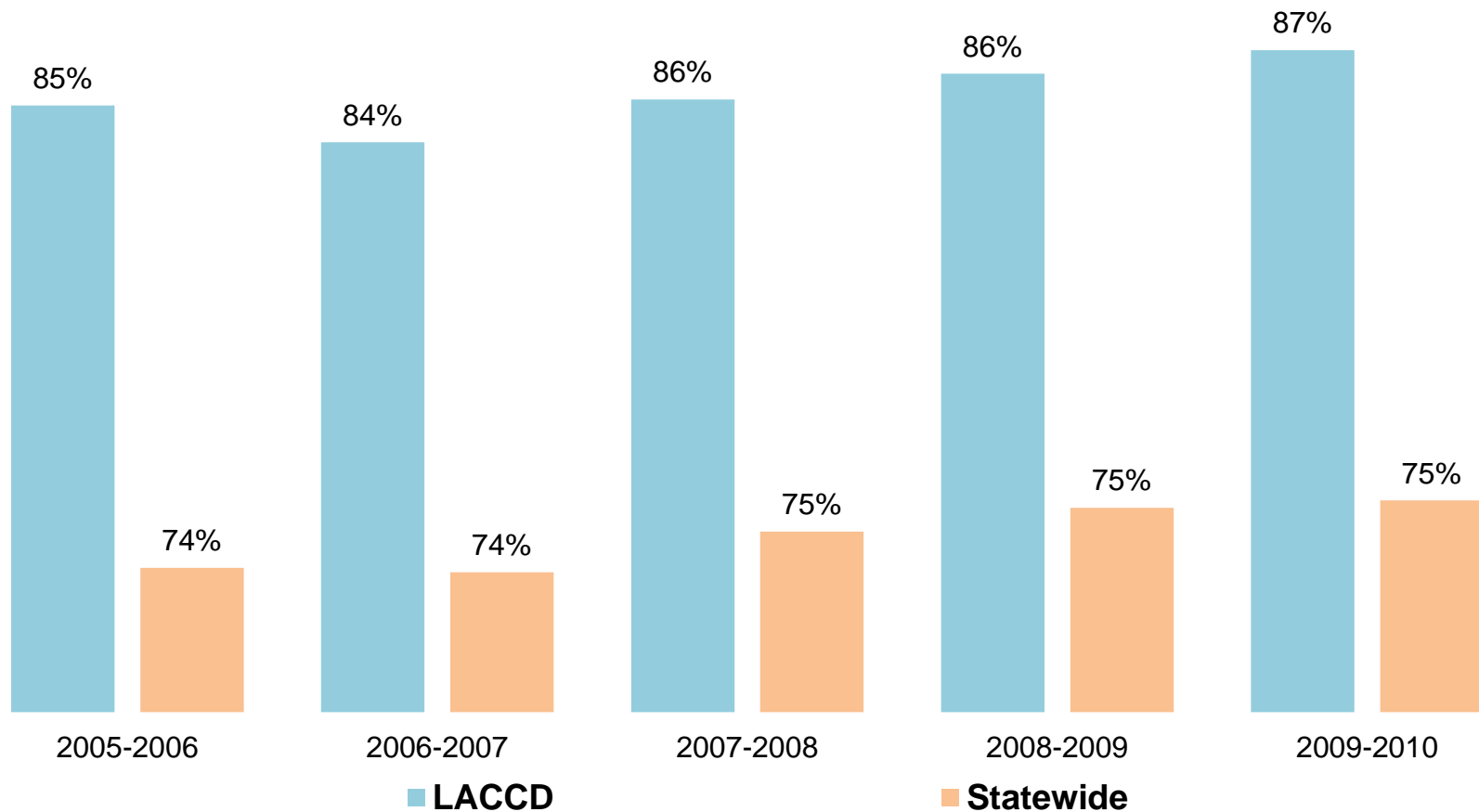
College Comparisons

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

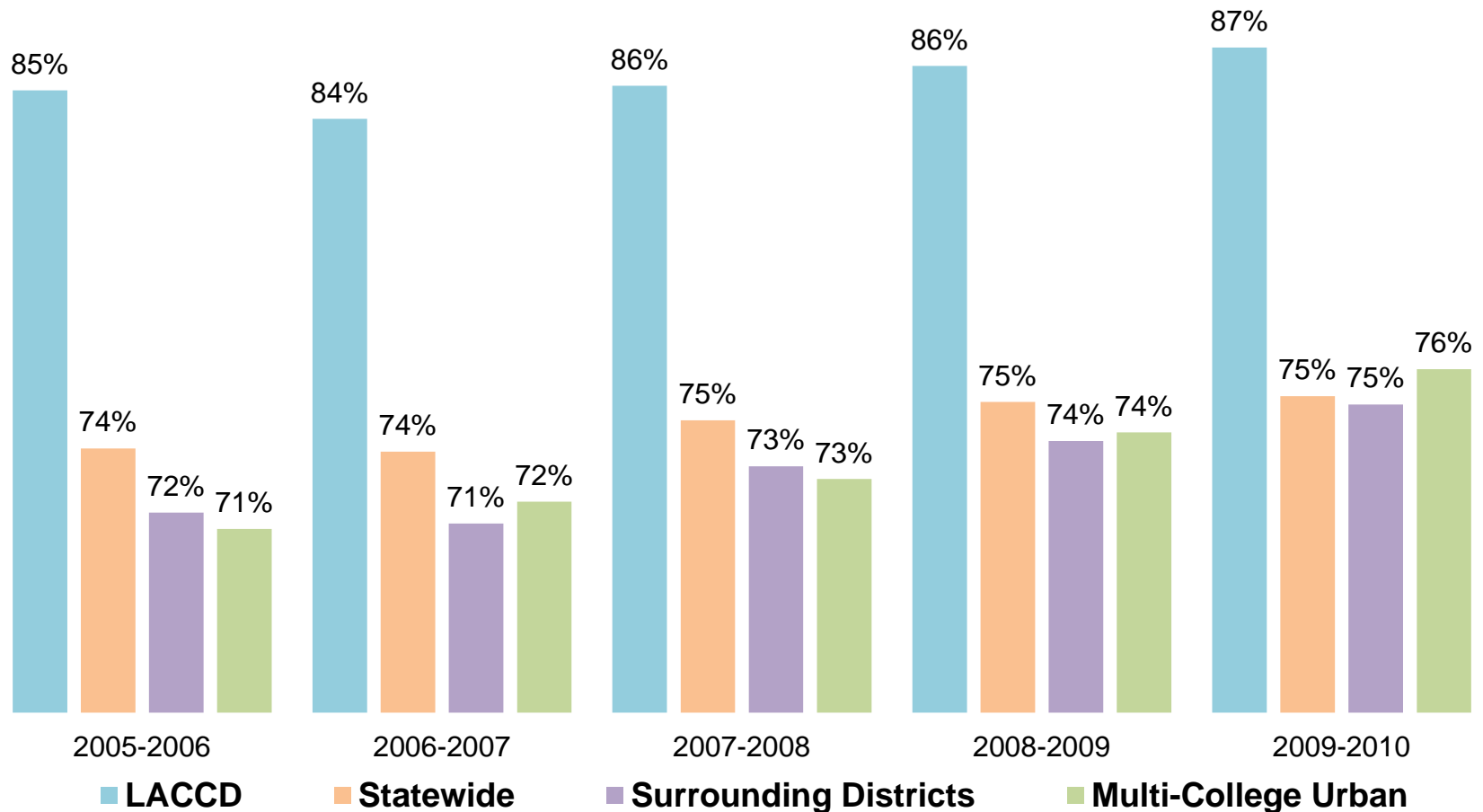
What Does the 2016 Scorecard Tell Us?

