



Institutional Effectiveness Report to the Board of Trustees

April 27, 2016

Executive Summary

Almost 60% of LACC current students have an educational goal to transfer and/or obtain an associate degree. This number has increased significantly during the last 5 years (from 44% in 2010). Based on College data analysis, time to completion is one of the most significant factors inhibiting student success. Decreasing time to completion will help the College better realize its mission of empowering students to achieve their educational and career goals. To accomplish this, the College plans to increase access and success through its transfer, career and technical education, and foundational skills programs. At the same time, budget deficit and decreases in enrollment have been the College's highest priority. To address these issues, the College is working on multiple enrollment management strategies.

Access and Preparation for Success

While students at LACC have been applying for financial aid at unprecedented rates, students are not taking Math and English assessment tests, nor enrolling in these during their first year at the college. To alleviate this issue, SSSP and Equity funds are being utilized to make sure that all new students are assessed, receive an orientation, and have an educational plan before they enroll in their first class. In addition, the Basic Skills Transformation Grant, which was developed through partnership with the Math, English and Non-credit departments, will focus on improving success rates and shortening the math and English progression path for all students. During summer 2016, the College will offer several math and English pre-assessment workshops and boot camps to ensure that students begin the academic year prepared for success.

Teaching and Learning for Success

In 2014-15, 44% of LACC students who earned a degree took over six years to attain it. To address this issue, the College's long-term plans to increase awards completions include ensuring students reach certain momentum points and providing increased support and guidance to students, while actively pursuing the requirement for students to complete math and English early in their studies. By taking these and other actions, it is anticipated that students will be more likely to complete their academic and career goals in a timely manner.

Institutional Efficiency

In 2013-14, 92.8% of the College's budget was spent on certificated salaries, classified salaries, and employee benefits. In 2014-15, this expenditure increased to 93%. Currently, the College is working to bring that number down to the District average (90.9%). In order to reach this goal, the College is considering decreases in FTEF expenditures (reduce hourly instruction by \$1.2 million) and increase FTES generation through more efficient enrollment management strategies:

- **2016-17 Schedule:** Power schedule for Summer & Winter; Zero-base scheduling for Fall & Spring.
- **Curriculum Management & Scheduling:** Offer a schedule of classes that will enable timely, efficient and realistic program completions.
- **Maximizing Facilities Utilization:** The College recently purchased new room management software to enhance room scheduling capabilities and space usage optimization.
- **Communication, Outreach and Recruitment Campaign:** Establish a structure for ongoing marketing, image building and branding campaigns. Actively use social media, email and posting boards, and revamp the College's website. Collaborate with area high schools.
- **Management, Monitoring and Accountability:** Develop data tools, dashboards and reports that provide on-time data and information needed for decision-making, monitoring and reporting.

Los Angeles City College



COLLEGE PLANNING & INSTITUTIONAL EFFECTIVENESS

Report to the Board of Trustees
Institutional Effectiveness & Student Success Committee
April 27, 2016



GOAL #1 ACCESS & PREPARATION FOR SUCCESS

4 measures up



1 measure down



Objective/Measure	2014	3 Y. Change
1.1 Eligible Students receiving Pell Grant	75%	1%
2.1 New Students completing English /Math Assessment in 1 st term or before	71% / 75%	9% / 16%
3.1 New students completing an English & Math class in 1 st year	22%	8%
3.2 Persistence: Fall to Spring / Fall to Fall	85% / 72%	-2% / 0%

- First Year Experience (FYE): Increase to 500; provide constant feedback
- Basic Skill Transformational grant: English, Math & Non-Credit
- High School Partnership: “City Days” include assessment & counseling
- Assessment Practices: Retake policy, cut scores & multiple measures
- At-Risk Students Activities: Probationary; AOC; BOG; Financial Aid

GOAL #2 TEACHING & LEARNING FOR SUCCESS

2 measures up



1 measure down



Objective/Measure (Based on Spring 2014 LACCD Survey)	2014	3 Y. Change
1.1 Measure of active learning/project learning	66%	3%
1.1 Measure of student engagement in and out of class	17%	-1%
1.1 Measure of self-efficacy/self-directed learning	77%	7%
1.3 Measure of how technology is being used to improve student learning and engagement	66%	N/A

