Institutional Effectiveness Report to the Board of Trustees
April 27, 2016

Executive Summary

Introduction

Los Angeles Harbor College serves approximately 10,100 students per semester, generating approximately 7,150 FTES annually. The student population is diverse: 14% African American, 16% Asian, 54% Hispanic, and 14% White, 2% Other/Unknown.

Alignment of College and District Strategic Plans

The Harbor College 2014-2017 Strategic Educational Master Plan (SEMP) goals align directly with those in the Los Angeles Community College District 2014-2017 Strategic Plan in support of the College mission. The College mission is implemented through the SEMP, which identifies institutional goals and articulates the objectives and performance measures as well as measures that align with State-required plans, College functional plans, and institutional priorities.

Access and Preparation for Success

Harbor College exceeds or is on par with District averages in five of the six objectives of Goal 1: Access and Preparation for Success. Harbor College has created college wide efforts to increase the access and preparation, including **Harbor Advantage**, a scaled first-year experience program that guarantees new incoming students a full-schedule of classes including math, English, a success course, and a general education course in the student's chosen pathway. Harbor Advantage grew from 70 students in the initial pilot in fall 2012 to 120 students in fall 2013 to 265 students in fall 2014 to 425 students in fall 2015. Harbor Advantage term-to-term persistence (fall 2014 to spring 2015) was 85.5%, 15% higher than first-time in college students not enrolled in the program. Successful course completion for Harbor Advantage students was 70% compared to 62% for non HA students. In addition, the average units completed for HA students for fall 2014 was 9.86 compared to 6.82 for non HA students. Finally, as indicated in this report, Harbor Advantage resulted in a three-year increase of 17% in the number of student successfully completing a least one English and math class in their first year (see Goal 1.3.1). Based on the success of Harbor Advantage, the College was granted a Title V HSI grant to create Harbor Success, a second-year experience program. **Harbor CHAMPS** is a second program that enhances the student-athlete experience and support the athletes with workshops led by guest speakers, a dedicated counselor, personal and career development, and tutoring assistance. Added support in 2015-2016 include supplemental instruction in basic math and English classes, math and English intervention workshops, and faculty mentoring in Harbor Advantage and other support programs.

Teaching and Learning for Success

Harbor College exceeds the District averages in six of the 10 objectives of Goal 2: Teaching and Learning for Success due to campus wide support for faculty, staff, and students. The College provides professional development for faculty and staff through the newly restructured Professional Learning Center, a growing Veterans' Center, Culturally Responsive Training workshops, conference participation, New Faculty Orientation workshops, and well-supported Flex activities. Students are engaged through career connection programs such as service learning, a Career Fair, Welcome Week Fair, student services programs, and college wide success programs such as Harbor Advantage and Harbor CHAMPS. Technology is available for students in discipline-specific labs an in the new Library/Learning Resources Center that provides 140 computers and numerous electronic databases and software reference programs.

Institutional Efficiency

Harbor College slightly below (-2%) the District average for class size in credit courses. The College is slightly higher than the District average for Cost/FTES (annual). Factors affecting these measures include the addition of English and math sections (which have lower caps on enrollment) to accommodate Harbor Advantage students, which resulted in a three-year increase of 17% in the number of student successfully completing a least one English and math class in their first year. These increased success rates will decrease the number of student withdraws and repeating of courses and therefore increase overall efficiency as students complete and/or transfer in a shorter timeframe.

