



Institutional Effectiveness Report to the Board of Trustees

May 25, 2016

Executive Summary

Los Angeles Southwest College (LASC) serves approximately 8,700 students each semester. LASC has the highest proportion of female (70%) and African-American students (60%) of any campus in the district. Hispanic/Latinos make up 34% of credit and 95% of noncredit students. Further, 75% of students attend part time and more than 90% of new students assess into developmental English and Math courses. To ensure that the college meets the needs of this population, LASC recently reviewed and revised its Mission to include types of degrees and other credentials it offers. The college is also in the process of completing its Educational, Facilities, and Technology Master Plans. Additionally, the college has been notified of the State's intent to award the Community College Basic Skills and Transformation Program 2015-16 Grant that will be used to improve the progression rate of students from developmental education to college level instruction.

Access and Preparation for Success

Recent policy changes have affected Pell participation at LASC and the college will increase awareness of financial aid policies and procedures. The college will continue to improve SSSP and Equity practices to ensure that students continue to complete English and Math assessment in their first term or before at high rates. The college plans on implementing more boot camps and institutionalization of the Passage program to better prepare students for success in their first year of college and completion of their educational goals.

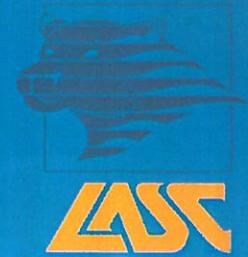
Teaching and Learning for Success

Work on the QFE began shortly after the accreditation visit. The college is in the process of evaluating and selecting a system for tracking and documenting learning outcomes assessments; the college is also in the process of completing its Master Plans and there is a conscious effort to meaningfully engage classified staff and students in the planning process. The college's Mission has been revised to meet accreditation standards. Professional Development activities and their expansion to Classified Staff are also being explored. Collectively, these action projects and other ongoing activities will help students complete their academic and career goals in a timely fashion.

Institutional Efficiency

The college's average class size and Cost/FTES is among the least efficient in the LACCD. Average class size, it is believed, has been impacted by enrollment priorities and inefficient enrollment management processes. Salary increases and other annual operating increases have contributed to the larger than district average Cost/FTES. When compared to other institutions of education, however, the college spends less per-student (36% less than California Community Colleges, 54% less than K-12 schools, 64% less than Cal State Universities, and 80% less than Institutions in the University of California system). Strategies to improve institutional effectiveness are – nonetheless – being explored. Evaluation of the enrollment management process, improved outreach and in-reach activities in student services, and collaboration with faculty to improve scheduling of programs are among the activities the college intends to carry out for the improvement of institutional efficiency.

Los Angeles Southwest College Planning and Effectiveness Report



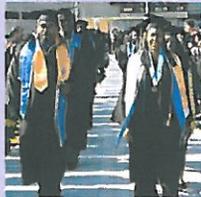
Presentation to the
Los Angeles Community College
District Board of Trustees

