I. ROLL CALL

II. PUBLIC SPEAKERS*

III. REPORTS
   A. Update on District Accreditation Recommendations
   B. Los Angeles College Promise
   C. Enrollment Update

IV. FUTURE INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE MEETING DATES

V. NEW BUSINESS

VI. SUMMARY – NEXT MEETING................................. Andra Hoffman

VII. ADJOURNMENT

*Members of the public are allotted three minutes time to address the agenda issues.
If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Tuesday prior to the Committee meeting.
**Update on District Accreditation Recommendations and Timeline for Reporting to ACCJC**

**Institutional Effectiveness and Student Success Committee**

**September 21, 2016**

<table>
<thead>
<tr>
<th><strong>District Recommendation 1 (Compliance):</strong> In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> Compliance</td>
</tr>
<tr>
<td><strong>Required Activities:</strong> Update Provided by Vice Chancellor, Human Resources, Dr. Albert Román</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>District Recommendation 2 (Compliance):</strong> In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> Compliance</td>
</tr>
<tr>
<td><strong>Required Activities:</strong> Update Provided by Vice Chancellor of Human Resources, Dr. Albert Román</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>District Recommendation 3 (Compliance):</strong> In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> Compliance</td>
</tr>
<tr>
<td><strong>Required Activities:</strong> Sign MOU</td>
</tr>
<tr>
<td>Update evaluation paperwork</td>
</tr>
<tr>
<td>Use new process for evaluations in Spring 2017</td>
</tr>
<tr>
<td>Demonstrate 100% evaluations</td>
</tr>
</tbody>
</table>

**Needed evidence:**

- Signed MOU
- New evaluation forms
- Example of evaluations
- Evaluation reports by site (all paperwork needs to be available for the visit)
**District Recommendation 4 (Compliance):** In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

**Type:** Compliance  
**Due Date:** October 1, 2017

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Responsible Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Business Continuity Plan</td>
<td>IT</td>
</tr>
<tr>
<td>Develop budget and timeline of the plan</td>
<td>IT</td>
</tr>
<tr>
<td>Fund required elements of plan</td>
<td>Finance and Resource Development</td>
</tr>
<tr>
<td>Purchase needed equipment and software</td>
<td>IT/ Finance and Resource Development</td>
</tr>
<tr>
<td>Develop procedure guide for use in the event the disaster recovery plan must be enacted</td>
<td>IT</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- Business Continuity Plan
- Budget request
- Board approvals of expenditures
- Procedure guide

**District Recommendation 6 (Compliance):** In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

**Type:** Compliance  
**Due Date:** October 1, 2017

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Responsible Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop WSCH TBA review process</td>
<td>EPIE</td>
</tr>
<tr>
<td>Implement new WSCH TBA review process</td>
<td>EPIE/Colleges</td>
</tr>
<tr>
<td>Conduct audit</td>
<td>EPIE/Colleges/External Auditor</td>
</tr>
<tr>
<td>Review findings</td>
<td>EPIE/Colleges/IT</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- WSCH TBA Review Process
- Minutes approving process
- Sample Emails
- Sample documentation
- Audit report
### District Recommendation 8 (Compliance): In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District’s liability for load banking and to record the liability in the District’s financial statements. (III.D.12)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: October 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activities:</td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Collect current liability data</td>
<td>Finance and Resource Development/College Academic Affairs Office</td>
</tr>
<tr>
<td>Revise process to include submission to the ESC</td>
<td>Finance and Resource Development/College Academic Affairs Office</td>
</tr>
<tr>
<td>Revise request forms as needed</td>
<td>Finance and Resource Development/College Academic Affairs Office</td>
</tr>
<tr>
<td>Document liability on standard reports</td>
<td>Finance and Resource Development</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- Liability reports including Load Banking
- New process guide
- Revised forms
- List of loads banked by college

### District Recommendation 10 (Compliance): In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: October 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activities:</td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Update Board Rule</td>
<td>Chancellor/Board</td>
</tr>
<tr>
<td>Complete updated evaluation process</td>
<td>Chancellor/Board</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- Board agenda and minutes for BR approval
- Updated BR
- Board agenda and minutes reporting out on the evaluation