- Where is the student cohort of 2009-2010 today?
- Where did we make progress?
- Where did we fall short?

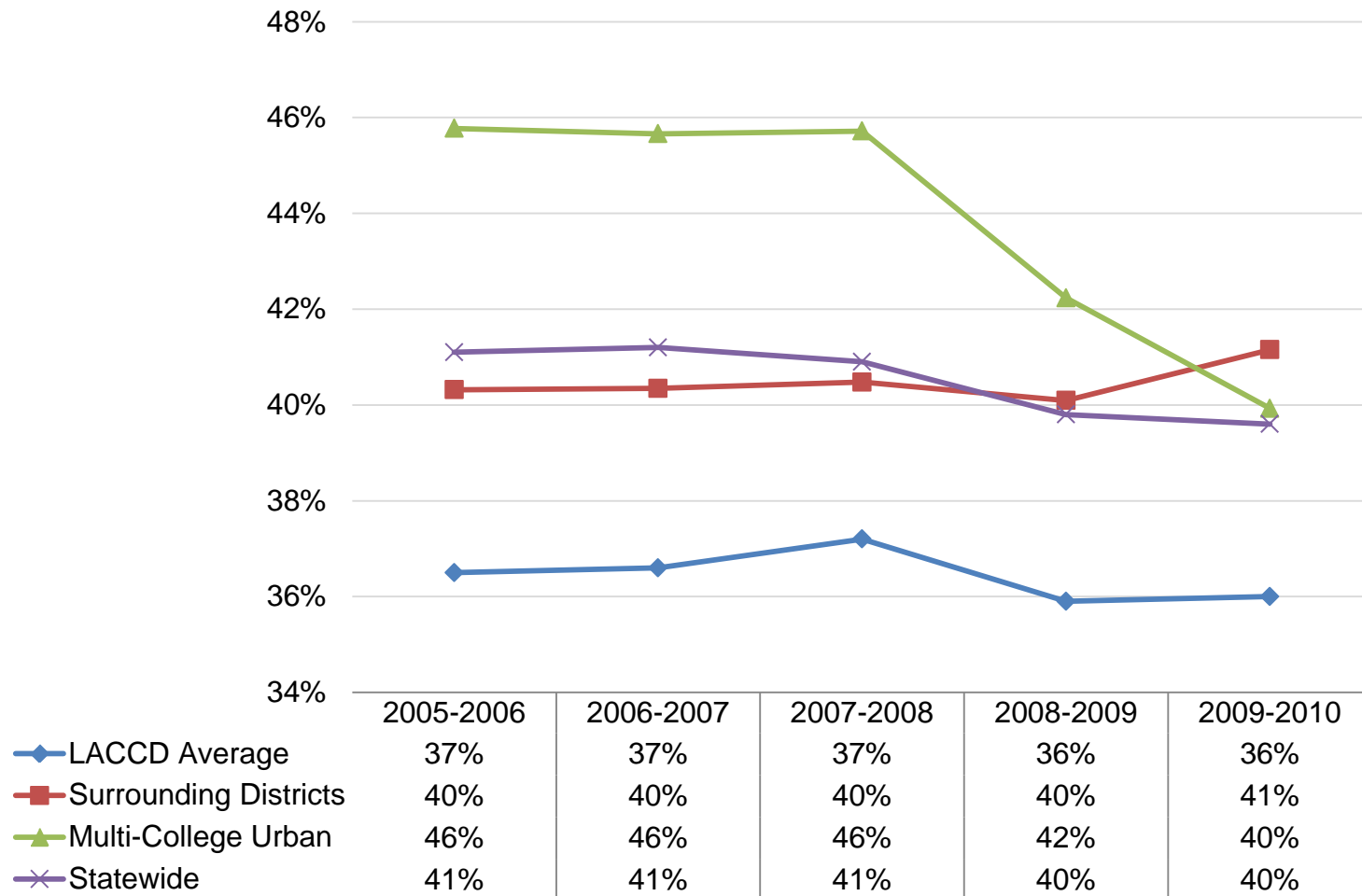
Percentage of Unprepared Students: LACCD and Statewide