Los Angeles Harbor College 2015 College Planning and Effectiveness Report

Presentation to LACCD Institutional Effectiveness and Student Success Committee

April 27, 2016
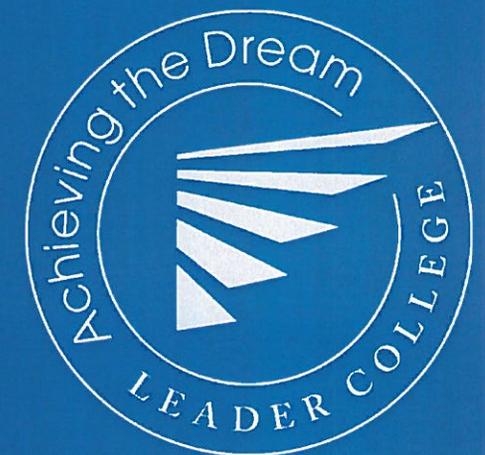
Harbor College Aligned with District Goals

LACCD Goals	Harbor College Goals
1. Access and Preparation for Success	• Achieving the Dream (Leader College) • Success programs: Harbor Advantage, CHAMPS
2. Teaching and Learning for Success	• Culturally Responsive Training • Harbor Advantage • Harbor Success (New Title V grant)
3. Organizational Effectiveness	• College planning • Student, Program, Institutional and Service Area Outcomes
4. Resources and Collaboration	• Revenue generation through grants, Community Services, Contract Education/Training, Foundation, EWD

Exceeds District Average

11 Objectives

On Par with District Average

1 Objective

Below District Average

6 Objectives

Goal 1: Access and Preparation for Success

Goal	Harbor 2014	LACCD 3-year change	Harbor 3-year change
1.2.1 **New students completing English assessment in 1st term**	**79%**	**+4%**	**+10%**
1.2.1 **New students completing math Assessment in 1st term**	**79%**	**+8%**	**+18%**
1.3.1 **New students completing one English and math class in 1st year**	**29%**	**+7%**	**+17%**

On measure 1.3.1, Harbor exceeds the 2014 District average by 5%

Goal 2: Teaching and Learning for Success

Goal	Harbor 2014	LACCD 3-year change	Harbor 3-year change
2.2.1 **New student cohort completing 30 units in 3 years**	**65%**	**+2%**	**+5%**
2.2.1 New student cohort completing 60 units in 3 years	**26%**	**+1%**	**+5%**

On measure 2.2.1, Harbor is slightly below (-3%) the 2014 District average.

IV. Institutional Efficiency

Measure	Harbor 2014	LACCD	Harbor
Average credit class size	34.8	36.5	34.8
Cost/FTES	$4,750	$4,358	$4758

Implementation and monitoring of the Enrollment Management Plan will improve both measures, as demonstrated in the 2016 Winter Session that yielded an average class size of 41 students and generated nearly 170 FTES.

Scaled-up interventions, such as Harbor Advantage, and the creation of new programs, such as Harbor Success, will lead to increased retention, persistence, and completion rates.

I. Alignment of College and District Strategic Plans

The Harbor College 2014-2017 Strategic Educational Master Plan (SEMP) goals align directly with those in the Los Angeles Community College District 2014-2017 Strategic Plan in support of the College mission. The College mission is implemented through the SEMP, which identifies institutional goals and articulates the objectives and performance measures as well as measures that align with State-required plans, College functional plans, and other institutional priorities. The mission is further implemented through the achievement of Institutional Student Learning Outcomes, which are measured through the assessment of student learning outcomes at the course and program level. Harbor College's institutional outcomes conform to those articulated in the District Strategic Plan, assuring that the College's mission is in alignment with that of the District. While many success initiatives have been implemented to achieve the SEMP goals, major initiatives include:

1) Harbor Advantage, a scaled first-year experience program offers a prescriptive approach to student success by guaranteeing all new incoming students a full-schedule of classes, including math, English, a success course, and general education course in the student's chosen pathway of interest/major. Harbor Advantage provides key elements in this pathway, including a significant connection with a person at Harbor College; mandatory orientation, assessment, advisement, and educational plans; a mandatory program of study based on the student's pathway of interest/major; and monitoring progress throughout the first term to assure a successful transition to college with immediate interventions as needed. Harbor Advantage was created in fall 2014 from the successful First Year Experience program, an Achieving the Dream intervention. Harbor Advantage grew from 70 students in the initial pilot in fall 2012 to 120 students in fall 2013 to 265 students in fall 2014 to 425 students in fall 2015. Harbor Advantage term-to-term persistence (fall 2014 to spring 2015) was 85.5%, 15% higher than first-time in college students not enrolled in the program. Successful course completion for Harbor Advantage students was 70% compared to 62% for non HA students. In addition, the average units completed for HA students for fall 2014 was 9.86 compared to 6.82 for non HA students. Finally, as indicated in this report, Harbor Advantage resulted in a three-year increase of 17% in the number of student successfully completing a least one English and math class in their first year (see Goal 1.3.1). Based on the success of Harbor Advantage, the College was granted a Title V HSI grant to create Harbor Success, a second-year experience program.

