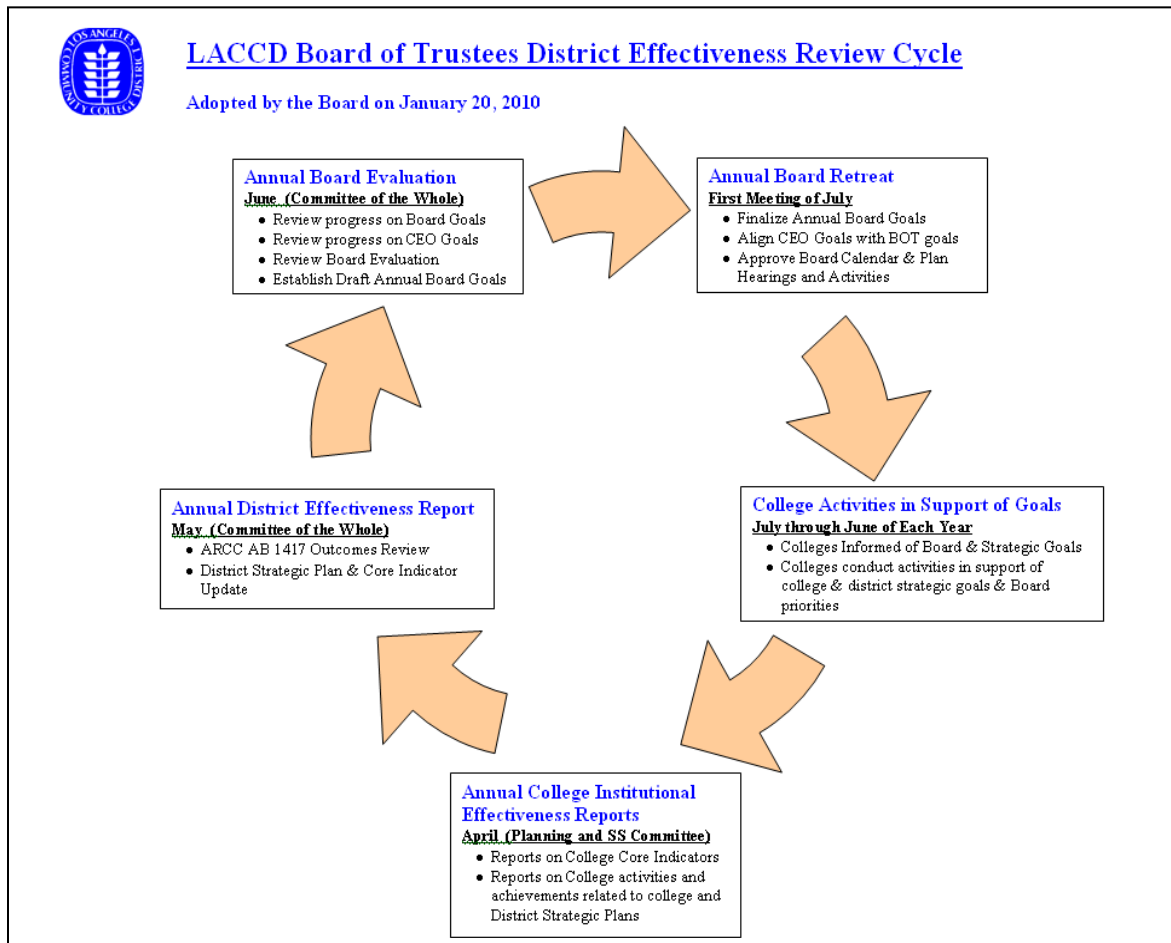


The Board of Trustees Annual District Effectiveness Review Cycle

The Board of Trustees plays a central role in District-wide planning and accountability through its annual goal setting process and through the related Board District Effectiveness Review Cycle. Adopted by the Board in January 2010 as a refinement on its former self assessment and District Institutional Effectiveness Review processes, the District Effectiveness Review Cycle is designed to do the following:

- To assure that district-level strategic goals are implemented and monitored, leading to district-wide sustained quality improvement;
- To synchronize the Board's annual goal setting process with the traditional academic calendar;
- To align annual Board goals with those of the Chancellor, the college presidents, and District Senior Staff;
- To align District and college Institutional Effectiveness reporting with the Board's annual ARCC AB 1417 review, and its annual self-assessment process.