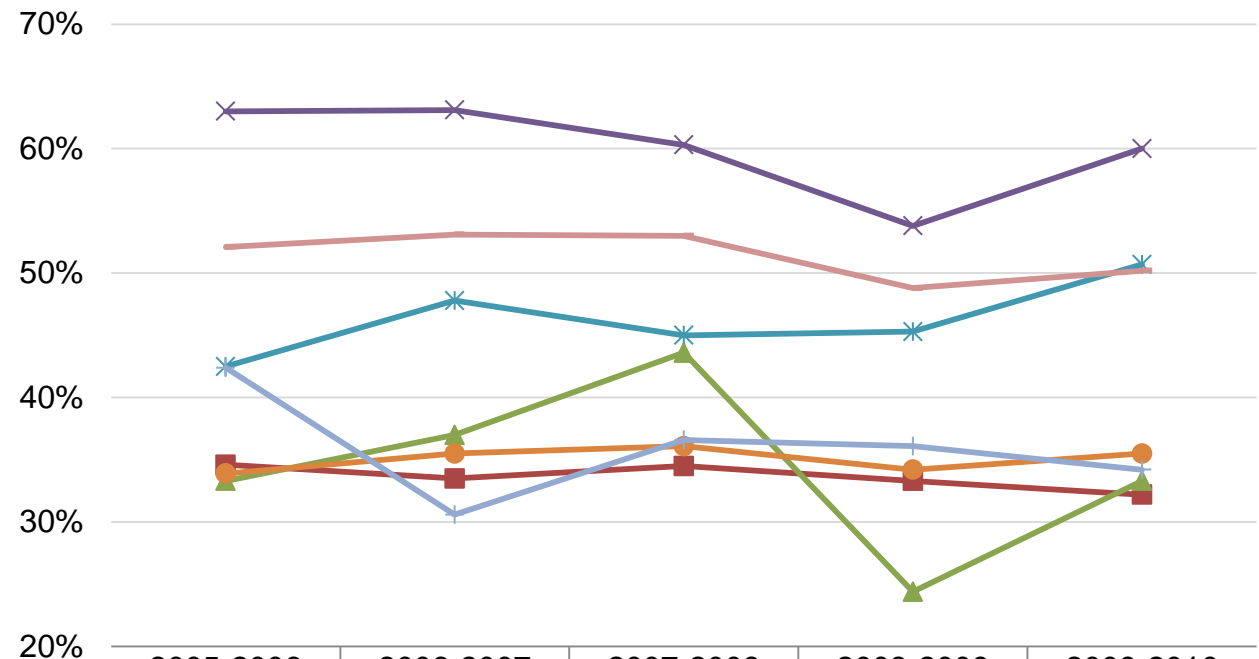
Percentage of Unprepared Students: LACCD, Statewide, and Other Districts