2) Harbor CHAMPS, the goal of which is to enhance student-athlete engagement, give them the tools and support needed to successfully advance in their education and sport, and support interaction between athletes, coaches, faculty, staff, and support programs. The mission is to enhance the quality of the student-athlete experience within the context of higher education. The goals of the program are serving the high-risk students shown to be low in course completion rates, decreasing dropout rates, and increasing the percentage of student-athletes' retention, completion, and transfer rates. Some strategies of the program include: mentors, SAAC (Student Athlete Advisory Council), grade checks/progress reports, study hall, tutoring assistance, an academic counselor, guest speakers and workshops with various campus departments, a student handbook and website for CHAMPS. In the 2014-2-15 academic year, CHAMPS students earned an average 2.42 GPA, higher than first time students and Harbor Advantage students.

These two campus wide initiatives, both supported by our Achieving the Dream efforts and Student Equity Plan, coordinate with the Student Success and Support Program Plan and represent the numerous opportunities for success provided to Harbor College students.

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – *Improve equitable access; help students attain important early educational momentum points.*	**Goal 1: Access and Preparation for Success** a. Achieving the Dream—continue to examine equity gaps of our students b. Bridge Programs –summer math and English interventions c. Recruitment and Outreach d. Orientation, Assessment and Placement e. Support for Veterans through the Veteran's Center f. Student Educational Planning g. Harbor Advantage (first year experience program) h. Harbor Success (second year experience program) i. Follow up on at-risk populations

Goal 2: Teaching and Learning for Success – *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.*	**Goal 2: Teaching and Learning for Success**
	a. Math curriculum re-design
	b. Basic Skills/Essential Skills curriculum review
	c. Curriculum alignment with K-12 partners (math/English)
	d. Reading Apprenticeship
	e. On Course
	f. Cultural Responsive Training (staff and faculty)
	g. College Institutional Student Learning Outcomes
	    1: Communication
	    2: Cognition
	    3: Information Competency
	    4: Social Responsibility in a Diverse World

Goal 3: Organizational Effectiveness – *Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.*	**Goal 3: Organizational Effectiveness** a. Annual State, Functional, Unit, Cluster, and College plans b. Strategic Educational Master Plan (SEMP) c. Assessment and Program Review analysis and implementation d. Student, Program, and Institutional/ Outcomes analysis and implementation e. Internal and External Scans; LAHC Fact Book
Goal 4: Resources and Collaboration – *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.*	**Goal 4: Resources and Collaboration** a. Expansions of partnerships through Economic and Workforce Development b. Revenue generation through grants, Community Services, Contract Education/Training c. Enhancement of resources through the Foundation d. Equity, Basic Skills Initiative, and SSSP funding

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**						
1.2 Percentage of eligible students receiving Pell Grant	81%	80%	79%	70%	-2%	-1%
Objective 2. **Increase the percentage of new students who complete the matriculation process**						
2.1 Percentage of new students completing English assessment in the first term or before	70%	70%	79%	78%	10%	4%
2.1 Percentage of new students completing Math assessment in the first term or before	61%	68%	79%	82%	18%	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.**						
3.1 Percentage of new students successfully completing at least one English and Math class in their first year	12%	20%	29%	24%	17%	7%
3.2 Persistence - Fall to Spring	89%	91%	91%	88%	2%	1%
3.2 Persistence - Fall to Fall	75%	76%	76%	75%	2%	0%