Institutional Effectiveness &
Student Success Committee



Access &
Preparation
for Success

Success



Institutional
Effectiveness
&
Accountability

Resources

Collaboration
&
Partnerships

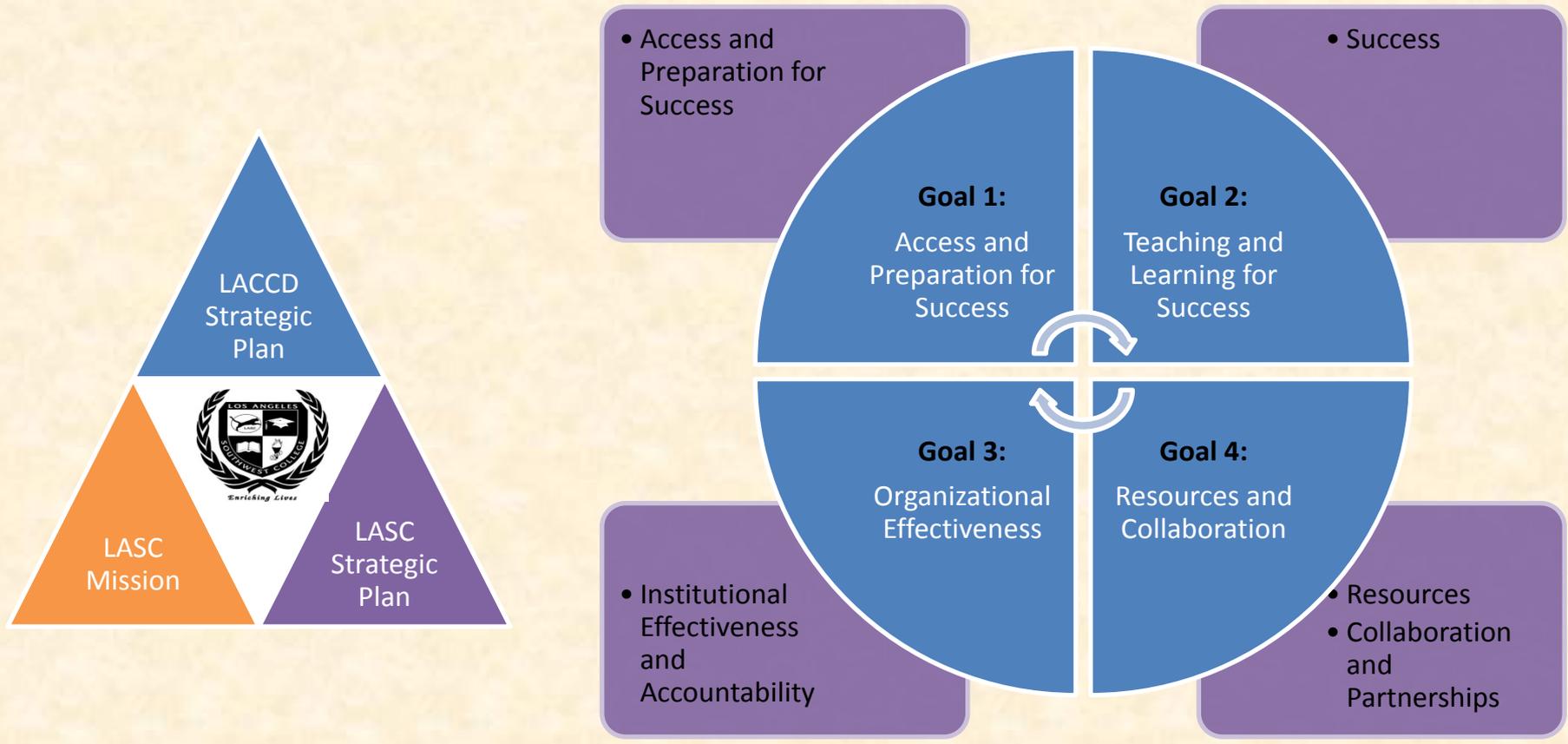
Dr. Linda Rose, President

Dr. Ralph Davis, Passage Program
Director/Counselor

Alfred Gallegos, Dean of Institutional
Advancement

May 25, 2016

I. Alignment of College and District Strategic Plans

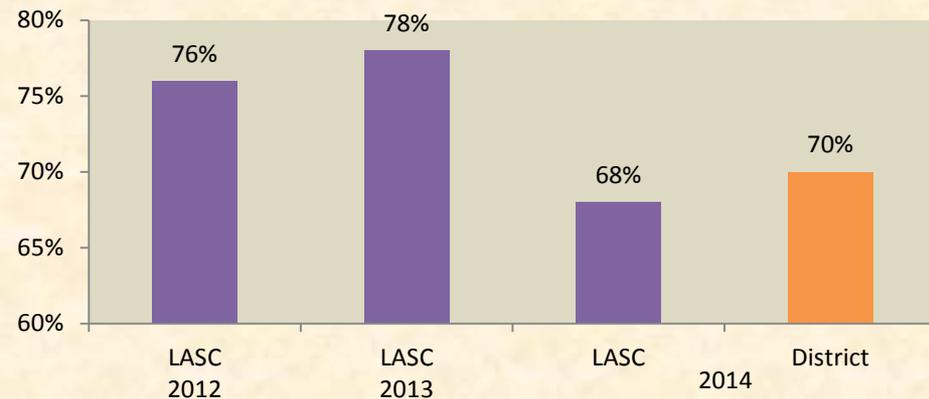


In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders*.