Completion Rate: Unprepared Students

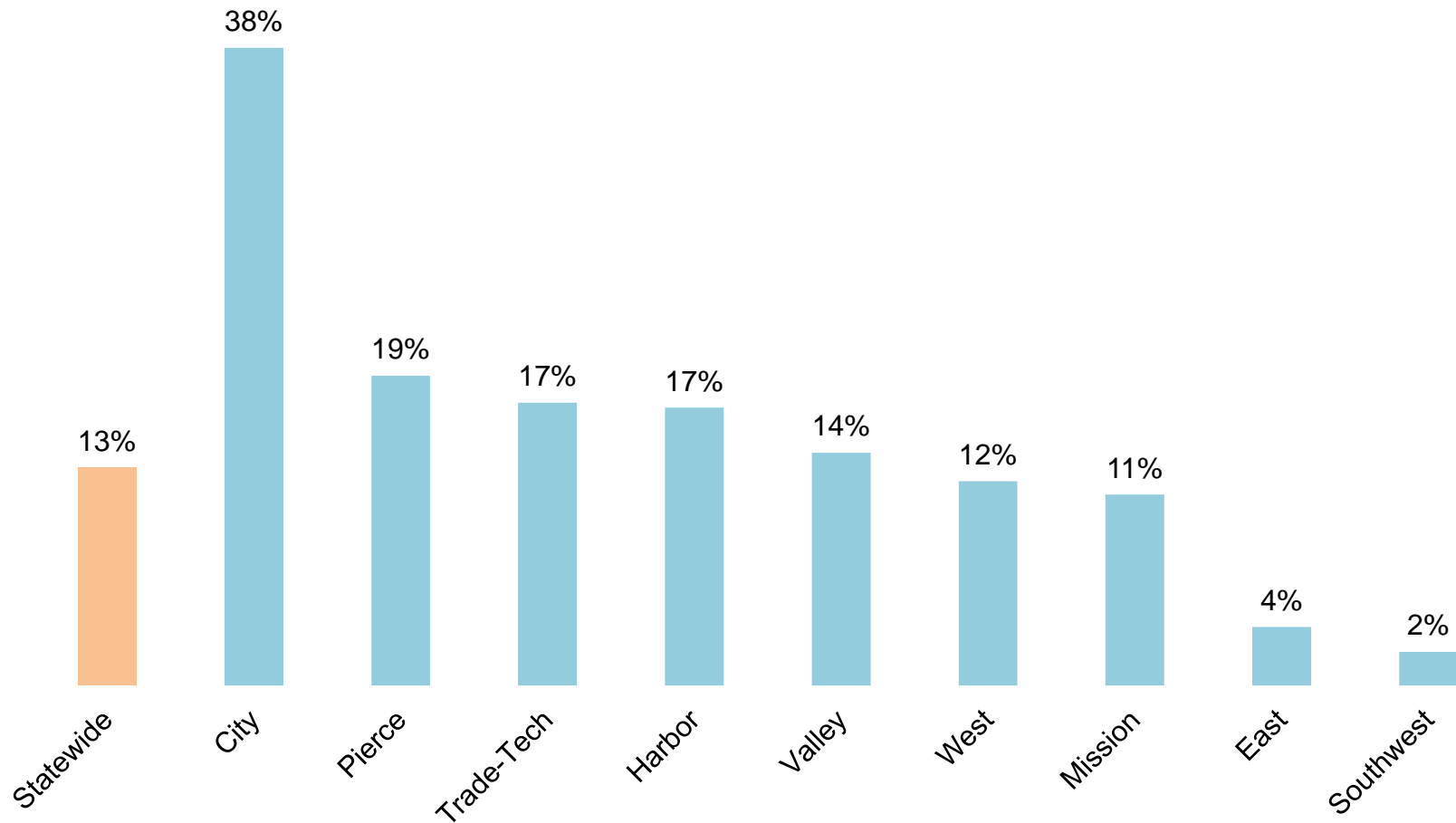


Completion Rate: LACCD Ethnic Groups

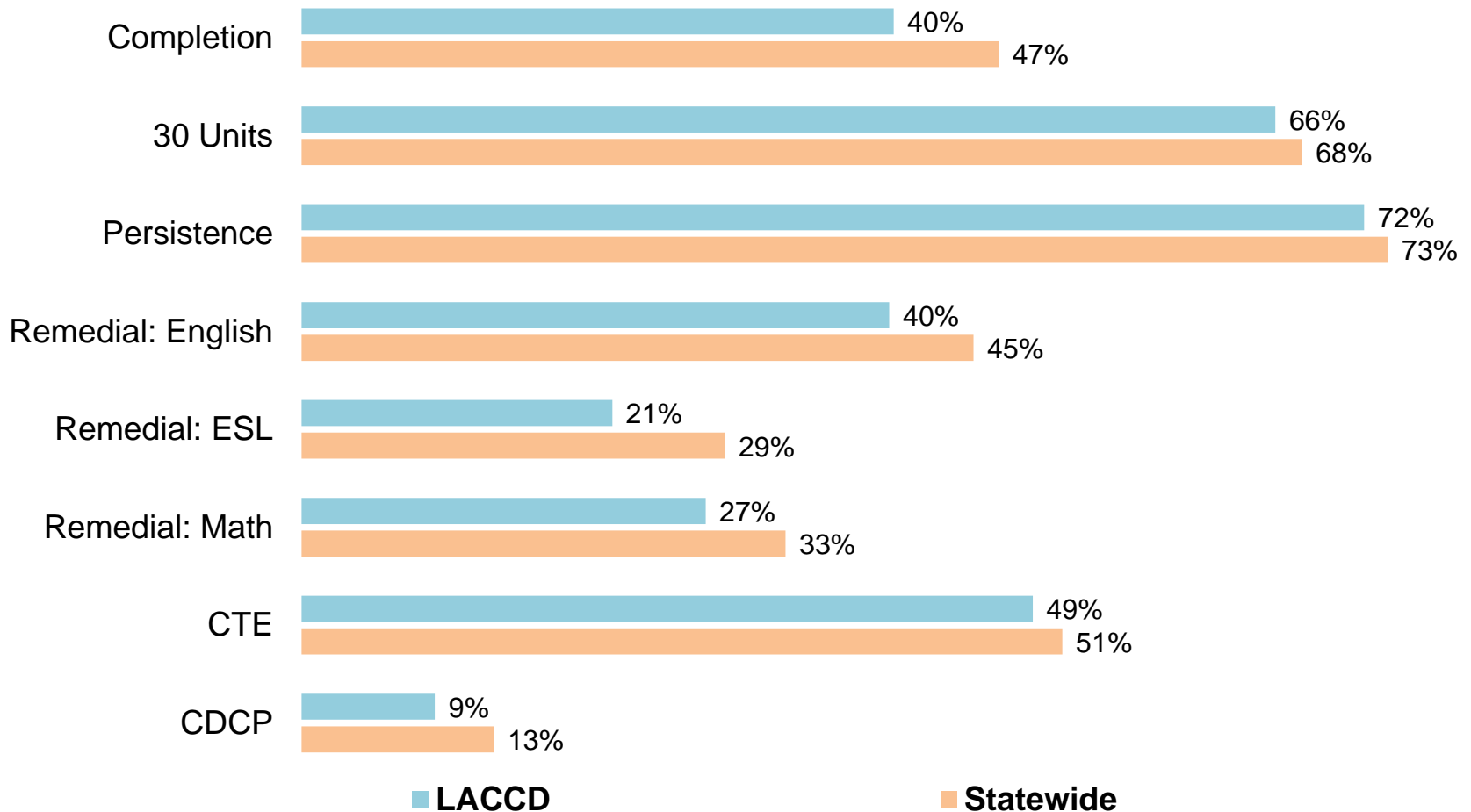


■ African American	35%	34%	35%	33%	32%
▲ American Indian/Alaska Native	33%	37%	44%	24%	33%
✕ Asian	63%	63%	60%	54%	60%
* Filipino	43%	48%	45%	45%	51%
● Hispanic	34%	36%	36%	34%	36%
+ Pacific Islander	42%	31%	37%	36%	34%
— White	52%	53%	53%	49%	50%