- Multiple SSSP & Equity Activities
- FYE: College Success Seminar, Peer-to-Peer Mentor program
- Professional Development: Ambassadors of Equity Program; New fulltime and adjunct counselor orientation; LA HI-TECH Grant
- EOPS designated separate counselors for AB540



GOAL #2 TEACHING & LEARNING FOR SUCCESS

4 measures up 

1 measure down 

Objective/Measure	2014	3 Year Change
2.1 New students completing 30/60 units in 3 years	60% / 27%	2% / 1%
2.2 New students successfully completing English 101 & Math 125 in 3 / 6 years	19% / 30%	1% / 0%
2.3 Completion rate in 3 / 6 years	8% / 24%	1% / -6%

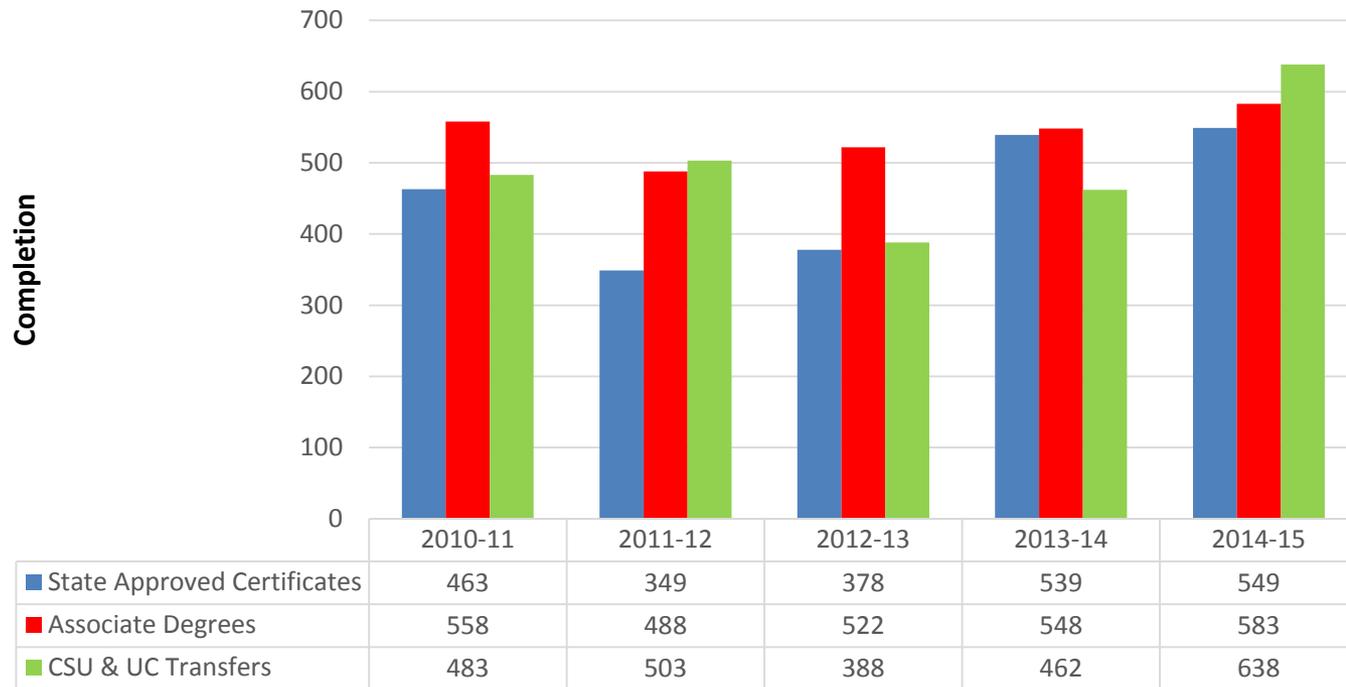
- Decrease time to completion is Quality Focus Essay (QFE) Action Project #2, strategies to build an infrastructure that provides a clear path to completions
- Basic Skill Transformational grant: assessment prep; boot camps; acceleration
- High School Partnership: Math & English curriculum alignment
- Equity Plan Projects: STEM Academy; additional support for the Ralph Bunche Scholars and Transfer Center programs
- FYE: Increase to 500; start with Math & English; focus on year 2