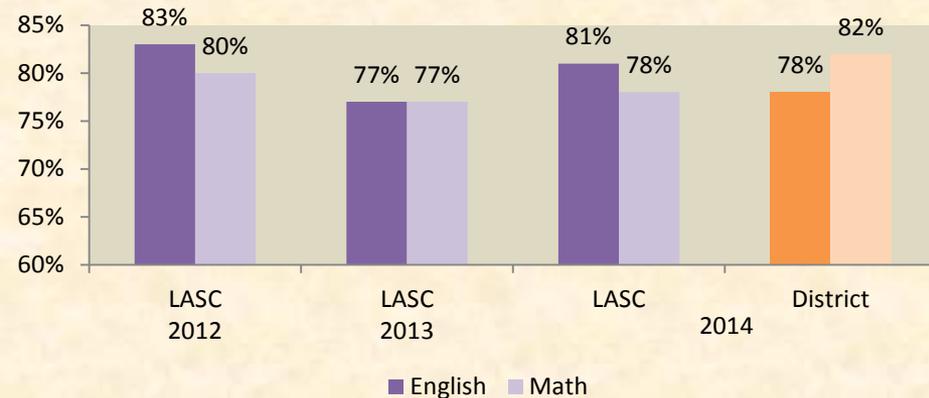
* New Mission Statement awaiting approval.

II. Goal #1 – Access and Preparation for Success

Percent of eligible students receiving Pell Grant



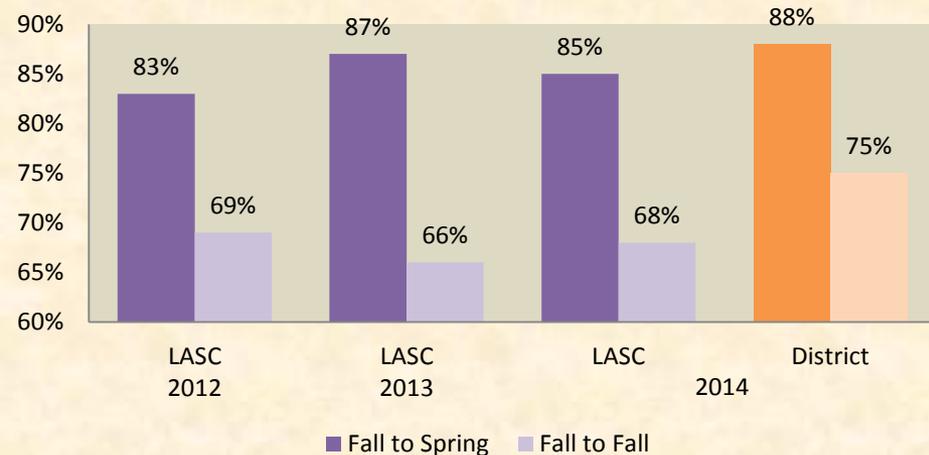
New students who complete Assessment in first term or before



New students who successfully completed at least one English and Math class in their first year