### District Recommendation 11 (Compliance): In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: October 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activities:</td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Update regulations</td>
<td>Chancellor, Deputy Chancellor, OGC</td>
</tr>
<tr>
<td>Bring Board Rules in bulk for review</td>
<td>Senior Staff, Board</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- Board agenda and minutes showing approval
- Updated regulation
- Updated BR review forms
- Schedule of BR review
### District Recommendation 5 (Improvement):
In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: Midterm report 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Activities:</strong></td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Make changes to SAP as needed</td>
<td>IT</td>
</tr>
<tr>
<td>Develop process guide demonstrating the requirement that budget be available for a hire to occur</td>
<td>HR/Finance and Resource Development</td>
</tr>
</tbody>
</table>

**Needed evidence:**
TBD

### District Recommendation 7 (Improvement):
In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (III.D.12)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: Midterm report 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Activities:</strong></td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Actuarial review</td>
<td>Finance and Resource Development</td>
</tr>
<tr>
<td>Updated plan</td>
<td>Finance and Resource Development, Board, DBC</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- Board and DBC agenda and minutes showing review and approval
- Actuarial report
- Final Budgets
- Account statements

### District Recommendation 9 (Improvement):
In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: Midterm report 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Activities:</strong></td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Update DPC membership</td>
<td>EPIE</td>
</tr>
</tbody>
</table>

**Needed evidence:**
- DPC Charter
- DPC Agenda and Minutes
- Revised organizational chart of governance bodies
- Revised consultation process
**District Recommendation 12 (Improvement):** In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)

<table>
<thead>
<tr>
<th>Type: Compliance</th>
<th>Due Date: Midterm report 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activities:</td>
<td>Responsible Area:</td>
</tr>
<tr>
<td>Develop communication plan</td>
<td>Director of Communication</td>
</tr>
<tr>
<td>Update website to meet planning objectives</td>
<td>Director of Communication/IT</td>
</tr>
<tr>
<td>Post all minutes to web in more accessible manner</td>
<td>All</td>
</tr>
<tr>
<td>Implement Plan</td>
<td>Unknown</td>
</tr>
<tr>
<td>Needed evidence:</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Timeline for Reporting to ACCJC**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2017</td>
<td>Final Report received by ACCJC</td>
</tr>
<tr>
<td>September 25, 2017</td>
<td>Send final report</td>
</tr>
<tr>
<td>September 6, 2017</td>
<td>Board Approval</td>
</tr>
<tr>
<td>August 16, 2017</td>
<td>IESS Review of report (If meeting is held)</td>
</tr>
<tr>
<td>August 11, 2017</td>
<td>Final reports sent to the Board</td>
</tr>
<tr>
<td>August 4, 2017</td>
<td>Final reports reviewed in Joint DPC and Accreditation Committee meeting</td>
</tr>
<tr>
<td>July 10 – July 31</td>
<td>Vetting and editing of final report at college level, addition of college level content to District Recommendations</td>
</tr>
<tr>
<td>June 29, 2017</td>
<td>Final narratives and evidence from recommendation writing groups due</td>
</tr>
<tr>
<td>June 15, 2017</td>
<td>Recommended revisions to District recommendation Narratives due</td>
</tr>
<tr>
<td>June 1, 2017</td>
<td>First draft narrative to District Recommendations and Evidence Due</td>
</tr>
<tr>
<td>January-May 2017</td>
<td>Monthly meeting of Accreditation Committee for updates on District recommendations work and narrative, and for discussion on college-level response on District Recommendations</td>
</tr>
</tbody>
</table>
Dr. Albert J. Román
Vice Chancellor, Human Resources

Institutional Effectiveness and Student Success Committee
September 21, 2016
HR RECOMMENDATIONS

District Recommendation 1 (Compliance): In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

District Recommendation 2 (Compliance): In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)
• The Human Resources Division (HRD) has been charged with creating and ensuring consistent and uniform guidelines for an adjunct selection process.