LACC COMPLETIONS

All completion measures are up



LACC State Approved Awards and CSU/UC Transfers





GOAL #4 COMPARISON TO COLLEGE DISTRICT

Both measures down



Institutional Efficiency	2014	3 Year Change
Average Class Size in Credit Classes	34.2	-10%
Cost FTES/Annual	4,442	8%

- Effective Enrollment Management is the Quality Focus Essay (QFE) Action Project #1
- Decrease FTEF and increase FTES generation:
 - Power schedule for Summer 2016 and Winter 2017
 - Zero base scheduling for Fall 2016 and Spring 2017
 - Curriculum Management & Scheduling
 - Maximizing Facilities utilization
 - Communication and Recruitment Campaign
 - Management, Monitoring and Accountability
- Planning to reduce hourly instruction budget for 2016-17 by \$1.2 million

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

I. Alignment of College and District Strategic Plans

The 2014-2020 Educational and Strategic Master Plan re-affirms the goals from the 2008-2013 Strategic Master Plan and adds specific performance and student achievement measures that bring the college plan into complete alignment with the District plan and measures and addresses existing college priorities, such as the Achieving the Dream initiative and SB 1456. The new plan also more clearly articulates Organizational Effectiveness, Resources and Partnerships/Collaboration.

District Strategic Plan Goal	LACC 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 – Improve equitable access and help students attain early educational momentum points to assure academic success. Shared Measures:
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 – Provide support and guidance to promote student completion of degrees, certificates, and transfer-readiness.
Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	Goal 3: Organizational Effectiveness – Increase institutional effectiveness through ongoing and systematic cycles of improvement that accomplish the college mission and educational and strategic master plan.
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>	Goal 4: Resources – Provide human, physical, technological, and financial resources to efficiently and effectively implement educational programs and college services.

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
<u>Objective 1.</u> Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	74%	76%	75%	70%	1%	-1%
<u>Objective 2.</u> 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>	62%	61%	71%	78%	9%	4%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	59%	62%	75%	82%	16%	8%
<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.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	14%	17%	22%	24%	8%	7%
<i>3.2 Persistence - Fall to Spring</i>	87%	85%	85%	88%	-2%	1%
<i>3.2 Persistence - Fall to Fall</i>	72%	72%	72%	75%	0%	0%

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Strength Positive - 3Y Change Above - LACCD average	The number of FAFSA applicants has grown by 75% from 18,817 in 2010-11 to 33,094 in 2015-16 (20% of all district applications). The college has been actively addressing the increase in demand for financial aid services by building new online resources, such as Financial Aid TV. These resources have been actively used by students and have enabled the college to meet this unprecedented demand for financial aid services.	As part of our First Year Experience (FYE) efforts we will assure that all new students are aware of the services available for them to receive financial aid. During FYE orientations students will verify their financial aid status and be able to obtain additional assistance or guidance if needed. In addition, through the support of the College's SSSP initiatives, students will be able to maintain academic progress and continue their eligibility for financial aid.	The college expects to maintain the percentage of eligible students receiving Pell Grants.
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	Improving Positive - 3Y Change Below - LACCD average	The College numbers are still below the District average, but the gap has been reduced substantially. SSSP has provided the college with much needed resources to re-engineer its assessment processes. In addition to including assessment in the college's high school outreach efforts, City has built a new assessment facility and has begun an on-demand/drop-in testing service for same-day assessment testing. City hired a new SSSP Coordinator overseeing matriculation to synchronize the College's efforts in improving student assessments and preparation of success.	As stated in the SSSP Plan, the Outreach program will expand to more local high schools. The "City Days" program brings local high school students onto the campus to complete the SSSP core services, which includes taking Math and English assessment tests. In addition, a new hired SSSP Coordinator, will continue to explore ways of reaching target population of students to ensure they complete their English and math assessments. Currently, City is reviewing its' assessment retake policy and placement cut scores.	The college expects to close the gap with the District average in 3 years (current gap is at 7 percentage points)