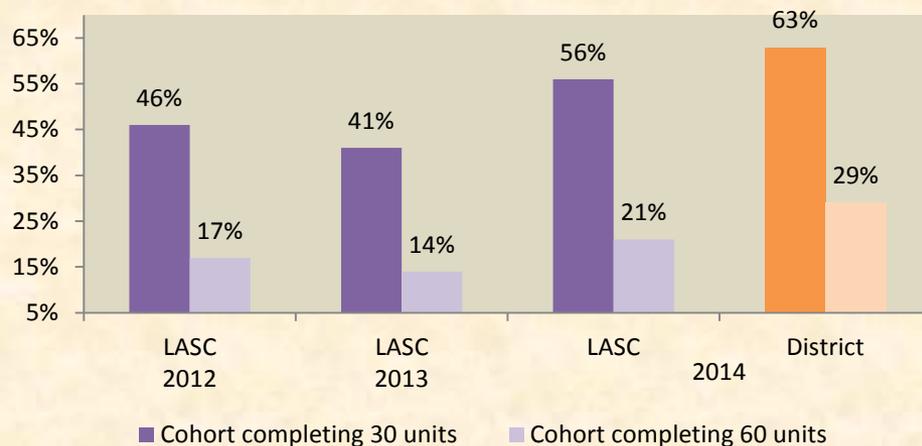
Persistence of new students



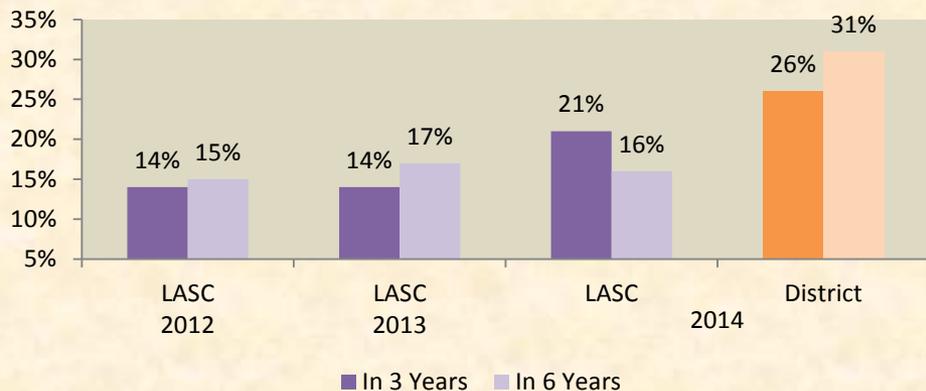
III. Goal #2 – Teaching and Learning for Success

Goal #2- Teaching and Learning for Success	2012	2014	
	LASC	LASC	District
Measure of active learning/project learning	69%	71%	69%
Measure of student engagement in and out of class	22%	21%	19%
Measure of self-efficacy/self-directed learning	71%	76%	78%
Measure of how technology is being used to improve student learning and engagement	NA	69%	66%

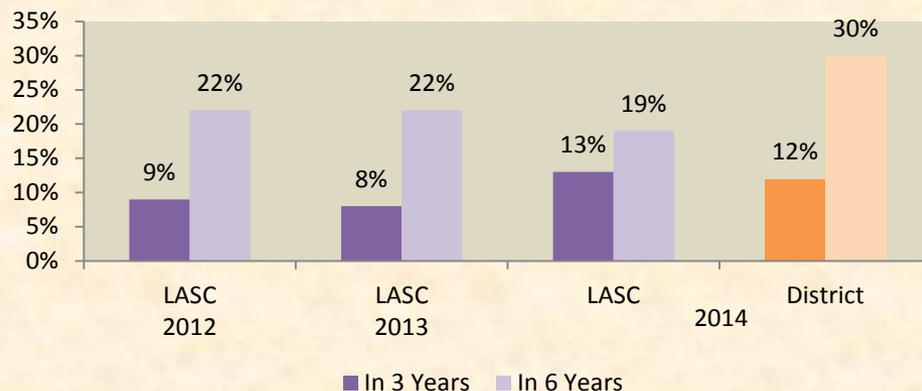
Unit Completion in 3 Years



Cohort Completion of English 101 & Math 125 or Above



Completion Rate (Certificate, Degree or Transfer)



IV. Institutional Efficiency

Institutional Efficiency	2012	2013	2014		3 year change College	3 year change District	2014 Relative to District
	LASC	LASC	LASC	District			
Average Class Size in Credit Classes	35.6	35.6	34.3	36.5	-4%	-9%	2.2
Cost/FTES (annual)	\$5,009	\$4,853	\$5,057	\$4,358	1%	5%	\$ (699)

Educational System	Per-Student Funding
K – 12*	\$11,107
California Community Colleges*	\$7,897
California State University*	\$14,120
University of California*	\$24,788

