



# **Institutional Effectiveness Report to the Board of Trustees**

**April 27, 2016**

## **Executive Summary**

East Los Angeles College (ELAC) empowers students to achieve their educational goals, and successfully pursue their aspirations for a better future for themselves, their community, and the world. Its multicultural student body reflects the fourteen communities comprising its primary service area. To address the needs of the College community, targeted resources, such as instructional hours, full-time faculty hires, classified hires, professional development, and student support services are used to support student completion of degrees, certificates, and transfers. At the forefront of these efforts is the Strategic Plan, which guides the planning, implementation, and evaluation of all programs and activities through the lens of Student Success, Equity, Community-Center Access, and Institutional Effectiveness.

### **Access and Preparation for Success**

The College is taking a multi-pronged approach to ensuring that students have access to College resources and are prepared to achieve their educational goals. Central to these efforts is the College's Welcome Campaign, a campus-wide initiative to support new, continuing, or re-entering students by providing access to information, resources, and following-up on requests. The goal is to assist incoming and current students to better navigate ELAC and to increase their sense of belonging at ELAC. Furthermore, workshops and targeted outreach are being developed and implemented to ensure all students are fully informed of their financial aid options and requirements, better prepared for taking high-stakes assessment tests, know their academic options, and progress toward their academic goals.

### **Teaching and Learning for Success**

Student success continues to drive teaching, learning, and innovation at ELAC. The College encourages and supports students through a variety of engagement and learning opportunities. Our Associated Student Union and Inter Club Council continue to actively engage students through its seventy-five clubs and a multitude of campus events. The new learning centers and facilities have increased the College's capacity to ensure students have open access to technology and academic support. The College has also strengthened its successful transfer efforts and is implementing long-range, innovative practices to enable students who are pursuing university transfer path to do so successfully. This includes the creation of transfer pathways, programs, and hosting of annual campus events. On a curricular level, the College is working to streamline the basic skills Math pathway to foster student success and progress in Math. To compliment these expansive efforts, the College is developing a comprehensive professional development plan to ensure our faculty, staff, and administrators are well-trained to support the academic needs and life-time aspirations of our students.

### **Institutional Efficiency**

ELAC continues to refine its enrollment management processes in effort to increase institutional efficiency. A new Strategic Allocation Model was designed and implemented in Fall 2015 to optimize course offerings while supporting student completion, transfer, and innovation. The College is also developing a Strategic Enrollment Plan as a way of comprehensively addressing all aspects of enrollment, from matriculation and retention to completion and transfer. The faculty Hiring Prioritization Process is continuously refined to ensure that faculty hires meet existing needs and are aligned to the Strategic Plan.



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# College Planning and Effectiveness Report

Presentation to the LACCD Board of Trustees Institutional Effectiveness and Student Success Committee

OIEA April 27, 2016

# Fulfilling the District Strategic Plan

- ELAC continues to implement its Strategic Plan (2011-2017) – a plan that is fully aligned to the District Strategic Plan.
- ELAC's four strategic goals can be broadly summarized as Student Success, Equity, Community-Centered Access, and Institutional Effectiveness.
- *ELAC meets or exceeds the District average in nearly 90% of the District's Strategic Plan measures.*
- Activities and Initiatives are already in place to address the two measures that are below the District average.

# Access and Preparation for Success

- ELAC continues to show *strength* in new student matriculation, Math and English completion, and student persistence to subsequent terms. *ELAC exceeds the District average in all of these areas.*
  - Institutional efforts such as the First-Year Experience (FYE) directly address Basic Skills completion and persistence.
  - AOC Events and the Math Assessment Prep Workshops have positively impacted the completion of the matriculation process by new students.
- ELAC is below the District average in the percentage of eligible students receiving Pell Grants due to Pell Grant lifetime limits and students not meeting satisfactory progress requirements.
  - To improve in this area, ELAC is holding FAFSA workshops, probation workshops, and working to provide guidance to students disqualified from receiving financial aid.