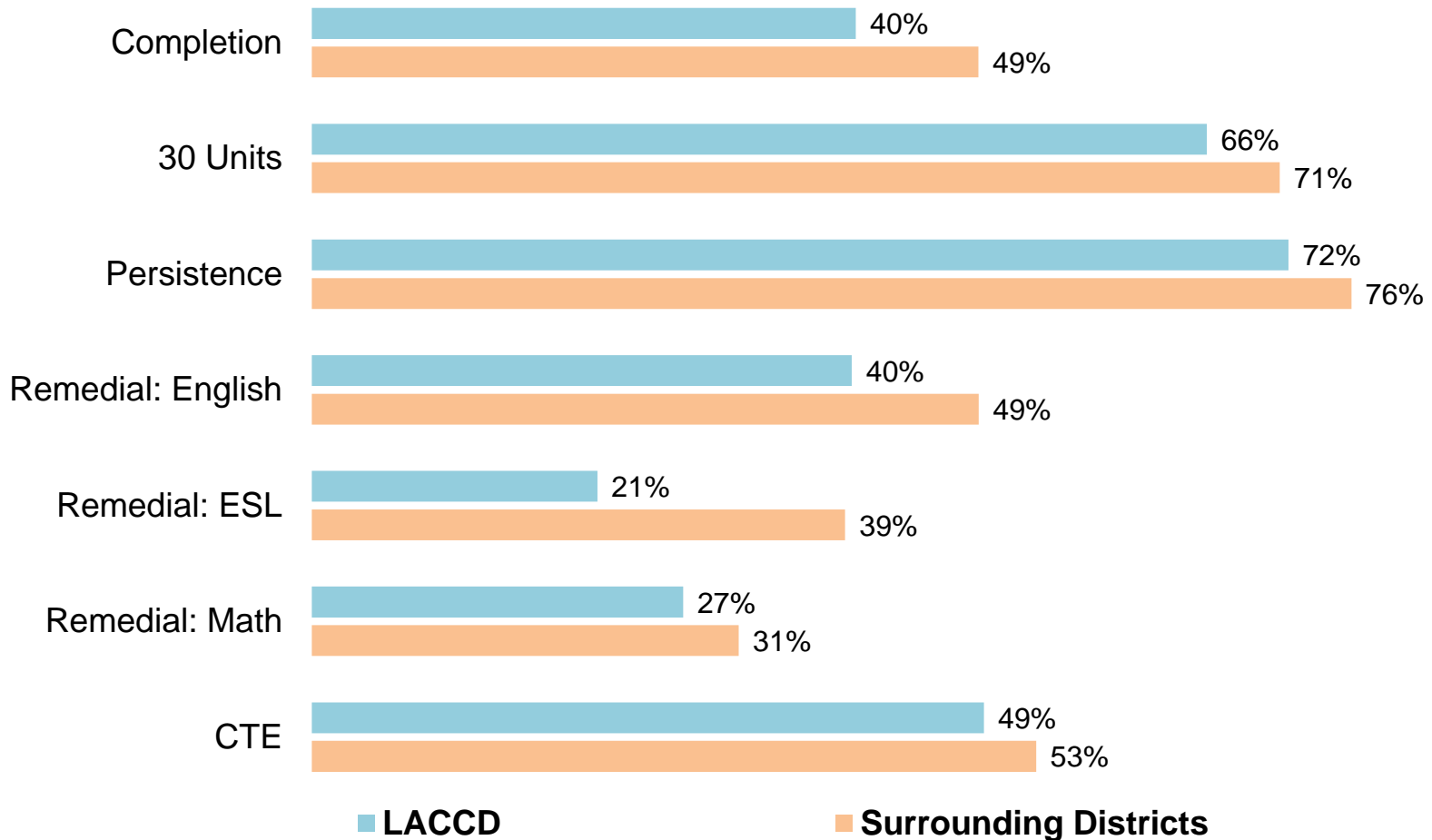
Skills Builder: LACCD and Statewide



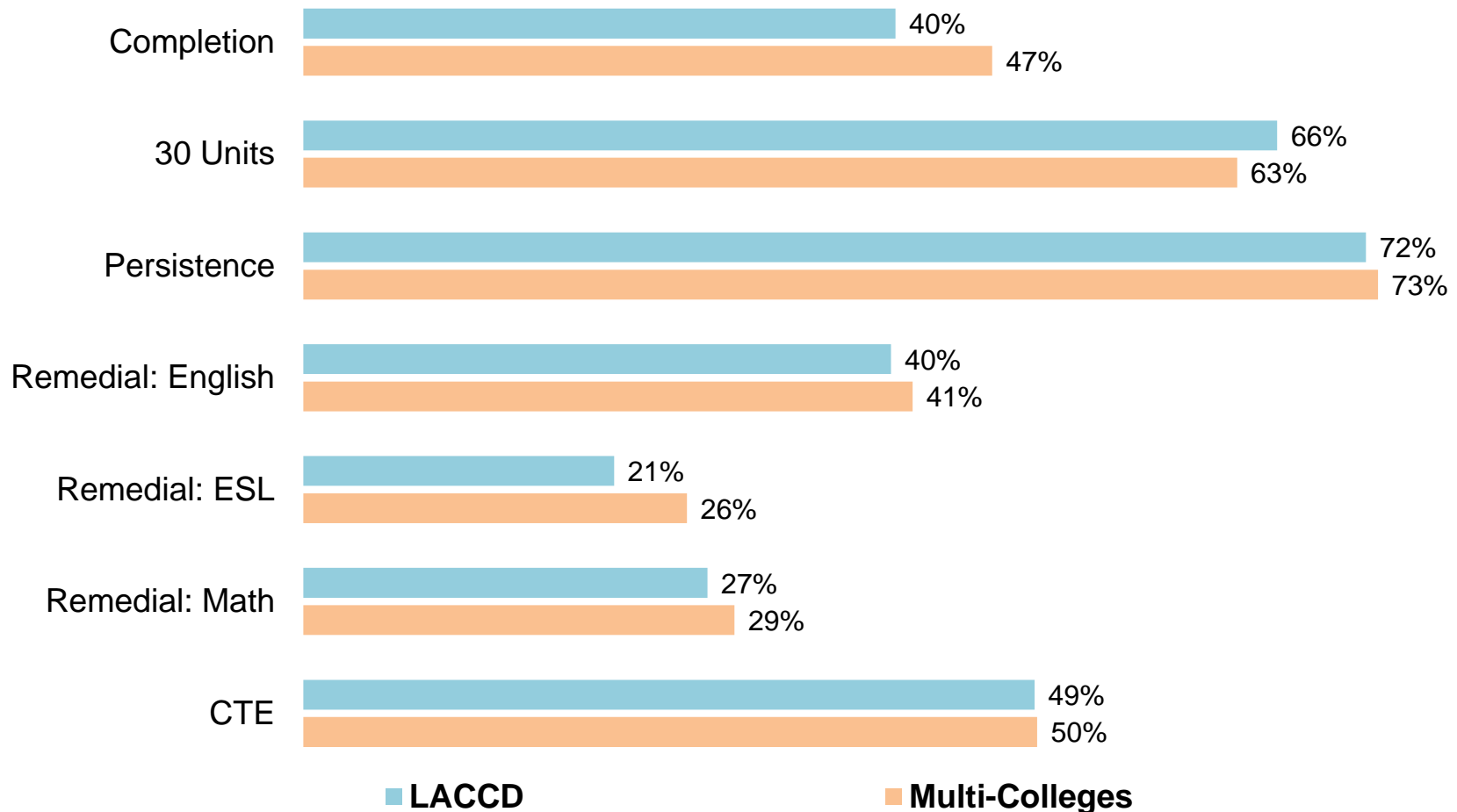
2016 Outcomes: LACCD and Statewide



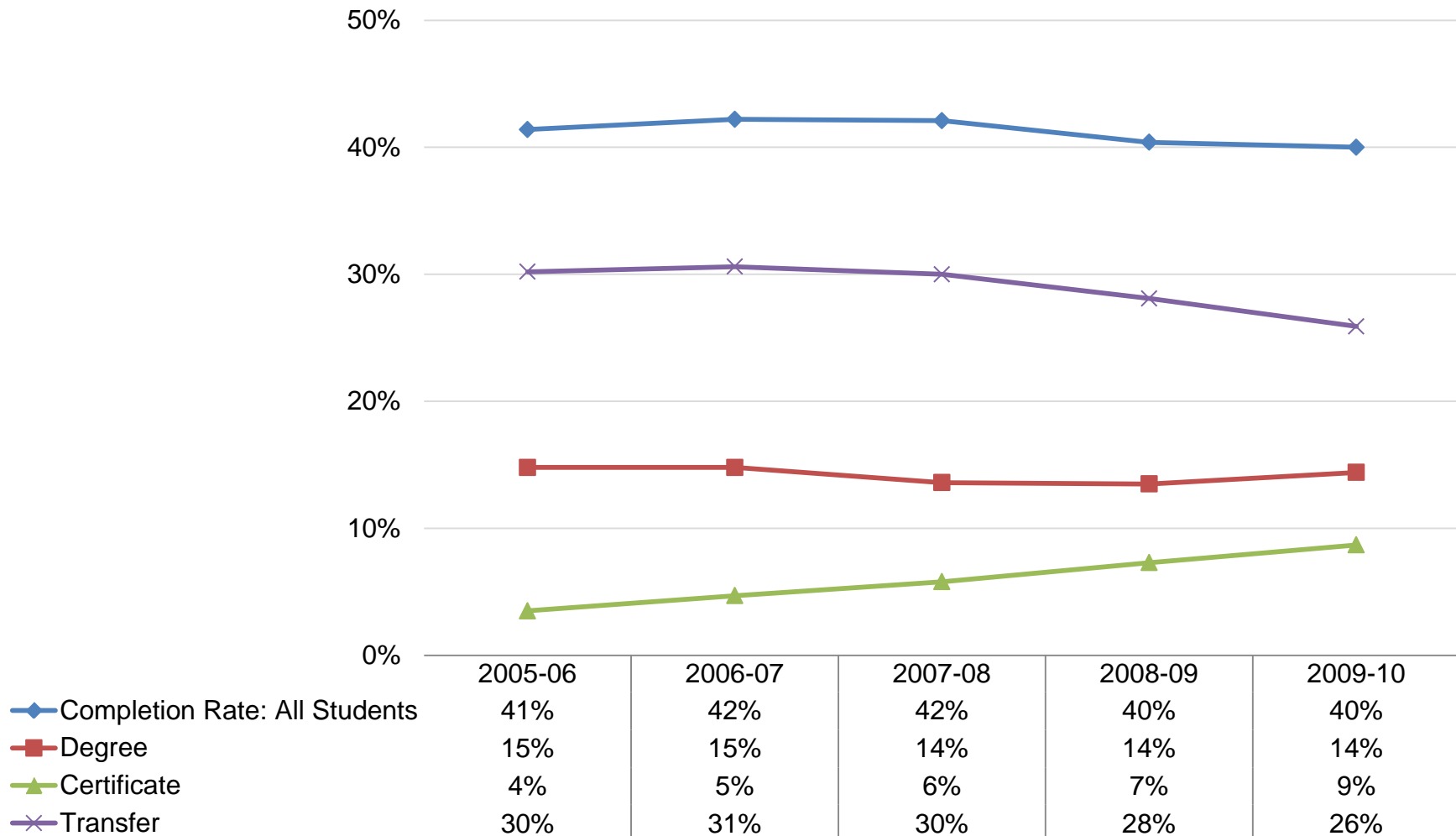
2016 Outcomes: LACCD and Surrounding Districts



2016 Outcomes: LACCD and Multi-College Urban Districts



Trends in LACCD Completion: Disaggregation of Completion Rate



Progress Summary: LACCD and Other Districts

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

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

▲ = improvement

□ = no change

▼ = decline

Progress Summary: Colleges

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

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

▲ = improvement

□ = no change

▼ = decline

Progress Summary: Districtwide

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

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

What Are We Doing Today?

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

*** Reminder: Scorecard data runs six years behind! ***

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

- Students with more AOC services have improved outcomes