• The District’s nine colleges employ over 3,000 adjunct faculty each year, of which approximately 250 are newly hired for that given year.

• The goal is to develop and implement an adjunct application and hiring process that is (1) easily accessible to potential applicants, and (2) allows for applicant screening and interview systems that are standardized across all hiring locations. The District seeks to provide access to all potential applicants to ensure the most qualified and diverse adjunct faculty hiring pools.

• Implementation Date: April 2017
The current adjunct recruitment process is decentralized with recruitment, applicant screening, and interview conducted by each college independently. The Human Resources Division (HRD) has no role in the recruitment, screening or interview of adjunct applications, and does not become involved in the adjunct hiring process until minimum qualifications clearance of recommended new adjunct hires. Additionally, the current decentralized process creates the potential for inconsistencies in hiring practices across District locations.

Process Improvement Goal: Strategic implementation of tasks during Spring 2017 to ensure the production of adjunct applicant lists to be used to meet Fall 2017 adjunct hiring needs.
Beginning Spring 2017, the HRD will significantly enhance its role in the adjunct recruitment process:

- through the development and maintenance of a centralized web-based adjunct recruitment site for the purpose of developing adjunct applicant lists for dissemination to the colleges and other district hiring locations;
- by revising the procedural guides for adjunct recruitment, screening and interview;
- by providing support and/or training as needed to adjunct applicants and district hiring locations.

1. Develop adjunct posting templates for use by hiring locations; the templates will include duties statements and will be accompanied by a style guide for to ensure conformity in the appearance of postings.

*Due Date: December 2016*
2. Design and implement an online (web-based) adjunct application portal site, housed in HRD, that provides a clear path for the collection of adjunct applications; the portal will include an electronic application, a preliminary prescreening process for AB 1725 State Minimum Qualifications, and the capacity to generate automated applicant notifications and applicant lists for dissemination to the college and other hiring locations.

*Due Date: January 2017*

3. Develop and oversee a HR Web Help Assistant email site to provide general information and application process support to applicants.

*Due Date: January 2017*

4. Launch advertising campaign for centralized adjunct application site, culminating with notice at Annual CCC Registry Job Fair.

*Due Date: Late January 2017*
5. Revise the adjunct hiring HR Guide (HR R-130) to ensure that the process (a) yields lists of the most diverse and highly qualified applicants; (b) sets forth a process that ensures committee screening and interview of applicants, including the participation of an EEO representative on the screening and interview committees; (c) establishes guidelines for a specified minimum number of applicants to be interviewed; and, (d) incorporates the inclusion of a teaching demonstration in interview process.

*Due Date: February 2017*

6. Develop a repository for adjunct applications housed in and managed by HRD.

*Due Date: April 2017*

7. Develop a process for the dissemination of adjunct applicant lists to college and other District hiring locations.

*Due Date: April 2017*
The Human Resources Division (HRD) has been charged with creating a uniform process for tracking performance evaluations.

The goal is to attain 100% completion of all evaluations that are required annually.

There are approximately 3,800 employees that are required to receive an annual evaluation.

*Due Date: October 1, 2017*
The HRD has developed the following action plan:

1. As there are several Collective Bargaining Units within the District (all with different due dates for evaluations), a chart has been developed to determine when probationary and permanent employee evaluations were due.

2. Once due dates were established, a report was created that included (but was not limited to) the following information: employee name, employee number, employee birth month, effective date of action, action type, employee’s supervisor name and employee bargaining unit.
3. On a monthly basis, Human Resources will pull reports showing all personnel actions that may require a probationary or annual evaluation. This report will be sent to College Presidents along with an email template. The College President (or his/her designee) will send the email notifications to the supervisor responsible for completing the evaluation. Follow-up will be required at the college level.