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: *Percentage of eligible students receiving Pell Grants*	**Strength**	**LAHC is 9% higher than the District average of 70%.** Leadership in the financial aid office remains constant as the director is completing her third year at Harbor (40 years in higher education Financial Aid). Financial aid continues to remain focused on student success and providing a seamless financial aid process and ample opportunities for students to learn about financial responsibility. Nearly 80% of financial aid eligible students received some form of aid when also considering BOG fee waivers.	• Increased Financial Aid awareness via orientation process • Increase exposure of information for Veteran students. • Continue exposure to the financial aid processes and repayment responsibilities by offering additional workshops on campus that address budget management (front door activities such as Fall/Spring Welcome Week and Kickoff Activities) and by partnering with local community lenders for financial trainings • Support for Harbor CHAMPS program • Support for other student/instructional support programs, such as Harbor Advantage • Continue the LAHC Financial Aid Fair held in conjunction with the City of Los Angeles	3% increase by the end of the 2017-18 academic year.

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)

Measure 1.2.1: *Percentage of new students completing English assessment and Math assessment in the first term or before.*	**Strength**	**LAHC is slightly above (+1%) the District average of 78% for completion of the English assessment.**
		
		LAHC is slightly below (3%) the District average of 83% for completion of the math assessment.
		
		The College increased the completion of the English assessments by 10% over the past three years, compared to the District average increase of 4%.
		
		The College also increased the completion of math assessments by 18%, compared to the District average increase of 8%.
		
		LAHC enforces the new Student Success and Support Program mandated assessment, orientation, and counseling; students must assess in order to enroll in English and math sequences. Special programs, including Harbor Advantage and CHAMPS schedule assessments for students to ensure they complete this requirement.
			• Continue to implement new math assessment: Mathematics Diagnostics Testing Project
			• Participate in the Common Assessment
			• Enforce mandatory assessment per SB1456
			• SSSP Non-Credit assessment and counseling for non-credit, at-risk students
			• Continue expansion of high school outreach including Senior Tours/Campus Visits
			• Utilize current programs (e.g. EOPS, TRIO CalWORKS, Youth Source Center, Harbor Advantage, CHAMPS, STEM, Honors) to facilitate student participation in assessment
			• Other matriculation-related improvement plans:
			  ▪ Extend Assessment Center hours to include weekend and evenings
			  ▪ Add orientation and educational planning to high school outreach activities
			  ▪ Offer orientation in-person and online
			  ▪ Devote additional counselor positions to creating education plans, including program specific counselors
			  ▪ Offer block schedule drop-in counseling services
			  ▪ Align student success initiatives to support matriculation activities
				2-3% increase by the end of the 2016-17 academic year

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.3.1: *Percentage of new students successfully completing at least one English and Math class in their first year*	**Strength**	**LAHC 5% above the District average of 24% for successful completion of at least one English and math class in the first year.** **The College percentage increased by 17% in the last three years compared to the District average increase of 7%.** LAHC has created Harbor Advantage (HA) that guarantees first time in college students an English and math class in their first two semesters. In 2015-16, 425 students participated. Approximately 80% of students place into pre-collegiate English and math levels.	• Expansion of Harbor Advantage that requires students to take math and English in their first year: 70 students in the initial pilot in fall 2012 = 70 students, fall 2013 = 120 students, fall 2014 =265, fall 2015 = 425. Increased instructional support (tutoring, CHAMPS, other activities per the Equity Plan) • Follow up of at-risk students via Early Alert, retention counselor, activities • SI in basic math and English courses • Writing and math intervention workshops • Continue/expand summer bridge programs • Faculty-led small group skill building	Increase both English and math completion in first year by 6% by the end of the 2017-17 academic year.

