LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE
Educational Services Center
6th Floor Large Conference
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, April 19, 2017
4:45 p.m. – 6:15 p.m.

Committee Members
Andra Hoffman, Chair
Sydney K. Kamlager, Vice Chair
Nancy Pearlman, Member
Ryan M. Corner, Staff Liaison
James M. Limbaugh, College President Liaison
Renee D. Martinez, College President Liaison Alternate

Agenda
(Items may be taken out of order)

I. ROLL CALL

II. PUBLIC SPEAKERS*

III. REPORTS
   A. Accreditation Update (Los Angeles Southwest College)
   B. District Adult Education Update
   C. Progress Report on District Strategic Plan

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.
Responding to Accreditation Recommendations

LOS ANGELES SOUTHWEST COLLEGE

Presentation to the
Los Angeles Community College Board of Trustees
Institutional Effectiveness & Student Success Committee

Dr. Lawrence Bradford, Vice President Academic Affairs
Dr. Ralph Davis, Accreditation Faculty Co-Chair/Chair of Counseling
Alfred Gallegos, Dean of Institutional Advancement
Dr. Denise Noldon, President

April 19, 2017
<table>
<thead>
<tr>
<th>College Rec 1</th>
<th>College Rec 3</th>
<th>College Rec 4</th>
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<tbody>
<tr>
<td>- Institutional Plans and</td>
<td>- Follow library procedures</td>
<td>- Student Satisfaction data</td>
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<td>processes</td>
<td>- Collection development process</td>
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<td>- Learning outcomes</td>
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<td>- Deficit and allocation</td>
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<td>Model</td>
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<td>College Rec 5</td>
<td>College Rec 6</td>
<td>College Rec 7</td>
</tr>
<tr>
<td>- Evaluating contracted</td>
<td>- Assess counseling services</td>
<td>- Student Learning Outcomes and administrator</td>
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<tr>
<td>services</td>
<td>- The growing Hispanic demographic</td>
<td>evaluations</td>
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<tr>
<td>- Maintain copies of all</td>
<td>- Student Services hours</td>
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<tr>
<td>agreements</td>
<td>of operation and counselor availability</td>
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<td>College Rec 8</td>
<td></td>
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<tr>
<td>- Continue to complete staff</td>
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<tr>
<td>evaluations</td>
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<td>- Increase number of</td>
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<td>administrators and staff</td>
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<tr>
<td>- “Essential” professional</td>
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<td>development for all faculty;</td>
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<td>with equitable funding</td>
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</table>
COLLEGE RECOMMENDATION 1

Los Angeles Southwest College Strategic Plan 2014-2020: Evaluation

Goal
1. Access and Preparation for Success
2. Implementation of the New Stream Management Plan (NSMP) to maximize annual FTE funding, by Fall 2017

Objective
A1. Maximize annual FTEs funding
Compute the percentage of FTEs generated to determine if annual FTEs targets.

Outcome Data for Measure

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<tr>
<td></td>
<td></td>
<td>Target</td>
<td>Generated</td>
<td>% of Target</td>
<td>FTEs</td>
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<td></td>
<td>4,064</td>
<td>5,144</td>
<td>104%</td>
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</tr>
</tbody>
</table>

Evaluation Questions
- What may contribute to this outcome?

Recommendation for Future Planning

Internal Information Needs

Strategic Planning Committee

4. The college will increase the number of college prepared students that are degree, certificate and/or transfer-seeking to 160, by Spring 2020.

5. The college will increase
COLLEGE RECOMMENDATION 5

Customer Satisfaction Survey: Contracted Campus Vendors

1. What is the name of the Vendor you are evaluating?

2. How likely is it that you would recommend this Vendor to a friend or colleague?

   Not at all likely 1 2 3 4 5 6 7 8 9 10

3. Overall, how satisfied or dissatisfied are you with the contracted Vendor?

   Very satisfied  Somewhat satisfied  Neither satisfied nor dissatisfied  Somewhat dissatisfied  Very dissatisfied

4. Which of the following words would you use to describe their products? Select all that apply.

   Useful  Unique  Good value for money  Overpriced  Impractical  Inadequate  Poor quality

5. How well did their products meet your needs?

   Extremely well  Very well  Somewhat well  Not so well  Not at all well

6. How would you rate the quality of the product?

   Very high quality  High quality  Neither high nor low quality  Low quality  Very low quality

Vendor Satisfaction Survey: Los Angeles Southwest College

1. How likely is it that you would recommend doing business with Los Angeles Southwest College (LASC) to a friend or colleague?