4. Once the evaluation has been completed, the College will email the completed evaluation to a designated electronic depository. Human Resources will monitor the receipt of the evaluations to ensure all evaluations have been received. An employee evaluation will be considered overdue until the electronic copy is received by HR.
The HRD proposes the following enhanced notification system:

• First notification to supervisor; 60 days prior to the evaluation due date (new)

• Second notification to supervisor; 30 days prior to the evaluation due date (new and existing EASY alert for certain employee groups)*

* The District currently utilizes the Evaluation Alert System (EASY) to generate email alerts for the following employee groups: Staff Guild (1521A), Classified Supervisors (Local 721), Maintenance & Operations (Local 99), Confidential and Classified Management, Deans (Local 911) and Crafts (Building and Trades).
• First overdue notification; two weeks after evaluation due date (new)

• Second overdue notification; four weeks after evaluation due date (new)

Once evaluations are more than four weeks overdue, a notification will be sent to the Chancellor or designee for further action.
PROGRESS

- HRD has developed strategic plans which are currently being vetted with various stakeholders (College and District).
- Meetings have been scheduled with members of the IT Department to identify and develop the infrastructure to track and maintain evaluations electronically for all employees.
- Evaluation reports are being generated and database is being developed to track completion rates.
- The first communication is set to go out to the colleges and the ESC in October, 2016.
FACTORS TO CONSIDER

• Timeline for completion of projects
• Magnitude of projects
• Timelines for vetting changes
• HR Staffing levels
• Infrastructure in place and required
• Compliance, accountability and enforcement mechanisms for successful completion of projects: interdependent process (Colleges and ESC)
QUESTIONS?
Los Angeles College Promise Fact Sheet

**Partners:** Los Angeles Community College District (LACCD), Los Angeles Unified School District (LAUSD), City of Los Angeles Mayor’s Office, UNITE LA (LA Chamber of Commerce)

**Contact Information:** Dr. Robert B. Miller, Vice Chancellor, Finance and Resource Development, Los Angeles Community College District, millerrb@email.laccd.edu, 213-891-2152

**Date Announced:** State of the City Address on April 14, 2016

**Date of Implementation:** projected Fall 2017

**Program Summary:**
- One year of free community college for qualifying students graduating from the Los Angeles Unified School District and a First Year Experience Program “starting students right” leading to completion.

**Student Qualifications:**
- Graduating from LAUSD feeder school
- Enrolling Full-time (minimum 12 units)
- Other qualifications TBD – Design Team determination, August, 2016

**First Dollar/Last Dollar:**
BOG Waiver/Promise

<table>
<thead>
<tr>
<th>Cost Coverage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course tuition</td>
<td>$1,196</td>
</tr>
<tr>
<td>Other enrollment fees</td>
<td>TBD</td>
</tr>
<tr>
<td>Books/Instructional Materials</td>
<td>TBD (goal – subsidized @ minimum)</td>
</tr>
<tr>
<td>Transportation</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Program History (the who, how and what that resulted in the establishment of the program):** The LACCD Board of Trustees passed a resolution that established the Los Angeles College Promise program on January 13, 2016 based on a recommendation of the District Chancellor Dr. Francisco Rodriguez and Board President Scott Svonkin. The program was formally announced by Mayor Eric Garcetti during his State of the City address on April 14, 2016.

**Program Description:** The Los Angeles College Promise (the Promise) will provide one year tuition to all full-time (12 units) enrolled qualifying students graduating from LAUSD feeder
high schools. The program’s goal is to increase the number of high school community college graduates, university transfers, and workforce-ready students. Key strategies of the Promise include a dedicated support team and unit, a district model each of the nine LACCD colleges can customize to fit service area needs, dual enrollment, and a heavy emphasis on student support interventions. Promise students will be admitted into a First Year Experience program that includes guaranteed admission at one of the nine LACCD colleges, effective assessment and placement, priority registration, enrollment in 12-15 units per semester, comprehensive student services, and free tuition for the first year of study.

