

# Los Angeles Southwest College Institutional Effectiveness Report to the Board of Trustees

March 25, 2015

## 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. Further, 80% of students attend part time. To ensure that the college meets the needs of this population, LASC recently revised its Strategic Plan. This revision used the LACCD Strategic Plan as a model and placed a renewed emphasis on student success.

### Access and Preparation for Success

LASC's front-end student services are a strength for the college. LASC consistently has one of the highest percentages in the District of eligible students receiving Pell Grants, and a high percentage of students completing the English and Math assessment. To ensure continued success in this area, LASC recently hired multiple positions in the financial aid office. This will shorten wait times and ensure more eligible students are able to receive aid. LASC has a lower percentage of students who successfully complete Math and English in their first year compared to the district average. The reason for this is largely due to the definition of Math completion. The vast majority of LASC students assess into the lowest two levels of Math (e.g. 82% in Fall 2013). These two levels are housed in the Noncredit Dept and not the Math Dept. Thus, students who complete these noncredit courses are not counted as having completed a math class. LASC's persistence measures are lower than the district average, but the college is quickly closing the gap. Over the past three years, fall-to-spring persistence has increased by eight percentage points, and fall-to-fall persistence has increased by 10 percentage points. Both of these increases outpace the district increases over the same period by a large margin.

### Teaching and Learning for Success

LASC is either above or on par with the district average for each of the following measures: active learning/project learning, self-efficacy/self-directed learning, student engagement, and the use of technology. Construction on the campus library was completed in January, 2015. This will give students a large, comfortable space to study, work collaboratively, and spend more time on campus. It is expected that this will further increase student engagement. LASC is well below the district average on the percentage of new students completing English 101 and Math 125 within three and six years. LASC has the highest percentage of unprepared students in the LACCD (93%). Further, nearly 75% of students attend part time. Taken together, this adds up to a student population that requires extensive remediation and also accumulates units slowly. LASC's three-year and six-year completion rates are also below the district average, but did not show the same decrease that the district saw. LASC is taking a number of steps to address these issues. Through the college's student equity plan, tutoring and supplemental instruction have been expanded to nearly all high-enrolled, low-success courses. Further, the college recently received a grant through the ATD network to improve services for working families. Through this grant, LASC is partnering with a local non-profit agency to support working students, which make up a large proportion of our student population.

### Institutional Efficiency

LASC's average class size is below the district average, and is also decreasing at a faster rate than that of the district. The primary reason for this decrease has to do with campus construction. A number of classes were being held in bungalows until this spring, when new buildings with large classrooms came online. LASC's Cost/FTES is higher than the district average, but it decreased between 2012 and 2013.

To improve both of these measures, LASC has evaluated and revised its enrollment management process. Through a new data-driven approach, departments are provided with an FTES target and a paid hours cap. Then, they are given extensive data on course fill rates and success rates, as well as access to a new online, interactive course scheduling tool. This tool allows departments to balance low-enrolling upper-division classes with high-enrolling intro-level classes. This new process will increase instructional efficiency, and also improve knowledge of effective enrollment management practices throughout the college.



# LASC College Effectiveness Report

Presented to the  
Institutional Effectiveness  
Committee  
LACCD Board of Trustees  
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# Integration of LASC and LACCD Plans

LACCD Goal	LASC Goal
Goal 1: Access and Preparation for Success	Goal 1: Access and Preparation for Success
Goal 2: Teaching and Learning for Success	Goal 2: Success
Goal 3: Organizational Effectiveness	Goal 3: Institutional Effectiveness and Accountability
Goal 4: Resources and Collaboration	Goal 4: Resources Goal 5: Collaboration and Partnerships



# College Analysis

## **Strengths**

5 measures

## **On par with District**

3 measures

## **Weaknesses**

5 measures

# Strengths

Measure	LACCD	LASC
Percentage of eligible students receiving Pell Grant	71%	78%
New students completing English assessment	73%	77%

Measure	LACCD 3-year Change	LASC 3-year Change
Persistence – Fall to Spring	1%	8%
Persistence – Fall to Fall	1%	10%

# On Par with District

Measure	LACCD	LASC
Student engagement	20%	22%
Self-efficacy	67%	67%
Technology Use	71%	70%

Passage and Freshman Year Experience Programs are designed to improve student engagement.

Library and Theater construction has been completed.