   Not at all likely 1 2 3 4 5 6 7 8 9 10

2. Overall, how satisfied or dissatisfied are you with LASC?

   Very satisfied  Somewhat satisfied  Neither satisfied nor dissatisfied  Somewhat dissatisfied  Very dissatisfied

3. How well does LASC meet contract obligations?

   Extremely well  Very well  Somewhat well  Not so well  Not at all well

4. How well does LASC implement purchasing practices?

   Extremely well  Very well  Somewhat well  Not so well  Not at all well
COLLEGE RECOMMENDATION 6

Los Angeles Southwest College
Manchild – Student Equity Initiative

Los seminarios son dirigidos a los hombres latinos del colegio Los Angeles Southwest que son parte del sistema de crianza temporal o permanente. Los seminarios ayudaron a los estudiantes obtener información y el conocimiento para preparar a los estudiantes para los desafíos de la vida que pueden enfrentar.

Los seminarios incluyen temas de vida para dormitorios, becas, recursos financieros, acceso a programas educativos, y también presentan un instructor motivacional informado y acompañado de los principales.

El objetivo final es capacitar a nuestros estudiantes, facultad, y yvarones de LASC para que tengan alto porcentual de información clave que envolverá sus metas educativas y más.

Este evento es 100% financiado por la iniciativa de Equidad de Estudiantes de LASC. Para: http://www.las.doe.ca.gov/HelpCenter.html

INVITADO ESPECIAL:
Adrian Lamas y Paul Carrillo son Latinos que tienen negocios y son consultores. Ellos compartirán sus experiencias en cómo empezaron sus empresas. También compartirán los problemas que afectan hombres latinos en la comunidad.

SLQs:
Los estudiantes tendrán conocimiento del movimiento de vivienda, las estrategias para prevenir la falta de domicilio, describir el emprendimiento de los hombres latinos y lo que es, entender la función de la educación financiera y el valor de la gestión de dinero, conocer los requisitos para graduación y ser conscientes de las pequeñas empresas y sus funciones.

Fecha: 6 de noviembre
Tiempo: Primera sesión empezará a las 8:00am
Adyacente: Student Services Building, Room 308
Desayuno, almuerzo, y refrescos serán servidos.

RSVP: http://evite.me/JYWJ219SF

Los Angeles Southwest College
... Honoring Our Heritage, Building Our Future
All welcome to attend. Free event!
1600 West Imperial Highway, Los Angeles

Celebrating Hispanic Heritage Month

LOS ANGELES SOUTHWEST COLLEGE
1600 WEST IMPERIAL HIGHWAY
LOS ANGELES, CA 90047
WWW.LASC.EDU

TALLER DE FAFSA
FEBRERO 25, 2017

9 a.m. to 1 p.m.
Edificio: Technology Education Building (TEC), Cuartos 230 y 276
Los Angeles Southwest College

Completa la Solicitud Gratuita de Ayuda Federal para Estudiantes de FAFSA que es tu primer paso para recibir asistencia para el costo del colegio.

Los empleados de LASC están ofreciendo un taller gratuito el 25 de Febrero para asistir a completar la solicitud de la FAFSA sobre el Internet en español e inglés. Pueden calificar la beca a $5,815 en el año escolar 2016-17 y $5,920 en el año escolar 2017-18. Asistencia en como completar la solicitud de los Soñadores (DACA) también estarán disponibles.

La fecha límite para Cai Grant es el 2 de marzo y se está acercando muy pronto. Assurese y tome ventaja en esta oportunidad única.