Here is a summary table listing the core components each college will include in their implementation plans for the LA College Promise:

<table>
<thead>
<tr>
<th>Early Outreach &amp; Engagement for LAUSD Students</th>
<th>First-Year Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Info Days</td>
<td>Summer Transition (extended orientation)</td>
</tr>
<tr>
<td>FAFSA completed in H.S.</td>
<td>Free Tuition (no enrollment fees) for 1st year</td>
</tr>
<tr>
<td>Priority Registration based on SSSP</td>
<td>12-15 units per semester</td>
</tr>
<tr>
<td>Assessment/placement based on multiple measures</td>
<td>Structured Schedule including required English and math</td>
</tr>
<tr>
<td>Pre-enrollment in support services</td>
<td>Success Coaching as indicated in the college model (i.e. counseling, advising, tutoring, mentoring, success workshops)</td>
</tr>
</tbody>
</table>

The components are designed for students to complete 24-30 units in their first year, a student momentum milestone.

**Funding Source(s):** Mayor Garcetti pledged to raise $1.5 million from the city of Los Angeles’s business and philanthropic communities. Local community college and Chamber of Commerce officials have pledged to cover the rest of the costs through philanthropic engagement with the local community as well as through federal, state and private foundation grants. Total cost per year is anticipated to be $3-5 million. Efforts have begun to build an endowment that will fund the Promise for years to come.
Research completed and/or in process
  o  TBD: in conversation with MDRC & College Futures

Links to web resources (with descriptions of each link)

LACCD Resolution passed in January 2015 establishing the Los Angeles College Promise.

Mayor Garcetti’s State of the City address in which he announced the College Promise initiative:

Los Angeles Community College District Board of Trustees letter of support for Garcetti’s program:
https://www.laccd.edu/Documents/NewsDocuments/Garcetti_promise_4-14FINAL.pdf


News release about the launch of “South Up,” a promise program that guarantees priority admission to Cal State Dominguez Hills for LAUSD Local District - South students who meet A-G admission requirements. It does not appear that the mayor was in any way affiliated with this, and is not technically a part of the official LA college promise, but was announced a week before, so could be good to keep an eye on:
http://www.csudhnews.com/2016/04/south-la-promise/
Los Angeles College Promise: Creating a City of Graduates

The Los Angeles College Promise will increase the number of community college graduates, university transfer and workforce-ready students throughout our region. It is a partnership between Los Angeles Community College District (LACCD), Los Angeles Unified School District (LAUSD), City of Los Angeles, LA Chamber of Commerce, UNITE LA and private philanthropy.

The Promise serves LAUSD and charter school graduating seniors through a comprehensive strategy designed to support students to complete a higher education degree and/or a work-force certificate. Important aspects of the Promise are waived tuition for the first year of college, priority enrollment and a dedicated support team providing a wide array of academic and student support services. The goal is to help students “start right” on their way to “ending right” with a degree, university transfer or workforce certificate in a timely and efficient manner.

First year tuition is funded by a California Community College’s Board of Governors Waiver and outside sources including the City of Los Angeles Mayor’s Fund, the LACCD Foundation, private philanthropy, federal and state grants and other foundations.

What makes the Los Angeles College Promise special?

- Assures LAUSD and charter graduates enrollment priority and full-time enrollment in one of LACCD’s nine colleges
- Places students in the math and English courses required to succeed in college
- Addresses just-in-time student needs in such areas as financial aid, career advisement, tutoring and educational planning

More info on reverse
The LA College Promise Benefits Los Angeles, our region and California by:

- Creating a college-going culture for our students
- Increasing the number and rate of college-bound LAUSD high school seniors
- Stimulating the economy by responding to the workforce readiness gap in California

Timeline

Summer + Fall 2016
Collaborate and design the LA College Promise program with LAUSD, City of Los Angeles, UNITE LA and LACCD.

Spring 2017
Conduct outreach and recruitment campaign across the LAUSD and charters.

Fall 2017
Launch the Promise! LAUSD high school graduates receive priority enrollment in a highly structured and supported first-year college experience.