* Fast Facts 2016, Community College League of California

College Analysis and Response

College Analysis

Access & Preparation for Success

- Above or near district on 3 out of 6 indicators (< 3% difference)

Teaching & Learning for Success

- Above or near district on 5 out of 10 indicators (< 3% difference)

Institutional Efficiency

- Above district on both indicators

Areas for Improvement

- English and Math Assessment
- Improvement of student outcomes:
 - Persistence
 - Unit Completion
 - Achievement of English/Math Competency
 - Completion Rate

Ongoing Improvements

- Review and revision of Mission to meet accreditation standards
- Completion of Educational, Facilities and Technology Master Plans
- Community Colleges Basic Skills and Student Outcomes Transformation Program Grant

LASC QFE

Total points: 26 of 30

- Learning Outcomes Assessment
- Planning Integration
- Professional Development

2015 College Planning and Effectiveness Report
 Los Angeles Southwest College
 May 25, 2016

I. Alignment of College and District Strategic Plans

The 2014-2020 Los Angeles Southwest College Strategic Master Plan was developed in complete alignment with the 2012-2017 LACCD Strategic Plan. The College Strategic Plan provides a blueprint for the future of LASC over a six year period and it serves as the foundation of all other plans, and for the allocation of campus resources. The College’s integrated planning process was also recently evaluated and revised. The process infuses LASC’s Strategic Goals throughout the planning process (including master plans, program review and program planning) and budgeting process. The College’s integrated planning and evaluation structure ensures that short- and long-term goals are met.

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i>	Goal 1: Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.
Goal 2: Teaching and Learning for Success – <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>	Goal 2: Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.
Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	Goal 3: Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
Goal 4: Resources and Collaboration – <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>Goal 4: Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.</p> <p>Goal 5: Collaboration and Partnerships: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.</p>

II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2012	2013	2014	2014 District	3 year change College	3 year change District
Objective 1. Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	76%	78%	68%	70%	-8%	-1%
Objective 2. Increase the percentage of new students who complete the matriculation process						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	83%	77%	81%	78%	-2%	4%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	80%	77%	78%	82%	-2%	8%
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.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	13%	15%	20%	24%	7%	7%
<i>3.2 Persistence - Fall to Spring</i>	83%	87%	85%	88%	2%	1%
<i>3.2 Persistence - Fall to Fall</i>	69%	66%	68%	75%	-1%	0%

Goal #1- College Analysis and Response				
District Measure	Strength or Challenge	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Challenge Negative – 3 Y change Slightly Below – LACCD Average	National policy changes have affected Pell participation in California. Changes to the lifetime Pell eligibility limits, elimination of financial aid eligibility for students without a high school diploma or its equivalent, and the reduction of income to asset protection allowances have discouraged and, in some cases, students have maxed out of eligibility.	<ul style="list-style-type: none"> • Increase awareness of the FAFSA application process and financial aid policies and procedures. • Conduct workshops to educate students regarding budget planning and goal setting. • Support the California Community Colleges “I Can Afford College” campaign. 	The percentage of eligible students receiving Pell Grants will increase by at least 5% over the next three years.