# Weaknesses

Measure	LACCD	LASC
New students completing English 101 and Math 125 in 3 years	26%	14%
6-year completion rate	33%	22%
Cost/FTES	\$4,314	\$4,853

93% of LASC students are unprepared for college.

73% of students attend part time.

Student equity plan - expanded tutoring and supplemental instruction.

ATD Working Families Success Network Grant.

Revised Enrollment Management Process.

2014 College Planning and Institutional Effectiveness Report  
 Los Angeles Southwest College  
 March 25, 2015

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

LASC recently developed a revised Strategic Plan, which is in complete alignment with the LACCD Strategic Plan. The District Strategic Plan was used as the foundation for the College Strategic Plan. Faculty, staff, administrators, and students examined data and provided input on the direction of the college in multiple campus forums. The final plan was approved by the College Council, Academic Senate, and Board of Trustees. In addition, the College has evaluated and revised its entire integrated planning process. This revised process now completely infuses the College’s Strategic Goals throughout the program review, program planning, and budgeting process. As a result, LASC has a fully integrated planning and evaluation structure that ensures that it will meet its short- and long-term goals.

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: Access and Preparation for Success:</b> Improve equitable access to a high-quality education that promotes student success.
<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 2: Success:</b> Increase student success and academic excellence with a focus on student-centered instruction and support services.
<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 3: Institutional Effectiveness and Accountability:</b> 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.
<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: Resources:</b> Optimize human, physical, technological, and financial resources to ensure quality services for our students. <b>Goal 5: Collaboration and Partnerships:</b> Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.

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

<b>Goal #1- Access and Preparation for Success</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2013 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>	80%	76%	78%	71%	-3%	0%
<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>	79%	83%	77%	73%	-2%	1%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	78%	80%	77%	75%	-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>	11%	13%	15%	19%	4%	2%
<i>3.2 Persistence - Fall to Spring</i>	79%	83%	87%	87%	8%	1%
<i>3.2 Persistence - Fall to Fall</i>	56%	69%	66%	75%	10%	1%

<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> Above the LACCD average	When including the BOG Fee Waiver, over 95% of eligible students received financial aid at LASC. LASC has consistently been the highest in the district over the last three years on this measure.	Continue current efforts to ensure that the vast majority of eligible students receive Pell Grants and other forms of financial aid. The financial aid office has recently hired additional staff to better serve student needs.	<i>Increase to 85% in the next three years</i>
<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>Strength:</b> Above the LACCD average	LASC has been significantly higher than the district average on this measure for each of the last 3 years.	Through the ATD initiative, the entire matriculation process was streamlined. Further, the implementation of the SSSP Act will ensure that even more students will complete the assessment test early in their academic career.	<i>Increase to 80% in the next two years</i>

<p><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></p>	<p><b>Emerging Strength:</b> Improving at a faster rate than the LACCD</p>	<p>A large percentage of LASC students assess into the lowest levels of English and Math. In Fall 2012, 82% of students assessed into the bottom two levels of Math. At LASC, these two levels (Basic Skills 028CE and Basic Skills 035CE) are housed in the Noncredit dept, and not in the Math dept. Since these courses are not in the Math discipline, LASC does not receive credit for these students having enrolled in and/or completed a Math class in their first year, even if they complete the noncredit Basic Skills math course into which they assessed. The same situation exists for English, as well.</p>	<p>Work is currently being done to evaluate the effectiveness of noncredit Math and English courses in preparing students for credit coursework.</p>	<p><i>Increase by 2% annually</i></p>
<p><b>Measure 1.3.2:</b> <i>Persistence – Fall-to-Spring &amp; Fall-to-Fall</i></p>	<p><b>Emerging Strength:</b> Improving at a faster rate than the LACCD</p>	<p>The 3-year change for both measures are far higher than the 3-year change for the District, indicating that LASC is making large gains on this measure.</p>	<p>The College’s FYE and Passage programs are designed to increase persistence among first-year students and men of color, respectively. Implementation of the SSSP Act will also increase student persistence.</p>	<p><i>Fall-to-Spring: Increase by 1% annually Fall-to-Fall: Increase to 75% by 2017 (align with District average)</i></p>

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

<b>Goal #2- Teaching and Learning for Success</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2013 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>			67%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			22%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			67%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			70%	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>	38%	46%	41%	62%	3%	4%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	14%	17%	14%	29%	1%	2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	10%	14%	14%	26%	4%	3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	11%	15%	17%	33%	6%	2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	8%	9%	8%	13%	0%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	16%	22%	22%	33%	5%	-3%

\*Objective 1 metrics are from the student survey which is administered every two years. For example, results from the 2012 student survey will appear in 2013 because they are the most recent data.