QUE NECESITAS

1. Copia de tu y/o su padre(s) impuesto federal del 2015
2. Saber su y/o su padre(s) número de seguro social (si lo tienen)
3. Saber su y/o su padre(s) fecha de estado civil
4. Saber su y/o padre(s) fecha de nacimiento
APPENDIX B. LACCD ADMINISTRATOR’S PERFORMANCE EVALUATION

Los Angeles Community College District
Administrative Performance Appraisal
(Other Academic Administrator, Unrepresented)

Name: __________________________
Title: __________________________

Type of Eval: ______________________

PURPOSE:
The purpose and inform the overall plan designed to achieve the
objectives set forth in the Program Plan.

INSTRUCT
Read carefully each section of the Plan.

GOALS
State goals:
1. __________________________
2. __________________________
3. __________________________

INSTRUCT
Read carefully each section of the Plan.

DEFINITION:
Degree 1: Partially meets the objectives
Degree 2: Meets the objectives
Degree 3: Exceeds the objectives

Name: __________________________
Date: __________________________

President Name: __________________________
College: __________________________
Evaluation Year: __________________________
Chancellor Name: __________________________

Use the following categories below, please choose the rating that best signifies your evaluation.

EVALUATION CATEGORIES: Text box below contains character limit. Attach additional sheet(s) if needed

Leadership Skill and Ability
Rating: [ ] Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree Not observed or inadequate basis to comment

Consider the ability to take initiative, build on a vision, motivate others, exercise judgment and ethical behavior, and fostering a positive campus climate.

Comments and/or Suggestions:

Communication and Ability
Rating: [ ] Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree Not observed or inadequate basis to comment

Consider communication skills in written and oral form including listening skills and proper dissemination of information to staff in areas of responsibility.

Comments and/or Suggestions:

Los Angeles Community College District

From the following categories below, please choose the rating that best signifies your evaluation.

EVALUATION CATEGORIES: Text box below contains character limit. Attach additional sheet(s) if needed

Leadership Skill and Ability
Rating: [ ] Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree Not observed or inadequate basis to comment

Consider the ability to take initiative, build on a vision, motivate others, exercise judgment and ethical behavior, and fostering a positive campus climate.

Comments and/or Suggestions:

Communication and Ability
Rating: [ ] Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree Not observed or inadequate basis to comment

Consider communication skills in written and oral form including listening skills and proper dissemination of information to staff in areas of responsibility.

Comments and/or Suggestions:
### Admin Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>January 2016</th>
<th>April 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Student Services</td>
<td>Vacant</td>
<td>Filled</td>
</tr>
<tr>
<td>VP Admin Services</td>
<td>Vacant</td>
<td>Filled</td>
</tr>
<tr>
<td>Dean Student Services - Counseling</td>
<td>Vacant</td>
<td>Filled</td>
</tr>
<tr>
<td>Dean Student Services – Special Programs</td>
<td>Vacant</td>
<td>IP</td>
</tr>
<tr>
<td>Dean Academic Affairs</td>
<td>Filled</td>
<td>IP</td>
</tr>
</tbody>
</table>
COUGARS IN ACTION
## Los Angeles Community College District  
2011-12 to 2015-16 District Effectiveness Report Scorecard

### Goals, Objectives, and Measures

#### 2015-16

<table>
<thead>
<tr>
<th>Goal 1. Access and Preparation for Success</th>
<th>2015-16</th>
<th>Change Since 2010-11</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure equitable access to education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2 Percentage of eligible students receiving Pell Grant</td>
<td>66%</td>
<td>-5%</td>
<td>▼</td>
</tr>
</tbody>
</table>

Increase the percentage of new students who complete the matriculation process

| 1.2.1a Percentage of new students completing English assessment in the first term or before | 78% | +6% | ▲ |
| 1.2.1b Percentage of new students completing Math assessment in the first term or before | 79% | +5% | ▲ |

Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms

| 1.3.1 Percentage of new students successfully completing at least one English and Math class in their first year | 26% | +9% | ▲ |
| 1.3.2a Persistence – Fall to Spring | 89% | +3% | ▲ |
| 1.3.2b Persistence – Fall to Fall | 75% | +1% | ▲ |

#### Goal 2. Teaching and Learning for Success

Provide a learner-centered learning environment*

| 2.1.1a Measure of active learning / project learning | 69% | +4% | ▲ |
| 2.1.1b Measure of student engagement in and out of class | 19% | -1% | ▼ |
| 2.1.1c Measure of self-efficacy/self-directed learning | 78% | +6% | ▲ |
| 2.1.2 Measure of how technology is being used to improve student learning and engagement | 66% | N/A | N/A |

Improve student outcomes**

| 2.2.1a Percentage of new student cohort completing 30 units in 3 years | 63% | +4% | ▲ |
| 2.2.1b Percentage of new student cohort completing 60 units in 3 years | 29% | +2% | ▲ |
| 2.2.2a Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years | 28% | +5% | ▲ |
| 2.2.2b Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years | 34% | +3% | ▲ |
| 2.2.3a Completion rate (i.e., certificate, degree, or transfer) in 3 years | 16% | +1% | ▲ |
| 2.2.3b Completion rate (i.e., certificate, degree, or transfer) in 6 years | 33% | -2% | ▼ |

*Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference. In the case of measure 2.1.3, the question was only asked once in 2014.

**Current 3-year data is from the 2012-13 cohort and 6-year data is from the 2009-10 cohort.

Change from prior year: ▲ = Improvement  ▼ = Decline  ▼ ▲ = Same
## Goals, Objectives, and Measures

<table>
<thead>
<tr>
<th>Goals, Objectives, and Measures</th>
<th>2015-16</th>
<th>Change Since 2010-11</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal 3. Organizational Effectiveness</strong></td>
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<tr>
<td>Assess and improve district processes and services</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.1.1 Satisfaction with district services</td>
<td>59%</td>
<td>+19%</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.2 Accreditation status (# of colleges fully accredited)</td>
<td>9</td>
<td>8</td>
<td>▼</td>
</tr>
<tr>
<td>3.1.3 Total FTES</td>
<td>107,601</td>
<td>+4,072</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.4 College expenditures per FTES</td>
<td>$4,624</td>
<td>+$588</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.5 Average class size</td>
<td>35.2</td>
<td>-5.8</td>
<td>▼</td>
</tr>
<tr>
<td>3.1.6 Fund balance</td>
<td>20.9%</td>
<td>+6.4%</td>
<td>▲</td>
</tr>
<tr>
<td>Improve communications and governance throughout the district</td>
<td></td>
<td></td>
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<tr>
<td>3.2.1 Effective decision making</td>
<td>47%</td>
<td>-3%</td>
<td>▼</td>
</tr>
<tr>
<td>3.2.2 Participatory governance</td>
<td>38%</td>
<td>-3%</td>
<td>▼</td>
</tr>
<tr>
<td>3.2.3 Overall rating of district-level governance</td>
<td>49%</td>
<td>-14%</td>
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<td><strong>Goal 4. Resources and Collaboration</strong></td>
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<tr>
<td>Develop and diversify sources of revenue</td>
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<tr>
<td>4.1.1 Actual expenditures for other specially funded programs</td>
<td>$52,019,623</td>
<td>+8,729,180</td>
<td>▲</td>
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</tbody>
</table>

Change from prior year: ▲ = Improvement ▼ = Decline ▼ = Same
DISTRICT STRATEGIC PLAN

Progress Report on Evaluation and Planning Activities

Institutional Effectiveness and Student Success Committee
April 19, 2017
Overview of 2018-23 District Strategic Plan Development Activities and Process