Goal #1- College Analysis and Response

District Measure	Strength or Challenge	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	Strength Slight 3 Y decrease Above – LACCD Average (1 measure)	The percentage of new students completing English and Math assessments in their first term or before has historically been a strong suit for LASC. The College shows an increase on this measure from 2013 to 2014.	<ul style="list-style-type: none"> • During the outreach process, continue informing new students about the assessment process. • Increase the percentage of new students completing assessment by providing access to the assessment test at remote locations. 	The College expects an increase in the percentage of new students completing English assessment by 4% and Math assessment by 4% in their first term or before, within three years.
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	Improving Positive – 3 Y change Below – LACCD Average	The percentage of new students successfully completing at least one English and Math class in their first year continues to be below the District average; however, the College has made great strides on this measure over the last three years (7% change).	<ul style="list-style-type: none"> • Encourage more students to enroll in the English and Math courses they assess into in their first year. • Collaborate with counselors to ensure that all new students will have an educational plan that includes Math and English during their first semester. • Implement more boot camps that prepare students for success in their Math and English courses. 	The College expects an increase in the percentage of new students that complete at least one English and Math class in their first year by 5%, within three years. (align with District average)
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	Improving Slight 3 Y change (+/-) Below – LACCD Average	In 2011 these measures (Fall to Spring and Fall to Fall Persistence) were 79% and 56%, respectively. Over the last three years the college has greatly improved on this measure. The small changes on this measure suggest that interventions are holding steadfast; however, through development of the educational master plan, the college looks to improve on this measure with new student-centered interventions.	<ul style="list-style-type: none"> • Begin to track the use of Early Alert by faculty, to assist students in danger of failing to utilize resources available to them. • Implement of Student Equity Plan activities, including imbedded tutoring and implementation of learning communities. • Support student success center in assisting students to use tools that will help them succeed and persist. • Institutionalization of the Passage program, which is designed to increase persistence among first-year students and men of color. 	The College goal is to increase the persistence rate of first-year students, within three years, from Fall to Spring by 3%, and from Fall to Fall by 7%. (align with District average)

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2012	2013	2014	2014 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>	69%		71%	69%	2%	4%
<i>1.1 Measure of student engagement in and out of class</i>	22%		21%	19%	0%	-1%
<i>1.1 Measure of self-efficacy/self-directed learning</i>	71%		76%	78%	5%	6%
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>	NA		69%	66%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	46%	41%	56%	63%	10%	2%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	17%	14%	21%	29%	4%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	14%	14%	21%	26%	7%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	15%	17%	16%	31%	1%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	9%	8%	13%	12%	4%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	22%	22%	19%	30%	-3%	-5%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2014 is final year for the three year measurement period beginning in 2011.

Goal #2- College Analysis and Response

District Measure	Strength or Challenge	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Active /project learning</i>	Strength Positive – 3 Y Change Above – LACCD Average	On this measure, LASC exceed the District average and has increased modestly over the last three years.	<ul style="list-style-type: none"> Identify and implement student-centered interventions that engage students in active learning. Continue to offer and improve professional development activities that focus on methods to improve active learning. 	Increase the percentage of active learning/project learning by 2%, within three years.
Measure 2.1.1: <i>Student engagement in and out of class</i>	Challenge No 3 Y Change Above – LACCD Average	On this measure, LASC exceed the District average over the last three years. However, the college agrees that student engagement in and out of class needs to increase.	<ul style="list-style-type: none"> Institutionalization of the Passage program, which is designed to increase improve student engagement. Collaborate with the ASO to implement a comprehensive process that substantively engages students. 	Increase the percentage of student engagement in and out of the class by 4%, within three years.
Measure 2.1.1: <i>Self-efficacy/self-directed learning</i>	Strength Positive – 3 Y Change Slightly Below – LACCD Average	On this measure, LASC has increased by 5% over the last three years and is just below the District average.	<ul style="list-style-type: none"> Continued implementation of SB 1456 and Federal Financial Aid regulations empower students to self-govern and complete their educational goals in a timely fashion, fostering self-efficacy. In collaboration with Academic Senate, continue offering professional development activities designed to improve teaching strategies related to self-directed learning. Collaborate with the ASO to develop a support network for students to strengthen academic skills, personal development, and character enrichment. 	Increase the percentage of self-efficacy/self-directed learning students by 4%, within three years.
Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i>	Strength Above – LACCD Average	On this measure, LASC exceed the District average.	<ul style="list-style-type: none"> Encourage faculty to continue using technology in the classroom to improve student learning and engagement. Continue to use social media to engage students and improve student learning. 	Increase this measure by 3%, within three years.