- Strongest results for students indicating a Transfer goal
 - Successful Course Completion increased from 53% for new students with no AOC services to 65% for new students having all three services
- Similar results for other measures

Successful Course Completion (C or Better) Rate in 2014-15

AOC Services	Educational Goal							Total
	Undecided/ Unknown	Vocational	Associate Degree	Transfer	Basic Skills/ High School/ GED	Personal Development	Other	
None	64%	70%	56%	53%	59%	69%	58%	59%
1 Service	59%	67%	62%	60%	60%	65%	57%	61%
2 Services	63%	65%	61%	63%	60%	65%	58%	63%
3 Services	61%	63%	60%	65%	58%	72%	63%	64%
Total	61%	66%	60%	63%	60%	70%	60%	62%

Looking Forward

- Setting institutional goals and standards to improve accountability
 - Scorecard measures are part of the Framework of Indicators established by the state's Institutional Effectiveness Partnership Initiative (IEPI)
 - Goals were set for select indicators in 2016-17
 - Institution set standards required by accreditation
 - New District Strategic Plan will consolidate accountability systems

Questions?





INSTITUTIONAL EFFECTIVENESS GOALS FRAMEWORK

YEAR 2 GOALS: 2016-17

Institutional Effectiveness & Student Success Committee

June 22, 2016

Accountability Frameworks

- **State**

- Student Success Scorecard
- Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report: Institution Set Standards
- **Institutional Effectiveness Goals Framework**

- **Local**

- District Strategic Plan
- College Strategic Plans

Accountability Initiatives

- 2004: AB 1417 established Accountability Reporting for the Community Colleges (ARCC)
 - Framework for annual evaluation of college performance
- 2012: Student Success Scorecard implemented (replaced ARCC)
 - Performance measurement system that tracks student success
- 2013: ACCJC Institution Set Standards
- 2014: SB 852 and SB 860 required Board of Governors of California Community Colleges to adopt goals framework of indicators (Year 1 Goals: 2015-16) in order to receive Student Success and Support Program funds
- 2016: New District Strategic Plan
 - Will include targets for metrics
 - Will consolidate accountability systems

ACCJC Institution Set Standards

An institution-set standard is the identified level of performance determined by the institution to be acceptable.