**Activities**

<table>
<thead>
<tr>
<th>I</th>
<th>2012-17 DSP Evaluation</th>
<th>✓</th>
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<tbody>
<tr>
<td>II</td>
<td>Data Inquiry</td>
<td>✓</td>
</tr>
<tr>
<td>III</td>
<td>Initial Development of Goals and Objectives</td>
<td>✓</td>
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<tr>
<td>IV</td>
<td>Development of Metrics and Targets</td>
<td>In Process</td>
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<tr>
<td>V</td>
<td>Final Plan Development</td>
<td>In Process</td>
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<tr>
<td>VI</td>
<td>Feedback and Approvals</td>
<td>Planned for Summer-Fall 2017</td>
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</table>
Background on 2012-17 District Strategic Plan (DSP)

- Followed the first DSP which covered the period 2006-11
- Resulted from a year long process involving:
  - Environmental scan
  - Analysis of strengths/weaknesses/opportunities/threats (SWOT)
  - Feedback from focus groups and external and internal constituencies
  - Coordination by EPIE, District Planning Committee, and District Strategic Planning Taskforce
- Contained 4 goals and 13 objectives
- Approved by Board in Feb. 2012
- Allowed for the development of districtwide priorities
- Served as a planning framework for the colleges
Background on 2012-17 District Strategic Plan (DSP)

- Critical in demonstrating district-level integrated planning (Standard IV.D.5)
  - District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness
- Basis for District Effectiveness Cycle (including annual effectiveness reporting, Board review, and goal setting)
2012-17 DSP Summary

LOS ANGELES COMMUNITY COLLEGE DISTRICT
2012-2017 District Strategic Plan
SUMMARY OF GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

GOAL 1: Access and Preparation for Success
Improve equitable access; help students attain important early educational momentum points.

Objective 1: Ensure equitable access to education.
1.1: Participation rate in underserved areas
1.2: Percentage of eligible students receiving financial aid

Objective 2: Increase the percentage of new students who complete the matriculation process by the end of their first semester.
2.1: Number and percentage of new students completing matriculation disaggregated by age, gender, ethnicity, and low income status
2.2: Number and percentage of new students completing assessment
2.3: Number and percentage of new students completing orientation

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
3.2: Persistence (Fall to Spring and Fall to Fall)

GOAL 2: Teaching and Learning for Success
Strength 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.

Objective 1: Provide a learner-centered learning environment that encourages active learning and student engagement.
1.1: Measure of active learning/project learning (from student survey)
1.2: Measure of self-efficacy/self-directed learning (from student survey)
1.3: Measure of whether/how technology is being used to improve student learning and engagement (from student survey)

Objective 2: Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.
2.1: Percentage of new student cohort successfully completing 30 and 60 units
2.2: Percentage of new student cohort successfully completing English 101 and Math 125
2.3: Completion Rate (i.e., certificate, degree, or transfer)

GOAL 3: Organizational Effectiveness
 Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

Objective 1: Assess and improve District processes and services.
1.1: Number/percentage of District Customer Service Area Outcomes assessed and for which improvements are being made based on results
1.2: Percentage of program reviews completed and the number of planned improvements

Objective 2: Improve communications and governance throughout the district.
2.1: Committee effectiveness
2.2: Effectiveness of District-wide governance
2.3: Employee communications

Objective 3: Improve employee development opportunities.
3.1: Survey questions on professional development opportunities, participation, and effectiveness
3.2: Resources dedicated to employee development (amount and percent of budget)
3.3: Number of employees participating in employee development or training

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.

Objective 1: Develop and diversify sources of revenue.
1.1: Number and type of revenue sources and amount generated

Objective 2: District and college Foundations will significantly increase external resources in order to support the District and colleges.
2.1: Funds raised (annual and cumulative)
2.2: Foundation endowment
2.3: Amount of scholarships awarded

Objective 3: Increase business and community partnerships to support innovation and student learning.
3.1: Number and type of community/business partnerships
I. 2012-17 DSP: Evaluation

- EPIE compiled data on plan metrics and College Effectiveness Reports over the period 2012-17
- EPIE and District Planning Committee developed a Draft District Strategic Plan Evaluation Report
  - Vetted through the District Planning Committee and District Research Committee
  - Analyzed outcomes data on plan metrics
  - Analyzed validity of metrics
  - Obtained qualitative input from colleges on plan outcomes
  - Developed recommendations for 2012-18 DSP
- Developed summary template for reporting plan outcomes
## 2012-17 DSP Outcomes