Los Angeles Community College District Colleges
City | East | Harbor | Mission | Pierce | Southwest | Trade-Tech | Valley | West

For more information, please visit:
LACOLLEGE PROMISE.ORG
Update on Progress:
Working Together to Support Students and Communities

Institutional Effectiveness and Student Success Committee
September 21, 2016
The Partnership

- Los Angeles Community College District
- Los Angeles Unified School District
- City of Los Angeles
- UNITE-LA: an affiliate organization of the LA Chamber of Commerce and convener of the LA Compact whose purpose is to bring business and industry to the partnership
The LA College Promise (LACP)

• The Promise will serve LAUSD graduating seniors through a far-reaching and comprehensive strategy of high-touch, high-support:
  • outreach
  • advising
  • course enrollment
  • wrap-around student services
  • financial support
• Our goal is to increase the number of community college graduates, university transfer, and workforce-ready students
The LA College Promise Benefits our Students

- The Promise increases student retention and persistence through a comprehensive First Year Program
  - guaranteed admission at one of the nine LACCD colleges
  - effective assessment and placement
  - priority registration and enrollment in 12-15 units per semester
  - comprehensive student services
  - free tuition for the first year of study

- The Promise expands opportunities for dual enrollment in college-level courses while in high school

- The Promise connects students to career opportunities and internships through pathways
The LA College Promise Benefits our City and our State

• Helps create a College-Going Culture for students in our community

• Increases the number and rate of college-bound LAUSD high school seniors

• Stimulates the economy by responding to the anticipated middle-skills gap in Los Angeles and California
Key Components of a Comprehensive First Year Experience

- Summer-to-Fall Transition
- First-Year Advising
- First-Year Coursework
- First-Year Instruction
- Academic Support
- Co-Curriculum
- Ongoing, structured, intentional support continuing in 2nd year
The National Picture: Guided Pathways

Organized National, State, and Regional Efforts to Implement Guided Pathways at Scale
LAUSD – The Need

• In 2013-2014, there were 38,092 LAUSD high school graduates. Providing these students a pathway to higher education completion is the most effective means for improving equity and assuring the social and economic well-being of Los Angeles, the surrounding region, and state.

• More than 78% of these graduates come from socioeconomically disadvantaged families

• Less than half meet the minimum requirements for entry into the CSU/UC Systems (California Department of Education)
LAUSD – LACCD Compared by Ethnicity

### LAUSD

**2013-2014 Graduates by Ethnicity**

- Hispanic/Latino: 72%
- White: 9%
- African American: 10%
- Asian: 5%
- Native American: 0%
- Pacific Islander: 0%
- Filipino: 3%
- Multi-Ethnicity: 1%
- Not Reported: 1%
- Two or More Races: 0%

### LACCD

**Student Ethnicity 2014-15**

- Latino: 56.7%
- White: 14.9%
- African American: 11.1%
- American Indian/Alaskan Native: 0.2%
- Pacific Islander: 0.2%
- Filipino: 2.3%
- Asian: 7.4%
- Unknown: 5.3%

**Total Students**: 225,942

Source: DataMart
LAUSD – High School Graduates: The Untapped Opportunity for Providing Pathways to Completion

38,092 LAUSD Graduates

- CSU/UC: 8,759
- Community College: 12,572

LACCD Entering Freshmen: 6,226

- Fulltime: 3,055
- Part-time: 3,171

BOG Fee Waiver: 2,402
BOG Fee Waiver: 1,907
The LA College Promise: Actions to Date

• The LACCD Board of Trustees passed a resolution establishing the Los Angeles College Promise program, January 13, 2016.
• Mayor Eric Garcetti formally announced the Promise during State of the City address, April 14, 2016.
• LACCD Leadership developed a comprehensive proposal to guide the 2016-17 planning year for Fall 2017 launch.
• LACCD hired a two-member consultant team:
  • Content Specialist
  • Evaluation Specialist
The LA College Promise: Actions to Date

- Vetted with internal constituent groups
- Convened Executive Steering Committee
- Conducted initial planning meeting with Core Team and Consultants
- Appointed Dean of Student Success as LA College Promise Project Lead
- Conducted Core Team meeting to establish Design Team Membership and Goals for LA College Design Retreat on August 11-13, 2016
Conducted LA College Promise Design Team Retreat August 11-13, 2016