- Student Achievement
 - Successful student course completion
 - Program completion
 - Student completion of degrees and certificates (separate and combined)
 - Transfers to 4-year colleges or universities
 - Examination pass rates for programs which require a pass in order to work
 - Job placement rates for completed certificates and Career Technical Education degrees

Institutional Effectiveness Goals Framework

- Institutional Effectiveness **framework of indicators**: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines.
- Colleges and districts required to adopt **short-term** (1 year) and **long-term** (6 years) goals.
- Goals for Successful Course Completion and additional indicators developed by colleges following local planning and collegial consultation processes.
- Goals for Fund Balance and Audit Findings developed and consulted district-wide and then presented to Board's Budget and Finance Committee on April 27, 2016.
- Goals were submitted the California Community Colleges Chancellor's Office on June 8, 2016.

Required Goals

- Seven goals (short-term and long-term) were required for Year-Two 2016-17 on the following indicators:
 - Accreditation Status
 - Fund Balance
 - Audit Findings
 - Audit Opinion Financial Statement
 - State Compliance
 - Federal Award / Compliance
 - Successful Course Completion Rate
 - Student Achievement (Required College Choice)
 - Completion Rate Unprepared for College or Remedial Rate (Math, English, English as a Second Language)

Framework of Indicators

STUDENT PERFORMANCE AND OUTCOMES	
Completion Rate	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes
<ul style="list-style-type: none"> • College-Prepared 	Student's lowest course attempted in Math and/or English was college level
<ul style="list-style-type: none"> • Unprepared for College 	Student's lowest course attempted in Math and/or English was pre-collegiate level
<ul style="list-style-type: none"> • Overall 	Student attempted any level of Math or English in the first three years
Remedial rate	Percentage of credit students tracked for six years through 2014-15 who started first time in 2009-10 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
<ul style="list-style-type: none"> • Math • English • ESL 	
Career Technical Education Rate	Percentage of students tracked for six years through 2014-15 who started first time in 2009-10 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of degrees	Number of associate degrees completed in 2014-15
Completion of certificates	Number of Chancellor's Office-approved certificates completed in 2014-15
Number of students who transfer to 4-year institutions	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2014-15
COLLEGE CHOICE	
Required College Choice: Student Achievement	A college must set a goal focused on unprepared students or basic skills students
Optional College Choice	Each college may self-identify an indicator and provide a narrative of the result.

Framework of Indicators

ACCREDITATION STATUS

Accreditation status

Latest ACCJC action: FA-N, FA-RA, FA-SR, FA-SR/RA, FA-W, FA-P, FA-SC, FA-PT, WD, FA-RS, IA, RE-AP

Date of next visit

Informational item - no target collected.

FISCAL VIABILITY

Salary and Benefits

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

Full-Time Equivalent Students

Annual number of full-time equivalent students

Annual Operating Excess/(Deficiency)

Net increase or decrease in unrestricted general fund balance

Fund Balance

Ending unrestricted general fund balance as a percentage of total expenditures

Cash Balance

Unrestricted and restricted general fund cash balance, excluding investments

PROGRAMMATIC COMPLIANCE WITH STATE AND FEDERAL GUIDELINES

Audit Findings

- **Audit Opinion Financial Statement** Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
- **State Compliance**
- **Federal Award/Compliance**

Accreditation

Indicator	1 Year	6 Years
Accreditation Status	Fully Accredited-Reaffirmed	Fully Accredited-No Action

- Short-term
 - Reaffirm accreditation based on spring 2016 visit.
- Long-term
 - Maintain accredited status.

Fiscal Viability

Indicator		1 Year	6 Years
Fund Balance		10%	10%
Audit Findings	Audit Opinion Financial Statement	Unmodified	Unmodified
	State Compliance	Unmodified	Unmodified
	Federal Award / Compliance	Unmodified	Unmodified

Successful Course Completion Rate

College	1 Year	6 Years
City	63.4	69.1
East	71.0	74.0
Harbor	65.0	72.0
Mission	65.0	67.0
Pierce	68.8	71.3
Southwest	61.0	66.0
Trade	70.0	75.0
Valley	68.0	68.7
West	64.0	66.0

Required College Choice

Indicator	College	1 Year	6 Years
Completion Rate: Unprepared for College	City	33.7	40.5
	Harbor	35.8	40.5
	Pierce	45.7	50.5
	Valley	36.3	36.6
	West	34.0	37.0
Remedial Rate: Math	East	32.0	35.0
	Mission	30.0	32.0
	Southwest	16.5	19.0
	Trade	10.1	12.6

Optional College Choice

Indicator	College	1 Year	6 Years
Completion Rate: Overall	City	36.7	48.2
	Harbor	41.0	48.2
	Valley	42.6	42.9
Remedial Rate: English	East	42.5	45.0
	Southwest	25.5	28.0
	Trade	23.4	25.9

Questions?