The annual District Effectiveness Review Cycle includes five stages or activities:

1. Annual Board Retreat

In July, the Board meets to finalize its annual Board self assessment, completes its formal review of the District Effectiveness Report, and sets new Board goals.

2. College Activities/Implementation

Throughout the fall, winter, and early spring, the Chancellor, the college presidents and District Executive Senior Staff align their goals with the Board's goals, and the colleges undertake activities in support of their annual goals and priorities.

3. Annual College Effectiveness Reports

In April, the nine colleges report to the Board's Planning and Student Success Committee on the progress they have made toward achieving college and District strategic planning goals. During this review, college leaders discuss the alignment of college and district strategic goals, document progress made on local planning efforts via Core Indicator outcome measures, and inform the Board about college priorities and initiatives for the coming year. Each college documents its progress by means of a *College Effectiveness Report*, which includes comparative Core Indicators linked to *District Strategic Plan* goals for student access, student success, and fiscal accountability, as well as additional information on Student Learning Outcomes, financial aid, and foundation balances:

LOS ANGELES COMMUNITY COLLEGE DISTRICT				December 11, 2009	
COLLEGE EFFECTIVENESS REPORT					
LOS ANGELES CITY COLLEGE					
	Fall 2007	Fall 2008	Fall 2009	3 Year Change	
				College	District
ACCESS*					
First Time Students	2,175	2,305	2,379	9.4%	13.6%
Recent HS Seniors	753	844	878	16.0%	14.9%
African American males	119	127	133	11.8%	14.5%
Hispanic Males	393	474	519	32.1%	20.1%
Concurrent Students	1,403	1,358	746	-46.8%	-6.6%
New Transfer Students	2,536	2,759	2,654	4.7%	13.3%
FINANCIAL AID*	2006-07	2007-08	2008-09	College	District
Students Receiving Financial Aid (incl. BOG)	11,416	11,028	11,192	-2.0%	12.1%
Number Pell Grants Awarded	4,498	4,616	4,687	3.8%	24.9%
Ext. % of eligible students receiving Pell Grant	34%	33%	31%		
Total Financial Aid Awarded	\$20,293,858	\$22,648,367	\$24,034,623	18.4%	34.1%
STUDENT SUCCESS	2006-07	2007-08	2008-09	College	District
AA/AS Degrees awarded	709	615	658	-7.2%	-1.3%
CTE Certificates awarded (18+ units)	198	145	134	-32.3%	-0.8%
Transfers to CSU	453	488	434	-4.2%	-4.4%
Transfers to UC	85	89	100	17.0%	-8.4%
STUDENT SUCCESS	Fall 2006	Fall 2007	Fall 2008	College	District
Success within course - Basic Skills/ESL	58.8%	58.5%	58.6%	-0.5%	-0.4%
Fall to Spring Persistence (First time students completing 6 units or more)	83.7%	83.5%	85.6%	2.3%	1.7%
Fall to Fall Persistence (First time students completing 6 units or more)	67.8%	66.4%	67.6%	-0.3%	2.7%
INSTITUTIONAL EFFICIENCY	2006-07	2007-08	2008-09	College	District
Ending Balance (including Open Orders)	\$1,915,173	\$739,648	-\$2,316,097	Negative	Negative
Debt carrying forward	\$0	-\$602,510	-\$2,316,097		
Cost/FTEs	\$3,890	\$4,049	\$4,174	7.3%	2.6%
INSTITUTIONAL EFFICIENCY	Fall 2007	Fall 2008 (Estimated)	Fall 2009	College	District
Average Class Size in Credit Classes	32.6	33.8	37.9	16%	19%
EDUCATIONAL EXCELLENCE				College	District Ave.
Current accreditation status:				Probation	
New credit courses offered in the past year				30	32
New non-credit courses offered in the past year				2	3
New CTE courses offered in the past year				10	17
New CTE certificate programs offered in past year				0	3
New "green technology & "sustainability" courses offered in the past year				1	3
Increase in Distance Education sections taught in past year				41	54
Increase in Distance Education unduplicated headcount in past year				779	870
Percent of all courses with SLOs**				75%	68%
Percent of course-level SLOs assessed				3%	11%
Percent of all instructional programs with SLOs				40%	52%
Percent of instructional program SLOs assessed				40%	13%
EXTERNAL PARTNERSHIPS				College	District Ave.
Total external grant dollars applied for during the past year				\$1,265,500	\$6,483,840
Total external grant dollars awarded in the past year				\$355,235	\$4,377,119
Increase in foundation balance in the past year***				-\$64,335	\$146,264
Total amount of College foundation scholarships awarded in the past year****				\$183,050	\$83,970
Total number of students receiving foundation scholarships in the past year				350	124