# Teaching and Learning for Success

- ELAC *exceeds* the District average in areas such as active learning, student engagement, self-efficacy, completion of 30 units within 3 years, completion of 60 units within 3 years, completion of English 101 and Math 125 within 3 years.
  - The FYE has positively impacted completion.
  - Professional Development initiatives such as Culturally Responsive Teaching and the New Faculty Institute positively impact the way instructors help students grow as learners.
- ELAC falls below the District average in terms of degrees, certificates, and transfers.
  - The College is expanding its university partnerships, pathways, and transfer programs to support student completion. The Go ELA campaign has helped the college create a college and career pathway for all East Los Angeles students.



# Institutional Efficiency

- *ELAC continues to have larger classes than the District, on average, and has a lower cost per FTES.*
- Although East has done better than average, these important measures are weakening (each FTES is costing more).
- The College is already responding.
  - ❑ *Strategic Allocation Model* – a data-driven approach to the allocation of instructional hours
  - ❑ *Refined Hiring Prioritization Process* – revised to ensure that staffing need is measured appropriately and fairly

2015 College Planning and Effectiveness Report  
 East Los Angeles College  
 April 27, 2016

## I. Alignment of College and District Strategic Plans

The College continues to implement its Strategic Plan (2011-2017), which integrates the College Mission and objectives from the three College Master Plans—Educational, Facilities, and Technology. The Strategic Plan guides all planning processes through the College’s four goals: Student Success, Equity, Community-Centered Access, and Institutional Effectiveness. Aligning the College planning processes, such as Program Review and Annual Update Plans, with the Strategic Plan ensures ongoing planning and evaluation of the College goals through specific objectives and activities. Furthermore, the College strives to improve its planning processes. In 2015, the College has implemented the extensive use of “data packs” for the Strategic Allocation Model (enrollment management), Hiring Prioritization, and student outcomes to improve institutional effectiveness through transparent and accessible data.

District Strategic Plan Goal	College Strategic Plan Goal
<p><b>Goal 1: Access and Preparation for Success</b> – <i>Improve equitable access; help students attain important early educational momentum points.</i></p>	<p><b>Goal 2:</b> Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.</p> <p><b>Goal 3:</b> Sustaining community-centered access, participation, and preparation that improves the College's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, scientific and social expression as well as environmental awareness.</p>
<p><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></p>	<p><b>Goal 1:</b> Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.</p> <p><b>Goal 2:</b> Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.</p>
<p><b>Goal 3: Organizational Effectiveness</b> – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i></p>	<p><b>Goal 4:</b> Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all College programs and governance structures.</p>
<p><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></p>	<p><b>Goal 3:</b> Sustaining community-centered access, participation, and preparation that improves the College's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, scientific and social expression as well as environmental awareness.</p> <p><b>Goal 4:</b> Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all College programs and governance structures.</p>

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

<b>Goal #1- Access and Preparation for Success</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2014 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<b><u>Objective 1.</u> Ensure equitable access to education</b>						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	70%	66%	68%	70%	-2%	-1%
<b><u>Objective 2.</u> 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>	84%	80%	83%	78%	-1%	4%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	88%	88%	91%	82%	2%	8%
<b><u>Objective 3.</u> 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>	17%	22%	27%	24%	10%	7%
<i>3.2 Persistence - Fall to Spring</i>	91%	91%	92%	88%	1%	1%
<i>3.2 Persistence - Fall to Fall</i>	80%	78%	80%	75%	0%	0%

## Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<b>Measure 1.1.2:</b> <i>Percentage of eligible students receiving Pell Grants</i>	<b>Weakness</b>	<p>Several factors have impacted our students' eligibility for financial aid:</p> <ul style="list-style-type: none"> <li>• Pell Grant Lifetime limits reduced to 600% or six full-time years. Many of our students had reached their 600% limit or near reaching their limit; therefore, they wanted to save their financial aid until transferring to the university.</li> <li>• A high number of students do not meet the financial aid Satisfactory Progress Policy (SAP).</li> <li>• Many students do not have a clear understanding of the college processes, such as registration, drops, repeats, or grading policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold additional FAFSA and other financial aid-related workshops.</li> <li>• Provide financial aid and academic guidance to students disqualified from receiving financial aid.</li> <li>• Continue to provide probation workshops explaining how probation status affects financial aid eligibility.</li> </ul>	The College anticipates an <u>increase in the number of students</u> applying and receiving Pell Grants.
<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>	<p>Senate Bill (SB) 1456, in particular the Assessment, Orientation, Counseling (AOC) campaign, has led an increase of students completing the matriculation process. The college is strong in this measure and will continue its efforts to matriculate new students within the first term.</p>	<ul style="list-style-type: none"> <li>• AOC Events, including information campaigns, high school outreach AOC Days, and a one-day AOC express event for non-exempt students.</li> <li>• No cold assessment efforts, including Math Assessment Prep Workshops, updating and including solutions to Assessment Sample Tests Questions.</li> <li>• Outreach to students who are non-exempt and have not completed AOC.</li> </ul>	Through the efforts being implemented through SB 1456, the college expects an <u>increase in students</u> completing English and Math assessments within or before the first term.

## Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<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>	<b>Strength</b>	The college increased approximately 10% over the past three years on this measure. Many of the college's programs and planning efforts have factored into this increase. The First-Year Experience (FYE) program emphasizes English and Math completion. A new Strategic Allocation Model has been implemented to ensure students have access to the appropriate courses. Additionally, the "No Cold Assessment" campaign has focused its efforts on preparing students for the assessment and ensuring students are appropriately placed into an English or Math course.	<ul style="list-style-type: none"> <li>FYE continues to support students and provide opportunities to succeed in English and Math courses.</li> <li>Continued implementation and evaluation of the Strategic Allocation model.</li> <li>Professional Development opportunities related to improving teaching and learning (Faculty Advocates, New Faculty Institute).</li> <li>New curricular developments are being discussed and planned to ease student entry and progression through course sequences.</li> </ul>	The College anticipates <u>an increase in the number of students</u> completing math and English courses in their first year.
<b>Measure 1.3.2:</b> <i>Persistence – Fall-to-Spring &amp; Fall-to-Fall</i>	<b>Strength</b>	The college continues to be strong in this measure. The Office of Institutional Effectiveness and Advancement continually monitors enrollment patterns and coordinates with the Admissions and Records Office for targeted outreach. These outreach efforts continue to yield positive gains in student persistence and overall enrollment.	<ul style="list-style-type: none"> <li>Increased outreach and support to probation students and students who do not enroll in consecutive terms.</li> <li>Implement the four components of the Welcome Campaign—opening of the Welcome Center, Culturally Responsive Training (CRT) for faculty and staff, create intake form for service and program referral, and student tracking and follow-up.</li> <li>Ongoing analysis of persistence data, including Institutional-Set Standards and Equity.</li> <li>New SIS system to monitor student enrollment patterns.</li> </ul>	The College anticipates <u>an increase in the Persistence rate</u> for Fall-to-Spring and Fall-to-Fall.