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.3.2: *Persistence – Fall-to-Spring & Fall-to-Fall*	**Strength**	**LAHC is above (+3%) of) the District average of 88% for persistence Fall to Spring.** **LAHC is above (+1%) of the District average of 75% for persistence fall to fall.** Fall to Spring persistence will increase with student participation in Harbor Advantage that guarantees a full-time schedule in the student's first year in college. Fall to fall persistence will increase as HA students succeed in Year 1 and are counseled (dedicated counselor for the program) for enrollment in their sophomore year. Implement Harbor Success to provide HA students the same schedule guarantee support as they received in Year 1. These increases will be evident in the 2016-17 year data.	• Faculty mentoring programs in Harbor Advantage and Harbor Success • Expansion of Harbor Advantage (first-year experience program) • Creation of Harbor Success (second-year experience program) • Follow up of at-risk students via Early Alert, retention counseling, retention activities • Accelerated math sequences by increasing number of sections of Statway—a two-course pathway to completing college-level math for non-STEM majors	Maintain/increase Fall-to-Spring persistence of 91%; increase Fall to Fall by 6% by the end of the 2016-17 academic year.

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
Objective 1. Provide a learner-centered learning environment						
1.1 Measure of active learning/project learning	68%		70%	69%	1%	4%
1.1 Measure of student engagement in and out of class	19%		19%	19%	0%	-1%
1.1 Measure of self-efficacy/self-directed learning	73%		80%	78%	7%	6%
1.3 Measure of how technology is being used to improve student learning and engagement	NA		67%	66%	NA	NA
Objective 2. Improve student outcomes*						
2.1 Percentage of new student cohort completing 30 units in 3 years	60%	61%	65%	63%	5%	2%
2.1 Percentage of new student cohort completing 60 units in 3 years	21%	28%	26%	29%	5%	1%
2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years	20%	25%	20%	26%	1%	1%
2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years	33%	27%	29%	31%	-4%	-2%
2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years	12%	16%	14%	12%	2%	-2%
2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years	37%	28%	32%	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)
Measure 2.1.1: *Active /project learning*	**Strength**	**LAHC is above (+1%) the District average of 69%.** LAHC faculty and staff support student success and readily participate in programs and projects that facilitate student learning and provide professional growth.	• Support Professional Learning Center • Provide professional development opportunities • Expand Culturally Responsive Training • Participate and host District and 3CSN student success activities	6% increase by the end of the 2016-17 academic year.
Measure 2.1.1: *Student engagement in and out of class*	**Strength**	**LAHC is on par with the District average of 19%.** • LAHC has an active ASO and students participate on all campus committees. The College received a commendation from the ACCJC for this participation. • LAHC has a strong athletic program, enhanced by the CHAMPS program.	• Provide/expand career connection programs such as service learning and internships • Provide career exposure activities such as the Career Fair • Support Fall/Spring Welcome weeks to highlight opportunities for engagement • Support student services programs • Create/scale up student support programs for specific populations e.g. CHAMPS, Puente, Umoja. • Continue Welcome Week Fair • Support use of the new Library and Learning Resources Center and other new facilities to encourage students to spend more hours on campus	6% increase by the end of the 2016-17 academic year.
Measure 2.1.1: *Self-efficacy/self-directed learning*	**Strength**	**LAHC is above (+2%) the District average of 78%.** Several programs on campus in student services and academic affairs teach self-efficacy and self-directed learning to promote student success. These attributes are the focus of CHAMPS, Umoja, EOPS, CARE, and CalWORKS, for example.	Provide professional development in On Course and other programs that provide faculty and staff tools and strategies to teach students self-efficacy. In fall 2015, the Professional Development Center moved into a new, more user-friendly location on campus.	6% increase by the end of the 2016-17 academic year.

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)

Measure 2.1.3: *Technology is being used to improve student learning and engagement*	**Strength**	**LAHC is above (+1%) the District average of 66% in technology use.**
		• LAHC offered 98 DE sections in Fall 2014, an increase of 30 since 2009
		• Of the 2,334 students taking online classes in fall 2014, 1,075 or 46% were enrolled in only online classes.
		• The Library/Learning Resource Center has 140 computers available for students.
			• As outlined in the current Technology Plan, the College needs to:
			  1. Update the local systems
			  2. Secure updated network management software
			  3. Secure updated equipment in the network and data centers
			  4. Secure additional software needed to support student learning
			• Provide faculty professional development to increase use of technology in the classroom and/or the number of hybrid sections
			• Increase use of social media to engage students and improve learning
				Increase percentage by 6% by the end of the 2016-17 academic year.