Goal #2- College Analysis and Response

District Measure	Strength or Challenge	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i></p>	<p>Improving</p> <p>Positive – 3 Y change</p> <p>Below – LACCD Average</p>	<p>LASC continues to be below the District average on this measure, but the college continues to improve at a faster rate than the District (10% and 4%, respectively, over three years on these measures).</p>	<ul style="list-style-type: none"> • Continue to expand tutoring and supplemental instruction across disciplines on campus, especially in high enrollment classes with low success rates. • Institutionalization of the Passage program, which is designed to improve completion and attainment of educational milestones among first-year students and men of color. • Continue to support the Working Students Success Network program, which helps low-income students with families to reach economic stability and move up the economic ladder. • Through the recently promised Community College Basic Skills and Student Outcomes Transformation Program Grant, develop and implement student-centered interventions and policies. 	<p>Increase the percentage of new student cohort completing 30 units in 3 years by 7% and the percentage of new student cohort completing 60 units in 3 years by 8%. (align with district average)</p>
<p>Measure 2.2.2 <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i></p>	<p>Improving</p> <p>Positive – 3 Y change</p> <p>Below – LACCD Average</p>	<p>LASC continues to be below the District average on this measure, but the college continues to improve at a faster rate than the District (7% and 1%, respectively, over three years on these measures).</p>	<ul style="list-style-type: none"> • Continue to expand tutoring and supplemental instruction across disciplines on campus, especially in high enrollment classes with low success rates. • Institutionalization of the Passage program, which is designed to improve completion and attainment of educational milestones among first-year students and men of color. • Continue to support the Working Students Success Network program, which helps low-income students with families to reach economic stability and move up the economic ladder. • Through the recently promised Community College Basic Skills and Student Outcomes Transformation Program Grant, develop and implement student-centered interventions and policies. 	<p>Increase the percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years by 5% and 10%, respectively.</p>

Goal #2- College Analysis and Response

District Measure	Strength or Challenge	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i></p>	<p>Improving Moderate 3 Y Change Above – LACCD Average (1 measure)</p>	<p>Within a three year window, this measure has the college performing slightly above the District average. Within a six year window, however, the college trails the District average by an enormous amount. Three year comparisons show that the college continues to gain ground at a better rate than the District on these measures. Despite the preparedness issues, results in measures 2.1.1 through 2.2.3 show that the college is improving on these measures.</p>	<ul style="list-style-type: none"> • Continue to expand tutoring and supplemental instruction across disciplines on campus, especially in high enrollment classes with low success rates. • Institutionalization of the Passage program, which is designed to improve completion and attainment of educational milestones among first-year students and men of color. • Continue to support the Working Students Success Network program, which helps low-income students with families to reach economic stability and move up the economic ladder. • Through the recently promised Community College Basic Skills and Student Outcomes Transformation Program Grant, develop and implement student-centered interventions and policies. 	<p>Increase completion rates in 3 years and in 6 years by 5% and 10%, respectively.</p>

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2012	2013	2014	2014 District	3 year change College	3 year change District
Average Class Size in Credit Classes	35.6	35.6	34.3	36.5	-4%	-9%
Cost/FTES (annual)	\$5,009	\$4,853	\$5,057	\$4,358	1%	5%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Challenge	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Challenge	Enrollment priorities, brought on by SB1456 and Title V, have contributed to the reduction of class sizes. The enrollment management process has been rolled out but the process has not been evaluated and its effectiveness is currently unknown.	<ul style="list-style-type: none"> • Encourage timely submission of final grades so students can enroll in a failed course during a subsequent semester. • Institute in-reach activities to encourage all eligible students to enroll in all semesters in which the college offers classes. • Continue outreach activities to maximize average class size in credit classes. • Evaluate the effectiveness of the enrollment management process and make improvements to increase average class size in credit classes. 	Increase this measure to 36.5 within three years (align with District average)
<i>Cost/FTES (annual)</i>	Challenge	The annual Cost/FTES has increased by 1% over the last three years and by 4% from 2013 to 2014. Salary increases and other annual operating increases contributed to the increase in this measure, despite the college meeting a FTES growth target of 8%. K – 12, CCC, CSU, UC all have a higher Per-Student costs than LASC.	<ul style="list-style-type: none"> • Evaluate the effectiveness of the enrollment management process and make improvements to decrease the annual Cost/FTES. 	Decrease this measure to \$4,358 within three years (align with District average)