### LOS ANGELES COMMUNITY COLLEGE DISTRICT
2011-12 to 2015-16 District Effectiveness Report Scorecard

<table>
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<td>66%</td>
<td>-5%</td>
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<tr>
<td><strong>Increase the percentage of new students who complete the matriculation process</strong></td>
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</tr>
<tr>
<td>1.2.1a Percentage of new students completing English assessment in the first term or before</td>
<td>78%</td>
<td>+6%</td>
<td>▲</td>
</tr>
<tr>
<td>1.2.1b Percentage of new students completing Math assessment in the first term or before</td>
<td>79%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td><strong>Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 Percentage of new students successfully completing at least one English and Math class in their first year</td>
<td>26%</td>
<td>+9%</td>
<td>▲</td>
</tr>
<tr>
<td>1.3.2a Persistence – Fall to Spring</td>
<td>89%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>1.3.2b Persistence – Fall to Fall</td>
<td>75%</td>
<td>+1%</td>
<td>▲</td>
</tr>
<tr>
<td><strong>Goal 2. Teaching and Learning for Success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a learner-centered learning environment*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1a Measure of active learning / project learning</td>
<td>69%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>2.1.1b Measure of student engagement in and out of class</td>
<td>19%</td>
<td>-1%</td>
<td>▼</td>
</tr>
<tr>
<td><strong>Improve student outcomes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1a Percentage of new student cohort completing 30 units in 3 years</td>
<td>63%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.1b Percentage of new student cohort completing 60 units in 3 years</td>
<td>29%</td>
<td>+2%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.2a Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</td>
<td>28%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.2b Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</td>
<td>34%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.3a Completion rate (i.e., certificate, degree, or transfer) in 3 years</td>
<td>16%</td>
<td>+1%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.3b Completion rate (i.e., certificate, degree, or transfer) in 6 years</td>
<td>33%</td>
<td>-2%</td>
<td>▼</td>
</tr>
</tbody>
</table>

*Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference. In the case of measure 2.1.3, the question was only asked once in 2014.

**Current 3-year data is from the 2012-13 cohort and 6-year data is from the 2009-10 cohort.

Change from prior year: ▲ = Improvement ▼ = Decline ▲ = Same
# 2012-17 DSP Outcomes: Goal 1

<table>
<thead>
<tr>
<th>Goals, Objectives, and Measures</th>
<th>2015-16</th>
<th>Change Since 2010-11</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1. Access and Preparation for Success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure equitable access to education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2 Percentage of eligible students receiving Pell Grant</td>
<td>66%</td>
<td>-5%</td>
<td>▼</td>
</tr>
<tr>
<td>Increase the percentage of new students who complete the matriculation process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1a Percentage of new students completing <strong>English</strong> assessment in the first term or before</td>
<td>78%</td>
<td>+6%</td>
<td>▲</td>
</tr>
<tr>
<td>1.2.1b Percentage of new students completing <strong>Math</strong> assessment in the first term or before</td>
<td>79%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td>Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 Percentage of new students successfully completing at least one <strong>English and Math</strong> class in their first year</td>
<td>26%</td>
<td>+9%</td>
<td>▲</td>
</tr>
<tr>
<td>1.3.2a Persistence – Fall to Spring</td>
<td>89%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>1.3.2b Persistence – Fall to Fall</td>
<td>75%</td>
<td>+1%</td>
<td>▲</td>
</tr>
</tbody>
</table>
## 2012-17 DSP Outcomes: Goal 2