Measure 2.2.1 *Percentage of new student cohort completing 30 units and completing 60 units in 3 years*	**Strength**	**LAHC is above (+2%) of the District average of 63% for 3-year completion of 30 units.**
		
		The College has increased 5% over the past three years, compared to the District average of 1%.
		
		LAHC is below (-3%) of the District average of 29% for 3-year completion of 60 units. However, the College has increased 5% over the past three years.
			Completion will be increased/accelerated in the following ways:
			  1. Expand Harbor Advantage (first year experience w/ full-time requirement)
			  2. Create Harbor Success (second year experience w/ full-time requirement), funded with a Title V HSI grant beginning Oct. 2016.
			  3. Support the CHAMPS program
			  4. Implement/monitor Enrollment Management Plan
				6% increase by the end of the 2016-17 academic year.

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.2 *Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years*	**Weakness**	**LAHC below (-6%) of the District average of 20% for 3-year completion.** **LAHC is below (-2%) of the District average of 29% for 6-year completion.** The math faculty has recently created new, shorter math pathways for non-STEM majors..	• Expand Harbor Advantage • Create Harbor Success, funded with a Title V HSI grant beginning Oct. 2016. • Implement/monitor Enrollment Management Plan to ensure adequate number of English and math sections are offered • Increase number of Statway sections for non-STEM majors (completion of math requirement in two semesters)	6% increase by the end of the 2016-17 academic year in both measures.
Measure 2.2.3 *Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years*	**Strength**	**LAHC is above (+2%) the District average of 12% for 3-year completion, representing a College increase of 2% over the past three years.** **LAHC is above (+2%) the District average of 30% for 6-year completion.**	• Expand Harbor Advantage • Create Harbor Success, funded with a Title V HSI grant beginning Oct. 2016. • Implement/monitor Enrollment Management Plan to ensure scheduling patterns in certificate program courses and GE patterns provide completion pathways • Continue Transfer Fair and Student Success Summit • Evaluate/improve certificate programs through Program Review	6% increase by the end of the 2016-17 academic year in both measures.

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	41.3	37.6	34.8	36.5	-16%	-9%
Cost/FTES (annual)	$4,472	$4,412	$4,750	$4,358	6%	5%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Average class size in credit classes	**Weakness**	**LAHC is below (-2%) of the District average of 36.5%.** **LAHC average class size decreased by 16% over the past 3 years.** **The 2014 data (which this report is based on) does not reflect numerous changes at the College since that time, including new senior level administration and a more robust implementation of the College Enrollment Management Plan. This implementation was illustrated in the 41 class size average experienced in the winter 2016 session.**	• Implement/monitor College's Enrollment Management Plan • Implement student success initiatives • Implement activities in the Student Equity Plan • Implement the SSSP Plan	Maintain efficiency and quality of instruction while supporting student success initiatives that lead to increased retention, persistence and completion rates.

Institutional Efficiency- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Cost/FTES (annual)	**Weakness**	**LAHC cost/FTES is slightly higher than District average.** **The 2014 data (which this report is based on) does not reflect numerous changes at the College since that time, including new senior level administration and a more robust implementation of the College Enrollment Management Plan beginning Fall 2015.** A decrease in average class size, due to the addition of English and math sections (which have lower caps on enrollment) added to support student success initiatives, resulted in a higher cost per FTES. However, increased success rates resulting from these initiatives will increase overall efficiency as students complete and transfer in a shorter timeframe.	• Implement/monitor College's Enrollment Management Plan • Implement student success initiatives • Implement activities in the Student Equity Plan • Implement the SSSP Plan.	Maintain efficiency and quality of instruction while supporting student success initiatives that lead to increased retention, persistence and completion rates.