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i></p>	<p>Improving Positive - 3Y Change On par with -LACCD average</p>	<p>The College number is still below the District average, but the gap has been reduced substantially. The college's SSSP-funded programs are designed to assure that all new students are aware of and have access to needed services. All new students will have an educational plan that includes English and Math during their first semester.</p>	<p>In April, City is being awarded funding through the Basic Skills Transformation grant. The grant was developed through partnership of Math, English and Non-credit departments to focus on improving the success rates and shortening the progression path for all new students. During the summer 2016, the college plans to offer several Math and English pre-assessment workshops and boot camps. In addition, as part of the Equity Plan, the College will be increasing its efforts to place the growing number of new students into English and Math during their first year.</p>	<p>The college expects to be at the District average (current gap is at 2 percentage points).</p>
<p>Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i></p>	<p>Weakness Negative - 3Y Change Below - LACCD average</p>	<p>Although we are close to the District average, we recognize the need to improve persistence of our new students, especially those just out of high school.</p>	<p>As part of our FYE efforts, students now have a clear path to completion. All FYE students are required to meet with counselors throughout the year to make sure they are doing well in their courses. We provide two early alerts throughout the semester. In addition, tutoring services are provided as part of the program. An objective of the Equity Plan is to support the FYE program to increase its number of new students to 500. During the Spring 2016 the college is providing additional activities and services focusing on probationary students. For example, the EOPS/CARE program will provide several workshops where students will gain the information leading to and assisting with obtaining good academic standing.</p>	<p>The college expects to close the gap with the District average in 3 years (current gap is at 3 percentage points).</p>

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>	62%		66%	69%	3%	4%
<i>1.1 Measure of student engagement in and out of class</i>	19%		17%	19%	-1%	-1%
<i>1.1 Measure of self-efficacy/self-directed learning</i>	71%		77%	78%	7%	6%
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>	NA		66%	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>	59%	59%	60%	63%	2%	2%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	26%	26%	27%	29%	1%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	17%	18%	19%	26%	1%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	30%	30%	30%	31%	0%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	7%	7%	8%	12%	1%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	30%	29%	24%	30%	-6%	-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)
Measure 2.1.1: <i>Active /project learning</i>	Weakness Positive - 3Y Change Below - LACCD average	While the numbers have improved compared to the previous LACCD survey results, the college recognizes the need for further improvement in this area.	Learning outcome assessment is a priority for the college. All programs must participate in SLO assessments annually in order to participate in the resource allocation process. This year, using Equity funds, the college will increase its professional development activities to increase the emphases on active/project learning.	The college expects to close the gap with the District average in 3 years (current gap is at 3 percentage points).
Measure 2.1.1: <i>Student engagement in and out of class</i>	Weakness Negative - 3Y Change Below - LACCD average	While we are close to district averages, the college recognizes the need to improve student engagement in and out of the classroom. The college has hired a Dean of Student Life who is directing the overall efforts to increase student engagement. In addition, one of the objectives of the College's FYE program is to increase engagement among first time college students.	The FYE students will feel connected with the College through participating in workshops and engaging with our counselors and other students. Students are also provided with peer to peer mentoring and supplemental instruction to ensure they feel welcomed and to alleviate any confusion or stress. Additionally, the Equity Plan supports the Peer-to-Peer program by employing more P2P Mentors and CGCAs to engage students in the FYE program in learning communities. EOPS has also designated separate counselors and will be training them to assist AB540 students to increase their engagement.	The college expects to close the gap with the District average in 3 years (current gap is at 2 percentage points).