### Goals, Objectives, and Measures

<table>
<thead>
<tr>
<th>Goal 2. Teaching and Learning for Success</th>
<th>2015-16</th>
<th>Change Since 2010-11</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a learner-centered learning environment*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1a Measure of active learning / project learning</td>
<td>69%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>2.1.1b Measure of student engagement in and out of class</td>
<td>19%</td>
<td>-1%</td>
<td>▼</td>
</tr>
<tr>
<td>2.1.1c Measure of self-efficacy/self-directed learning</td>
<td>78%</td>
<td>+6%</td>
<td>▲</td>
</tr>
<tr>
<td>2.1.2 Measure of how technology is being used to improve student learning and engagement</td>
<td>66%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Improve student outcomes**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1a Percentage of new student cohort completing 30 units in 3 years</td>
<td>63%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.1b Percentage of new student cohort completing 60 units in 3 years</td>
<td>29%</td>
<td>+2%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.2a Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</td>
<td>28%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.2b Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</td>
<td>34%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.3a Completion rate (i.e., certificate, degree, or transfer) in 3 years</td>
<td>16%</td>
<td>+1%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.3b Completion rate (i.e., certificate, degree, or transfer) in 6 years</td>
<td>33%</td>
<td>-2%</td>
<td>▼</td>
</tr>
</tbody>
</table>
## 2012-17 DSP Outcomes: Goals 3 & 4

<table>
<thead>
<tr>
<th>Goals, Objectives, and Measures</th>
<th>2015-16</th>
<th>Change Since 2010-11</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 3. Organizational Effectiveness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and improve district processes and services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.1 Satisfaction with district services</td>
<td>59%</td>
<td>+19%</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.2 Accreditation status (# of colleges fully accredited)</td>
<td>9</td>
<td>8</td>
<td>▼</td>
</tr>
<tr>
<td>3.1.3 Total FTES</td>
<td>107,601</td>
<td>+4,072</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.4 College expenditures per FTES</td>
<td>$4,624</td>
<td>+$588</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.5 Average class size</td>
<td>35.2</td>
<td>-5.8</td>
<td>▼</td>
</tr>
<tr>
<td>3.1.6 Fund balance</td>
<td>20.9%</td>
<td>+6.4%</td>
<td>▲</td>
</tr>
<tr>
<td>Improve communications and governance throughout the district</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1 Effective decision making</td>
<td>47%</td>
<td>-3%</td>
<td>▼</td>
</tr>
<tr>
<td>3.2.2 Participatory governance</td>
<td>38%</td>
<td>-3%</td>
<td>▼</td>
</tr>
<tr>
<td>3.2.3 Overall rating of district-level governance</td>
<td>49%</td>
<td>-14%</td>
<td>▼</td>
</tr>
<tr>
<td><strong>Goal 4. Resources and Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and diversify sources of revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.1 Actual expenditures for other specially funded programs</td>
<td>$52,019,623</td>
<td>+8,729,180</td>
<td>▲</td>
</tr>
</tbody>
</table>
Summary of 2012-17 DSP Outcomes

• Focus is on Districtwide Outcomes
• Areas of Improvement
  • Percentage of students completing matriculation process
  • New students successfully completing at least one English and math class in their first year
  • Persistence (Fall to Spring and Fall to Fall)
  • New students completing 30 & 60 units
  • New students completing English 101 & Math 125 (3 & 6 years)
  • Diversity of revenue
• Areas of Decline
  • Completion rates (3 & 6 years)
  • Effectiveness of District-wide governance
II. 2018-23 DSP: Data Inquiry

• Board’s Annual Planning Meeting (August 2016) provided focus areas and Board goals:
  • Student Completion (10% pt. increase)
  • Improve Customer Service
• Full day planning retreat facilitated by Governance Institute for Student Success (GISS) at LAMC in Oct. 2016
• EPIE conducted DSP planning forums at each college (Nov. 2016 - March 2017) and compiled results for use by District Planning Committee
III. 2018-23 DSP: Proposed Goals

**Goal 1:** We will increase the college going rate for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to academic programs that meet community and student needs.

**Goal 2:** We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.

**Goal 3:** We will increase student completion to exceed the state median, improve milestones indicative of academic success, and increase student equity by reducing performance gaps in these milestones.

