The Completion Challenge

Leadership Planning Session
LACCD Board of Trustees
Scott Svonkin President
Dr. Francisco Rodriguez, Chancellor
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Challenge Facts

- Only three in ten community college students complete a degree. That is not good enough.
- Minority students completion rates are the lowest.
- Too many students start college in remediation:
  - Arizona 61%
  - LACCD 85%
- For too many students a remedial class is their first and last college class.
- 50% of students placed in remediation could pass a college level course.

- Dr. Henry L. Fernandez, Vice President, Complete College America, 2016 NALEO Presentation
- ACCCT, College Completion Challenge Fact Sheet, 2011
AACC Democracy’s Colleges: A Call To Action 2010

- Goal: 50% Increase
- American Association of Community Colleges
- Association of Community College Trustees (GISS)
- League for Innovation
- Center for Community College Student Engagement
- National Institute for Staff and Organizational Development
- Phi Theta Kappa

CACC State Chancellor’s Goal: 2014

- Increase Student Completions by over 200,000 for the next 10 incoming freshman classes
- Current Completion Rate: 48.1%
- Goal increase to: 62.8%
- LACCD Student Success Scorecard Completion Data Comparison
NGA Common College Completion Metrics

- **Outcome metrics**
  The outcome metrics quantify the end-product of the educational process, informing policymakers and the public on how students, institutions, and the state are performing on the goal of increased postsecondary attainment. The common measures that all states should track include:
  - **Degrees awarded**: annual number and percentage of certificates, associate degrees, and bachelor's degrees awarded;
  - **Graduation rates**: number and percentage of certificate- or degree-seeking students who graduate within normal program time (two years for associate’s degrees; four years for bachelor’s degrees) or extended time (three years for associate’s degrees; six years for bachelor’s degrees);
  - **Transfer rates**: annual number and percentage of students who transfer from a two-year to four-year institution; and
  - **Time and credits to degree**: average length of time in years and average number of credits that graduating students took to earn a certificate, an associate degree, or a bachelor’s degree.
NGA College Common Completion Metrics

- Progress metrics
  - Progress metrics measure student movement from semester-to-semester and year-to-year toward the completion of an academic program. Such measures help policymakers identify specific challenges and opportunities for improvement in higher education. The measures also enable institutions to target intervention and support services to increase the likelihood of completion. The common measures that all states should track include:
  
  - Enrolment in remedial education: number and percentage of entering first-time undergraduate students who place into and enroll in remedial math, English, or both.
  - Success beyond remedial education: number and percentage of first-time undergraduate students who complete a remedial education course in math, English or both and complete a college-level course in the same subject.
  - Success in first-year college courses: annual number and percentage of entering first-time undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years.
  - Credit accumulation: number and percentage of first-time undergraduate students completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year.
  - Retention rates: number and percentage of entering undergraduate students who enroll consecutively from fall-to-spring and fall-to-fall at an institution of higher education.
  - Course completion: percentage of credit hours completed out of those attempted during an academic year.

LACCD 2013-2017 Goals

- 1. Access And Preparation
- 2. Teaching And Learning For success
- 3. Organizational Effectiveness
- 4. Resources And Collaboration
LACCD Board of Trustees
2016 Goals

• 1A. All LACCD Students Meet or Exceed California Community College Student Success Rates: Degree, Certificate, Transfer

• 1B. LACCD Will Develop A Culture of Customer Service

• 2C. Increase Student Access To CTE Programs

• 3. All Colleges Will Achieve Accreditation

• 4A. Replicate Successful Methods Similar To Career Pathways Grants District-wide

• 4B. Increase Additional Revenue Streams

Goal: All Students Meet or Exceed CA Student Success Rates

Student Success Rates

• Specific
  • (Clear, Concise, Measurable)

• Measurable or Motivational
  • (Dollars, volume, time, experiences)

• Actionable or Attainable
  • (You can do something to actually make this happen)

• Reachable or Realistic
  • (Partial is fine)

• Timely
  • (Deadlines are announced and committed too)
Complete College of America Alliance

- 39 States
- Endorsed by Governor Brown and NGA
- Twelve Efficiency Metrics in three categories: Outcomes, Progress, Context

LACCD form a Consortium Similar to CA Central Valley Higher Education Consortium: Implementation support provided by CCA/Gates, College Futures Foundation

- Replace Traditional Remediation Education Sequences With Corequisite (Accelerated) Remediation Models
Recommendations

- Alignment of LACCD Strategic Planning Process with Board of Trustee Goals to promote District-wide Implementation: 2018-2023
- Incorporate 2017 Board Priorities into Goals
- Resource Allocation Aligned to Planning Goals (i.e. College Promise)
- LACCD Board Goals: Guiding Principles for Strategic Planning Process and for setting Metrics District-wide
- Participate in the AACC’s Call To Action and Accept the College Completion Challenge-Compatible with LACCD
- Engage College Futures of America to support District-wide completion efforts