• Held at LA Harbor College
• Representatives from key constituencies, plus an LACP representative from each college appointed by the college president
• Determined a common template (logic model) to communicate core elements of the Promise
• Determined the core elements of the college promise for all 9 colleges
Removing Barriers to Student Completion: Core Components Each College Will Include in Its Implementation Plan

<table>
<thead>
<tr>
<th>Early Outreach &amp; Engagement for LAUSD Students</th>
<th>First-Year Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Info Days</td>
<td>Summer Transition (extended orientation)</td>
</tr>
<tr>
<td>FAFSA completed in H.S.</td>
<td>Free Tuition (no enrollment fees) for 1st year</td>
</tr>
<tr>
<td>Priority Registration based on SSSP</td>
<td>12-15 units per semester</td>
</tr>
<tr>
<td>Assessment/placement based on multiple measures</td>
<td>Structured Schedule including required English and math</td>
</tr>
<tr>
<td>Pre-enrollment in support services</td>
<td>Success Coaching as indicated in the college model (i.e. counseling, advising, tutoring, mentoring, success workshops)</td>
</tr>
</tbody>
</table>
LACP Conceptual Model

Transition In
- Early Outreach & Engagement for LAUSD Students
- College Info Days
- FAFSA completed in H.S.
- Priority Registration based on SSSP
- Assessment/placement based on multiple measures
- Pre-enrollment in support services

Transition Through
- First-Year Experience
  - Summer Transition
  - Free Tuition (no enrollment fees) for 1st Year
  - 12–15 units per semester
  - Success Coaching
  - Structured schedule including required English and math

- Student Momentum Milestone
  - Completion of 24 to 30 units in 1st Year

- Persistence

- Student Success
  - Completion of degree, workforce certificate, transfer

Transition Out
- City of Graduates
  - Gainfully employed
  - Social justice-minded
  - Civically and culturally engaged

The Los Angeles College Promise will seamlessly transition graduating LAUSD students to full-time LACCD students. This will lead to increased college completion, enhanced social mobility and equity for Angelinos, and a more robust local economy.

LACOLLEGEPromise.ORG
LACP Momentum Points

• First Year
  • Completion of Assessment, Orientation, and Counseling (AOC)
  • Completion of application for financial aid (FAFSA)
  • Declared major
  • Fall to Spring Persistence
  • Completion of 20 units
  • Complete required English and Math
LACP Momentum Points

- **Second Year**
  - Fall to Fall Persistence
  - Remedial Progress in English and Math
  - Completion of 40 units (students degree or transfer educational goal)
  - Employment (for students completing occupational certificate)
LACP Momentum Points

• Third Year
  • Completion of Math 125 and English 101
  • Completion of 60 units
  • Completion of degree, certificate, transfer, or transfer preparation
Proposed Student Eligibility

- LAUSD or charter graduating senior, effective Fall 2017
- Eligible for California In-State Resident Tuition
- FAFSA complete or CA Dream Act complete (for eligible AB540 students)
- SSSP requirements complete (including 1st year Ed Plan)
- Participate in an extended orientation (summer transition)
- Enrolled in 12-15 units for fall by deadline
Proposed Student Contract/Requirements

• Continuous enrollment in 12-15 units, structured, including required English and Math
• Maintain a cumulative Grade Point Average (GPA) of 2.0 or better and remain in good standing for rest of Promise program
• Participate in success coaching as indicated in the college model, i.e. counseling, advising, tutoring, mentoring, success workshops
LACP College Team Leads

- ELAC: Julie Benevides, Vice President, Student Services
- LACC: Terri Anderson, Coordinator of Outreach & Recruitment
- LAHC: Bobbi Villalobos, Vice President, Academic Affairs
- LAMC: Chris Villa, Vice President, Student Services
- LAPC: Will Marmolejo, Dean of Student Services
- LASC: Katrin Wilson, Articulation Officer
- LATTC: Kaneesha Tarrant, Vice President, Student Services
- LAVC: Marco de la Garza, Dean of Student Success and Support Services
- WLAC: Mary-Jo Apigo, Dean of Teaching and Learning
Next Steps for Achieving the Promise