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

<b>Goal #2- Teaching and Learning for Success</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2014 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>	68%		71%	69%	2%	4%
<i>1.1 Measure of student engagement in and out of class</i>	23%		25%	19%	2%	-1%
<i>1.1 Measure of self-efficacy/self-directed learning</i>	77%		80%	78%	4%	6%
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>	NA		68%	66%	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>	66%	66%	65%	63%	0%	2%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	32%	33%	32%	29%	0%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	26%	28%	28%	26%	2%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	36%	35%	33%	31%	-3%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	12%	13%	12%	12%	0%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	34%	32%	28%	30%	-5%	-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 Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<b>Measure 2.1.1:</b> <i>Active /project learning</i>	<b>Strength</b>	<p>The college devoted resources to improving the teaching and learning through faculty professional development. As an example, the college is currently offering professional development in Culturally Responsive Teaching (CRT) to help faculty better understand and support their students. Under the new Professional Development Coordinator, the college plans to develop and implement a comprehensive professional development program to continually improve student learning.</p>	<ul style="list-style-type: none"> <li>• Professional Development program/training opportunities for faculty (Faculty Advocates, Culturally Responsive Teaching, Adjunct Academy, New Faculty Institute).</li> <li>• Participation in the District Academic Senate (DAS) Professional Development College.</li> <li>• Participation in the district Dean’s Academy.</li> <li>• Continued implementation of the College Educational Master Plan.</li> </ul>	<p>The College anticipates an <u>increase in the percent</u> of students engaging in active/project learning.</p>
<b>Measure 2.1.1:</b> <i>Student engagement in and out of class</i>	<b>Strength</b>	<p>Student engagement at the college has benefitted from the work of the Associated Student Union (ASU) and Inter Club Council (ICC). ASU is highly active and visible in campus wide activities, events, and committees. Council members are assigned several projects during their tenure in office and learn by planning, coordinating and organizing events. ASU has made a commitment to funding student travel to conferences, competitions, and community events. Additionally, ASU partially funds travel expenses for clubs interested in campus tours to four year universities.</p> <p>ICC consist of 75 clubs allowing students to connect with peers in areas such as education, health and fitness, social justice, sustainability, workforce, and transfer. The club charter process is regularly reviewed to ensure that students are able to join or start a club and connect with like-minded students.</p>	<ul style="list-style-type: none"> <li>• ASU and ICC will continue their outreach and student engagement efforts.</li> <li>• Student Equity Activities, such as the Latina Transfer Pathway, ELANS Male Leadership Academy, and other Equity Grant projects.</li> <li>• Implement the four components of the Welcome Campaign—opening of the Welcome Center, Culturally Responsive Training (CRT) for faculty and staff, create intake form for service and program referral, and student tracking and follow-up.</li> <li>• President’s Innovation Grants to encourage innovative learning opportunities and projects for students.</li> <li>• Continue to publicize events and activities host by the Vincent Price Art Museum (VPAM).</li> </ul>	<p>The College anticipates an <u>increase</u> in student engagement in and out of class.</p>

## Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<b>Measure 2.1.1:</b> <i>Self-efficacy/self-directed learning</i>	<b>Strength</b>	The College has many programs focusing efforts on increasing self-efficacy and self-directed learning. This includes workshops on topics such as Job Skills, Financial Literacy, and Career from leadership academies or grant projects. Furthermore, the SB 1456 and Federal Financial Aid regulations require students to identify an educational goal and program of study. These have all factored into the high percent of students engaging in self-efficacy and self-directed learning.	<ul style="list-style-type: none"> <li>Financial Literacy workshops and the establishment of the Financial Literacy and Welcome Center.</li> <li>Increase the number of students with Educational Plans (SB 1456).</li> <li>Professional Development training opportunities for faculty (Faculty Advocates, New Faculty Institute).</li> <li>Latina Transfer Pathway and ELANS Male Leadership Academy workshops.</li> </ul>	The College anticipates <u>an increase in the percent</u> of students engaging in self-efficacy and self-directed learning.
<b>Measure 2.1.3:</b> <i>Technology is being used to improve student learning and engagement</i>	<b>Strength</b>	The measure shows that the college is performing higher than the district in technology use. The recently completed college facilities will increase student access to cutting-edge technologies in classrooms and learning labs.	<ul style="list-style-type: none"> <li>Expansion of smart classrooms to the South Gate Educational Center.</li> <li>Improving facilities for the Writing Center and the Learning Assistance Center.</li> <li>Professional Development training opportunities for faculty.</li> </ul>	The College anticipates <u>an increase in the percent</u> of students using technology for learning and engagement.
<b>Measure 2.2.1</b> <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	<b>Strength</b>	The College continues to monitor student enrollment patterns, student outcomes, and class scheduling in effort to ensure students have access and are successful in the classes needed for completion. A number of outreach efforts have also been conducted in order to increase the number of continuing and first-time students to enrolling full-time in each semester.	<ul style="list-style-type: none"> <li>Continued outreach and follow-up efforts (Financial Aid, Progress, and Probation, etc.).</li> <li>Extended hours for counseling services.</li> <li>Continued implementation and evaluation of the Strategic Allocation Model.</li> </ul>	The College anticipates <u>an increase in the percent</u> of students completing 30 units and completing 60 units in three years.

## Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<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>Strength</b>	The First-Year Experience (FYE) continues to help students complete English 101 and Math 125 during their first year. Curricular revisions by English and have improved student placement and progression through the basic skill English course sequence.	<ul style="list-style-type: none"> <li>• Expansion of the FYE program.</li> <li>• Improving facilities for the Writing Center and the Learning Assistance Center.</li> <li>• Continued implementation and evaluation of the Strategic Allocation Model to support English 101 and Math 125 completion.</li> <li>• Adoption and implementation of Common Assessment Initiatives.</li> <li>• Streamlining the Basic Skills Math Pathway</li> </ul>	The College anticipates an <u>increase in the percent</u> of students completing English 101 and Math 125 in three to six years.
<b>Measure 2.2.3</b> <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	<b>Strength</b>	Student success and completion are a critical focus of the College Mission. The college is working to expand its university partnerships, pathways, and transfer programs to support student completion. The Go ELA campaign has helped the college create a college and career pathway for all East Los Angeles students.	<ul style="list-style-type: none"> <li>• Expansion of the Go ELA program</li> <li>• Increase the number of associate degrees for transfer.</li> <li>• Strengthen Transfer Culture through student engagement, use of transfer ambassadors, Faculty Transfer Advocates, and Transfer Academies.</li> <li>• Transfer Center Events – (College Fair, Transfer Conference, etc.)</li> <li>• Transfer Pathways (Latina Transfer Pathway, John Delloro Program, and other University Partnerships</li> <li>• Streamlining the Basic Skills Math Pathway</li> </ul>	The College anticipates an <u>increase in the percent</u> of students completing a certificate, degree, or transfer in 3 and six years.

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

<b>Institutional Efficiency</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2014 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
Average Class Size in Credit Classes	41.4	39.0	37.5	36.5	-10%	-9%
Cost/FTES (annual)	\$3,810	\$4,182	\$4,301	\$4,358	13%	5%

<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>	Over the past three years, the College has expanded its section offerings to meet growth targets. With enrollments growing at a slower rate, the average class size has decreased over the past three years, but still remains above the district average. In effort increase efficiency, the college has implemented a Strategic Allocation Model to optimize the College's future course enrollment allocations.	<ul style="list-style-type: none"> <li>The College will continue to monitor the enrollment patterns of its students and implement outreach and recruitment strategies to increase enrollments.</li> <li>Development of a Strategic Enrollment Plan to address all aspects of enrollment from matriculation to retention, success, and completion.</li> <li>Evaluate Strategic Allocation Model, including semester enrollment update meetings with department chairs and monitoring enrollments in late allocations.</li> <li>Professional Development for faculty to improve course retention and success.</li> </ul>	The College expects an improvement in the average credit class size.
<i>Cost/FTES (annual)</i>	<b>Weakness</b>	Over the past three years, the College has expanded its section offerings to meet growth target, but enrollment has not kept pace. Though the College's cost per Full-time Equivalent Student (FTES) has continued to increase over the past three years, it is still below the overall district average. The College understands the long-term implications of these increasing cost and is strategically exploring ways to reduce costs without affecting student success.	<ul style="list-style-type: none"> <li>Development of a Strategic Enrollment Plan to address all facets of enrollment from matriculation to retention, success, and completion.</li> <li>Evaluate Strategic Allocation Model enrollment processes, including semester enrollment meetings with department chairs and monitoring enrollments in late allocations.</li> <li>The College will develop and implement a budget to ensure long-term fiscal solvency.</li> </ul>	The College expects an improvement in institutional efficiency.