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Self-efficacy/self-directed learning</i>	Improving Positive - 3Y Change At par with - LACCD average	The college numbers improved substantially compared to the last survey results and are close to the district average. The college conducted Adjunct and new Counselor training and orientation which provided counselors with the proper tools necessary to promote student success.	One of the goals of the FYE program is to increase the self-efficacy of first time students as they transition to college. All FYE participants take a course, which emphasizes self-efficacy skills. The FYE program also includes curricula on personal finance, technology literacy, and online learning literacy all designed to increase students' ability to succeed in higher education on their own. The EOPS program provides True Colors Assessment Facilitator Training which explores career options for students based on their personality types, motivators, actions and communication styles.	The college expects to close the gap with the District average in 3 years (current gap is at a 1 percentage point).
Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i>	At par with- LACCD average	The College is at par with the District average. Nonetheless, the college recognizes the critical role that technology plays, and it has made a concerted effort to provide more online services for students, increasingly communicate with students electronically, and update the college computing infrastructure. Along those lines, to encourage technology use among students where they need it, the college offers online resources, such as the orientation to online learning and online student services.	The college will continue to build out its technology infrastructure. Technology literacy is included in the FYE program curriculum and is planning to increase its professional development efforts to incorporate effective use of technology in the classroom. Technology literacy workshops will be offered to FYE students to enhance their skills so they can take online courses, if desired.	The college expects to maintain its level at the District average.
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	Weakness Positive - 3Y Change Below - LACCD average	The numbers improved slightly and are close to the District average.	The key for City is not only to increase the number of students who complete 30 and 60 units, but also make sure that these students successfully complete Math and English within their first 30 units of completion. The college's SSSP and FYE efforts are designed to address this issue directly.	The college expects to close the gap with the District average in 3 years (current gaps are at 3 and 2 percentage points).

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<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>Weakness Positive - 3Y Change Below - LACCD average</p>	<p>In order to accelerate their completion of a degree, certificate, or transfer, the college recognizes the need for students to complete Math and English early.</p>	<p>The new Basic Skills Transformation grant is designed to address these issues. The grant was developed through partnership with the Math, English and Non-credit departments and focuses on improving students' success rates and shortening the progression path for all new students. As part of this grant, in summer 2016 the college will offer several Math and English pre-assessment workshops and boot camps to help place students at higher levels or accelerate their path to completion in the English and Math sequences.</p> <p>In addition, the college is developing partnerships and working closely with local high schools, such as Hollywood HS. The work entails aligning curriculum to ensure students are prepared for college level Math and English when they enter the college.</p>	<p>The college expects to close the gap with the District average in 3 years (current gaps are at 7 and 1 percentage points).</p>
<p>Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i></p>	<p>Weakness Negative - 3Y Change Below - LACCD average</p>	<p>Time to completion is one of the biggest challenges for City – students complete their programs, but it takes them a long time. College research indicates that about 40% of completers take more than 6 years to complete their programs. The college has also adopted new procedures to assure that all awards are recorded in a timely manner, this extra step resulted in an increase in completions of degree and certificates by 23% over the 5 year average. The college has recently created 14 Associate Degrees for Transfer which resulted a jump of transfer numbers (42% over 5 year average).</p>	<p>Decrease time to completion is Action Project #2 in the Institutional Self-Evaluation Quality Focus Essay (QFE). Thus, it is a top priority for the College over the next 7 years. The college is employing multiple strategies to address this issue with the goal of building an infrastructure that gives students a clear path to successful completions.</p>	<p>The college expects to close the gap with the District average in 3 years (current gaps are at 4 and 6 percentage points).</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	38.2	36.8	34.2	36.5	-10%	-9%
Cost/FTES (annual)	\$4,104	\$4,228	\$4,442	\$4,358	8%	5%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes.</i>	Weakness	Effective Enrollment Management Action Project #1 in the Institutional Self-Evaluation Quality Focus Essay (QFE).	The College plans to decrease FTEF spending and increase FTES generation through more efficient enrollment management strategies: <ul style="list-style-type: none"> • Zero base scheduling for Fall 16 and Spring 17 • Power schedule for Summer 16 and Winter 17 • Curriculum Management & Scheduling • Maximizing Facilities utilization • Communication and Recruitment Campaign • Management, Monitoring and Accountability. 	The college expects to be at the District average in 3 years
<i>Cost/FTES (annual)</i>	Weakness	In 2013-14, 92.8% of the College's budget was spent on certificated and classified salaries, and employee benefits. In 2014-15, this exceeded 93%.	Currently, the College is working towards bringing its salary spending number to the District average which is 90.9%. The College is planning to reduce its hourly instruction budget for 2016-17 by \$1.2 million.	The college expects to be at the District average in 3 years