**Goal 4:** We will improve organizational effectiveness through streamlined processes, minimized duplication of efforts, and enhanced communication and training.

**Goal 5:** We will enhance fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.
IV. 2018-23 DSP:
Development of Metrics and Targets

- DSP measures are being recommended by District Research Committee (DRC)
- DSP will incorporate measures from existing accountability systems
- Preliminary targets will be developed by EPIE and DRC and go through a vetting process
V. 2018-23 DSP: Summary of DSP Development

DSP Incorporates:
  • Input received from Board and college constituencies
  • Recommendations resulting from evaluation of 2012-17 DSP

DSP Includes:
  • An updated mission statement
  • Goals and Objectives
  • One or more metrics associated with each objective
  • Key measures identified through accreditation and state and federal accountability systems
  • Targets associated with each metric
VI. 2018-23 DSP: Feedback and Approvals

- Finalize evaluation of 2012-17 DSP
- Continue to vet mission statement, plan, metrics, and targets through internal and external constituencies
- Continue to gather external input from: Business, Education and Civic groups
- Finalize goals, objectives, metrics, and targets in 2018-23 DSP
- Provide an opportunity for Board input/direction at Committee of the Whole
- Obtain college, SAC, and Cabinet, and Board approvals (Sept.-October 2017)
Questions?
GOAL 1: Access and Preparation for Success
Improve equitable access; help students attain important early educational momentum points.

Objective 1: Ensure equitable access to education.
1.1: Participation rate in underserved areas
1.2: Percentage of eligible students receiving financial aid

Objective 2: Increase the percentage of new students who complete the matriculation process by the end of their first semester.
2.1: Number and percentage of new students completing matriculation disaggregated by age, gender, ethnicity, and low income status:
   - Number and percentage of new students completing assessment
   - Number and percentage of new students completing orientation
   - Number and percentage of new students creating an educational plan

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
3.2: Persistence (Fall to Spring and Fall to Fall)

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.

Objective 1: Provide a learner-centered learning environment that encourages active learning and student engagement.
1.1: Measure of active learning/project learning (from student survey)
   - Measure of student engagement in and out of class (from student survey)
   - Measure of self-efficacy/self-directed learning (from student survey)
1.2: SLO measures (number and percentage of SLOs, PLOs, and ILOs assessed)
1.3: Measure of whether/how technology is being used to improve student learning and engagement (from student survey)

Objective 2: Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.
2.1: Percentage of new student cohort successfully completing 30 and 60 units
2.2: Percentage of new student cohort successfully completing English 101 and Math 125
2.3: Completion Rate (i.e., certificate, degree, or transfer)
Objective 3: Increase the number of students who complete career-focused certificates in a timely manner, find employment in high growth/high earning occupations, or realize higher earnings as a result of their educational experience.

3.1: On-time program completion rates
3.2: Program placement rates and earnings of program participants

Objective 4: Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.

4.1: Measures from Objectives 2 and 3 disaggregated by age, gender, ethnicity, and low-income status

GOAL 3: Organizational Effectiveness
Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

Objective 1: Assess and improve District processes and services.
1.1: Number/percentage of District Customer Service Area Outcomes assessed and for which improvements are being made based on results
1.2: Percentage of program reviews completed and the number of planned improvements

Objective 2: Improve communications and governance throughout the district.
2.1: Committee effectiveness
2.2: Effectiveness of District-wide governance
2.3: Employee communications

Objective 3: Improve employee development opportunities.
3.1: Survey questions on professional development opportunities, participation, and effectiveness
3.2: Resources dedicated to employee development (amount and percent of budget)
3.3: Number of employees participating in employee development or training

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.

Objective 1: Develop and diversify sources of revenue.
1.1: Number and type of revenue sources and amount generated

Objective 2: District and college Foundations will significantly increase external resources in order to support the District and colleges.
2.1: Funds raised (annual and cumulative)
2.2: Foundation endowment
2.3: Amount of scholarships awarded

Objective 3: Increase business and community partnerships to support innovation and student learning.
3.1: Number and type of community/business partnerships