• September 14: LACP Kick-off with Mayor Garcetti & Dr. Jill Biden
• September 15: Update on LACP presented at Chancellor’s Retreat
• September 16: Invitation Only Roundtable at the Mayor’s Mansion focused on achieving the Promise
• September 21: Update on LACP presented at the Board of Trustee’s IE/Student Success Committee
• November: Series of LAUSD outreach meetings
Next Steps for Achieving the Promise

- October & November: Site Visits to the colleges
- October 14 & 21: Day-long LACP Implementation Team Trainings
  - Craft shared mission/vision/values for LACP
  - Articulate core components of the LACP
  - Specify and schedule campus follow-up support
  - Utilize communication plan, with common talking points, to engage and inform stakeholders
  - Provide tools to create action plan and timeline for the LACP college implementation plan
- November 30: Colleges submit LACP Implementation Plans
Initial Timeline

• Spring 2017
  • Conduct outreach and recruitment campaign across LAUSD for enrollment in pre-First Year program services/opportunities (i.e. summer bridge, student-parent orientations, financial literacy workshops, provide information and enrollment for eligibility-based programs such as EOPS, DSPS, Foster Youth, AB540 students).

• Fall 2017
  • Grant LAUSD graduating high school students one-year of tuition-free college at any one of the nine LACCD colleges.
  • Entering LAUSD high school graduates receive priority enrollment status, essentially guaranteeing each student a seat at one of the nine LACCD colleges. Each student will receive a highly structured and supported first-year college experience leading to an Associate of Arts or Sciences degree, transfer to a four year university, or workforce certificate. More timely completion will occur.
Questions? Comments?

• Thank you!
• Visit us at lacollegepromise.org
Enrollment Update
Institutional Effectiveness and Student Success Committee
September 21, 2016

1. Summer 2016 FTES

The table below displays Summer 2015 and 2016 FTES. Summer 2016 FTES is 9,806 which is 1.3% higher than Summer 2015 FTES (9,677). The District reported 4,397 FTES for Summer I 2016 and 5,409 FTES for Summer II 2016.

<table>
<thead>
<tr>
<th>Session</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Summer I</td>
<td>2,997</td>
</tr>
<tr>
<td>Summer II</td>
<td>6,680</td>
</tr>
<tr>
<td>Total</td>
<td>9,677</td>
</tr>
</tbody>
</table>

FTES reporting is based on fiscal year (FY) and since the summer semester crosses two fiscal years, Summer I is reported in the current fiscal year while Summer II is reported in the upcoming fiscal year. Thus, Summer I 2016 FTES (4,397) was reported in FY 2015-16, while Summer II 2016 FTES (5,409) will be reported in FY 2016-17.

Comparing Summer II FTES, the District is expecting to have 1,271 fewer FTES (= 6,680-5,409) to begin FY 2016-17 than it had to begin FY 2015-16.

2. Fall 2016 Enrollment and Projected FTES

Preliminary census for full-semester classes was run on 9/13/16 and is included in developing the projected enrollment and FTES for Fall 2016. The current projection shows:

- Headcount: Fall 2016 is 100% of Fall 2015
- FTES: Fall 2016 is 98% of Fall 2015
- Sections: Fall 2016 is 101% of Fall 2015

3. Annual 2016-17 FTES Projection

Final 2015-16 FTES for the District was 107,601. The 2016-17 LACCD budget is predicated on 2% growth, resulting in 109,753 FTES (= 107,601 + 2%). Due to shifting of summer FTES, Summer II 2016 is projected to approximately 1,200 FTES less than previous year. Moreover, based on current projections, Fall 2016 FTES is expected to be about 900 FTES less than previous Fall.

To attain the budgeted 2% growth, the District will need to make up about 2,100 lost FTES (= 1,200 from Summer II + 900 from Fall 2016) and generate the additional 2,152 FTES needed for 2% growth. For this to be achieved, the District must achieve effective growth of approximately 8% over the remaining terms of academic year 2016-17 (Winter 2017, Spring 2017, and Summer I 2017). Inability to produce these FTES represents a potential loss in $10.5 million in funding.