\*\*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2013 is final year for the three year measurement period beginning in 2010.

<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>Strength:</b> Above LACCD Average	LASC is above the LACCD average	Continuing to offer professional development activities that focus on methods to improve active learning among LASC's students.	<i>Increase to 72% in two years</i>

<b>Measure 2.1.1:</b> <i>Student engagement in and out of class</i>	<b>On par with District</b>	LASC is above the LACCD average	LASC Passage and FYE programs are designed to improve student engagement. Further, the completion of construction on the campus library has given students a large, comfortable area to study, work collaboratively, and spend more time on campus. It is expected that this will further increase student engagement.	<i>Increase to 25% in two years</i>
<b>Measure 2.1.1:</b> <i>Self-efficacy/self-directed learning</i>	<b>On par with District</b>	LASC is equal to the LACCD average	Continue to offer professional development activities that are designed to improve pedagogies related to improving self-directed learning. Spring 2015 activities have given instructors resources to understand and engage the under-resourced students, who make up the majority of our population.	<i>Increase to 72% in two years</i>
<b>Measure 2.1.3:</b> <i>Technology is being used to improve student learning and engagement</i>	<b>On par with District</b>	LASC is slightly below the LACCD average	Recent professional development activities have focused on using technology effectively to improve student success. Two new classroom buildings have also recently opened, which has dramatically increased the number of SMART classrooms on campus.	<i>Increase to 76% in 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>	LASC is below the LACCD average on each measure, but is also improving at a faster pace than the district. LASC has the highest percentage of unprepared students in the LACCD (93%). Thus, nearly all of LASC's students require more remediation, and by extension, it takes longer for them to meet milestones and to complete their educational goals. Coupled with this issue is the fact that approximately 80% of LASC students attend college part time. As a result, unit accumulation occurs more slowly, as does progress through the Math and English sequences. In spite of these issues, LASC is moving in the right direction on each of these measures.	LASC's Passages and FYE programs are cohort-based interventions, which focus on improving completion, and attainment of educational milestones in males and first year students, respectively. As part of LASC's Student Equity Plan, tutoring and supplemental instruction have been expanded across the campus and are now offered in nearly all courses with high enrollment and low success rates. LASC was recently awarded a grant through ATD, which focuses on improving services for working families. Through this grant, LASC is partnering with a local non-profit agency to support working students, which make up a large percentage of our student population. Further, the completion of construction on the campus library has given students a large, comfortable area to study, work collaboratively, and spend more time on campus.	<i>30 units: Increase to 61% by 2017 60 unit: Increase to 28% in 2017 (align with District average)</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</b>			<i>3 years: 23% by 2017 6 years: 33% by 2017 (align with District average)</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>			<i>3 years: 14% by 2017 6 years: 35% by 2017 (align with District average)</i>

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

<b>Institutional Efficiency</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2013 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
Average Class Size in Credit Classes	39.3	35.6	35.6	37.7	-9%	-8%
Cost/FTES (annual)	\$4,687	\$5,009	\$4,853	\$4,314	4%	7%

<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>Weakness:</b> Below the LACCD Average	<p><i>Much of the decline in average class size is due to campus construction. Prior to spring 2015, a number of programs were housed in bungalows, which did not have large classrooms. As the new buildings come online, average class size should see a corresponding increase.</i></p> <p><i>LASC has also revised its enrollment management process to better balance student completion pathways with FTES funding and budgetary constraints. Department chairs have been given interactive tools that will allow them to build a course schedule that balances high-enrolling intro-level courses with lower-enrolling upper-division courses. It is expected that this system will increase average class size.</i></p>	<p><i>Completion of campus construction.</i></p> <p><i>Further refine enrollment management processes to maximize average class size while still ensuring that students can complete their programs.</i></p>	<i>Increase to 37.7 within two years (align with District average)</i>
<i>Cost/FTES (annual)</i>	<b>Weakness:</b> Above the LACCD Average	<i>The average cost/FTES has increased between 2011 and 2012, but has since declined between 2012 and 2013. See the response to the average class size measure above.</i>	<i>Further refine enrollment management processes to maximize average class size while still ensuring that students can complete their programs.</i>	<i>Decrease to \$4314 within three years (align with District average)</i>