4. Annual District Effectiveness Report

In May, the College Effectiveness Reports are followed by a more comprehensive accountability report to the entire Board. This report presents critical externally and internally defined accountability measures for the District and District colleges and provides the Board with a district-level analysis of progress made on the District's strategic goals. Delivered during a committee of the whole, this District Effectiveness Report provides the Board with the following:

- A synopsis of the nine *College Effectiveness Reports*
- A report of Core Indicator outcomes linked to the *District Strategic Plan*
- Results of the District's annual ARCC AB 1417 Accountability Report
- An assessment of progress made on district-level initiatives related to the DSP
- An assessment of future District challenges and priorities

5. Annual Board Self Evaluation

In June, the Board carries out its formal Board self evaluation, assesses progress made on past Board goals, and projects future challenges and opportunities for the coming year. This assessment process is completed with the publication of new Board goals in early July.

The DSP “Plan-Act-Check-Improve” Cycle

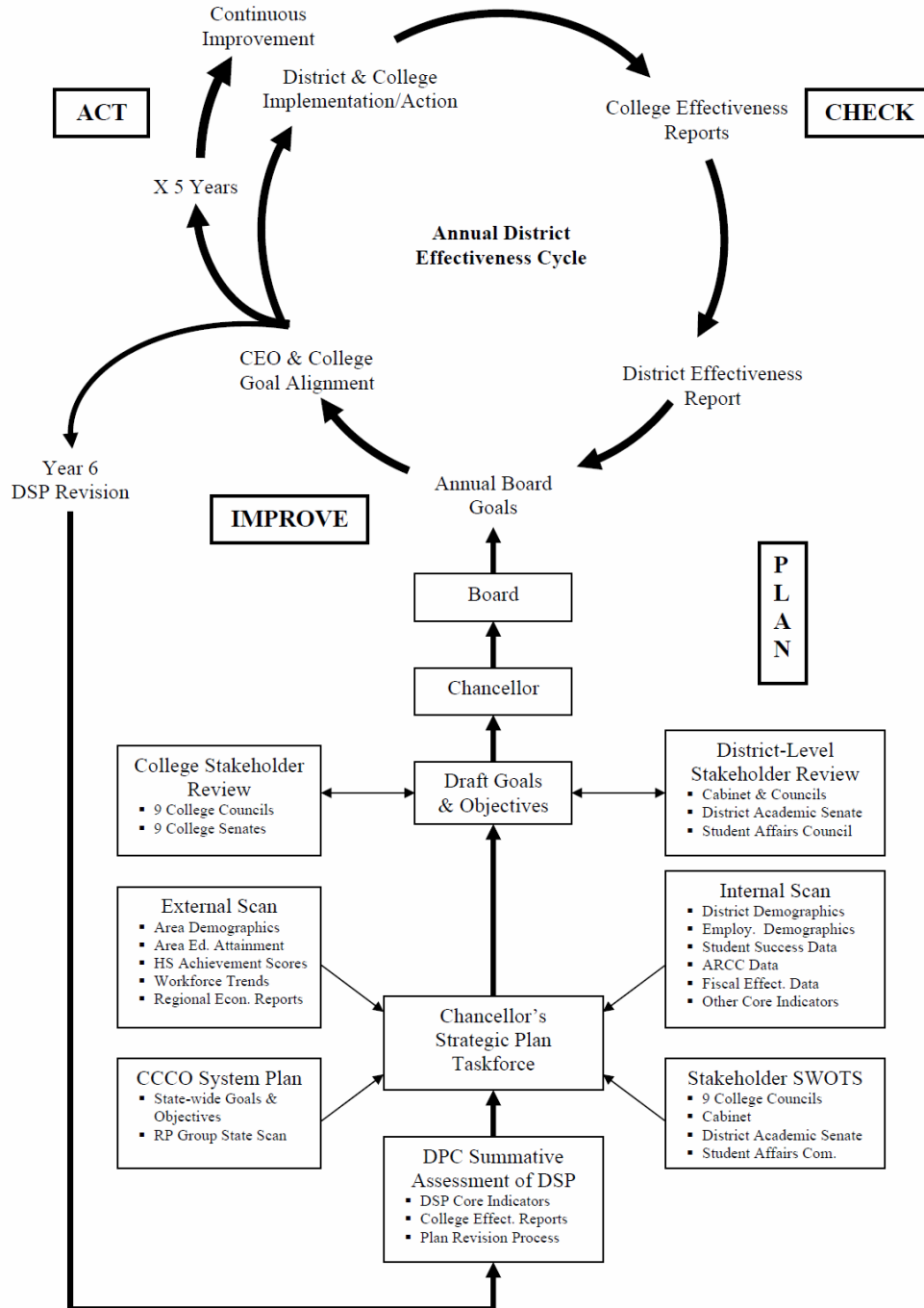
The Board's annual District Effectiveness Review Cycle is an essential component of the District's 6-year Strategic Planning process. Every six years, the DSP undergoes a summative evaluation and revision process. The District Planning Committee initiates the DSP revision process by assessing progress made on each of the plan's goals and objectives using a “scorecard” linked to DSP Core Indicators. Information from this assessment is shared with the Board of Trustees during its District Effectiveness Review and is then forwarded to the Chancellor's District Strategic Plan Taskforce—a special ad hoc committee of the District Planning Committee which is created to carry out the District strategic planning process. This taskforce conducts extensive internal and external scans that provide the following information:

- Student access core indicator data
- Student success core indicator data
- Financial aid data
- Student and employee profiles
- Fiscal effectiveness data
- Area demographics
- Area educational attainment
- High school achievement data
- Regional business and economic trends
- Regional labor market demand

The DSP Taskforce also conducts “SWOT” focus groups with stakeholders at all college and district locations to gather information about current District strengths and weaknesses as well as the opportunities and threats the District will face in future years. Once the Taskforce has assessed past planning goals, analyzed internal and environmental scan data, and reviewed focus group results, it formulates new draft goals and objectives which are then reviewed at the District and college level by all constituencies. After further revision, draft goals and objectives are forwarded to the Board's Planning and Student Success Committee for review before being sent to the Board for final approval. Once approved, the new DSP goals are used to inform Board and college goals. At this point, they enter the District Effectiveness Review Cycle and are then

coordinated with college planning and budgeting efforts, resulting in continuous measurable improvement at the college and classroom levels.

The following diagram details the “Plan-Act-Check-Improve” cycle involved in the LACCD District Strategic Planning process.



The District Planning Committee initiated the revision of the *District Strategic Plan, 2006-2011* in spring 2010. A new *District Strategic Plan* will be sent to the Board for review and approval by January 2012.