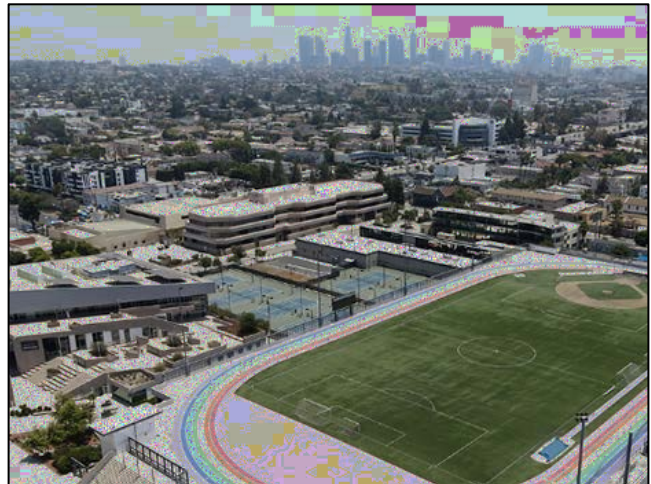




Educational and Strategic Master Plan 2023-2026



Approvals:

Strategic Planning Taskforce, April 14, 2023

College Council, May 1, 2023

Academic Senate, May 4, 2023

District IESS, June 21, 2023

Board of Trustees, July 6, 2023

Table of Contents

- I. Background 2**
 - A. College Mission and Values 2
 - B. The Purpose and Development of the ESMP 2
 - C. Summary of Outcomes from the 2020-2023 ESMP..... 3
- II. The Framework for the 2023-2026 ESMP 9**
 - A. Action Planning..... 9
 - B. The Case for Change: Economic mobility, equity, and social justice 9
 - C. Performance/Equity Measures 11
 - D. Guided Pathways as the Framework for Improvement..... 12
- III. Goals, Objectives, Oversight, Action Plans, and Measures.....13**
 - GOAL #1: Clarify the path for students..... 13
 - GOAL #2: Help students enter the path..... 15
 - GOAL #3: Keep students on the path. 18
 - GOAL #4: Ensure students are learning..... 22
 - GOAL #5: Use resources efficiently..... 24

- Appendix A: Measures of Success..... 25
- Appendix B: Service Area, Enrollment, Labor Market, Demographic, and Socio-economic Data 30
- Appendix C: Student Achievement Data 48
- Appendix D: LACC Service Area - Language Spoken at Home & Educational Attainment..... 55

I. Background

A. College Mission and Values

The mission of Los Angeles City College is to promote accessible and equitable learning to benefit the diverse local and global communities we serve. We empower students to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs.

LACC Values:

- The Pursuit of Truth
- A Dedication to Learner-Centered Teaching and Discovery
- An Unwavering Commitment to Equity, Diversity, Inclusion, and Access
- A Campus of Empathy, Belonging, Dignity, and Respect
- Growth and Transformation Through Institutional Accountability, Transparency, Integrity, and Humility

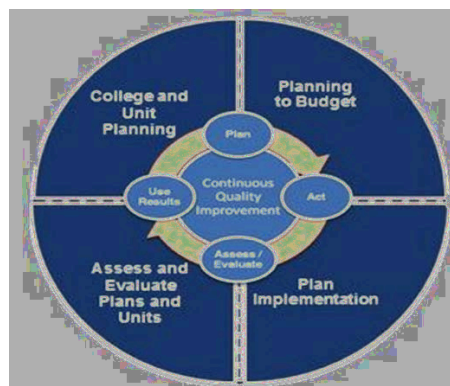
B. The Purpose and Development of the ESMP

The Los Angeles City College Educational and Strategic Master Plan (ESMP) 2023-2026 defines the goals and objectives associated with educational master planning, technology planning, matriculation planning, student equity planning, enrollment management, and other forms of goal setting that have a direct impact on student learning, achievement, and success.

The ESMP aligns with the California Community Colleges and Los Angeles Community College District strategic plans and guides the allocation and use of college resources. Completion of the activities described in the ESMP requires engagement by all College constituencies and participation of all governance committees.

The ESMP will be reviewed annually with additional activities to be defined at the end of each year.

Both college-wide and local unit planning help the campus meet ESMP objectives. The ESMP is developed using the following integrated planning cycle (Integrated Planning Handbook, p.15)



C. Summary of Outcomes from the 2020-2023 ESMP

Action Plans

The Guided Pathways Committee used an online tracking tool for the review, evaluation, and assessment of the ESMP 2020-2023. The outcomes of these planning efforts were documented in committee minutes and annual assessments, shared with parent committees, and posted online. The College Council and Academic Senate engaged in annual summaries that described how recommendations from those committees improved operations at LACC.

In fall 2022 and spring 2023—the final year of the 2020-2023 ESMP—Strategic Planning Taskforce committee members reviewed data and outcomes to finalize and close-out each action plan.

	Action Plans	At Scale (completed)	Scaling in Progress	Not occurring (Retired)
Goal 1: Clarify the Path	49	6*	37	6
Goal 2: Help Students Enter the Path	60	5	51	4
Goal 3: Keep Students on the Path	24	0	24	0
Goal 4: Ensure Students are Learning	24	8	15	1
Total:	157	19	127	11

*Objective 1-1b (Ensure required math and English courses are appropriately aligned with the student’s field of study) was determined to be “at scale.”

Metrics

Los Angeles City College used a combination of performance and equity measures to gauge the effectiveness of its 2020-2023 ESMP activities. For each measure, targets were set to be achieved by 2021-2022. By the end of 2021-2022, the College exceeded its targets for associate degrees awarded including associate degrees for transfer (ADTs), AA and AS degrees, chancellor-approved certificates (all), chancellor-approved certificates (credit), transfers to the University of California and California State University, transfer-level math and English completion in the first year, and nine or more CTE units earned.

For licensure exam passage rates, the College consistently exceeded its institution-set standards in Dental Technology and in a few years met its target of a 100 percent pass rate. For several years, the College also was exceeding the institution-set standard for licensure examination passage rates in Radiologic Technology and Registered Nursing, but in 2021-2022 those programs dropped below the threshold at 74 percent.

Additionally, the College has made noteworthy progress toward reducing the average number of units accumulated by associate degree earners from 99 units in 2017-2018 to 90 units in 2020-2021, only one unit shy of its 89-unit target. Progress toward course completion, retention rate,

transfers to four-year institutions, Pell Grant recipients, Promise Grant recipients, and FTES-related targets was promising up until the COVID-19 pandemic, after which progress stalled.

Regarding disproportionately impacted student groups, targets were defined by the goals in the 2019-22 Student Equity Plan, which identified 36 equity gaps across five metrics. Due to changes in the data methodology, the College is unable to properly analyze the gaps for the Enrolled in the Same Community College metric. For the other four metrics, the College closed 18 of the 20 remaining gaps.

The College also used job placement/post training, students attaining a living wage, median annual earnings, and CTE students employed in their field of study as performance measures for the 2020-2023 ESMP. Due to the lack of availability of current data, the impact of action plans implemented to improve these metrics are not yet fully known.

The following pages show progress made towards each of the 2020-2023 ESMP measures. Additional service area, enrollment, labor market, demographic, and socio-economic data can be found in Appendix B.

ESMP Measures Performance Data

ESMP Measure	Institution-Set Standards	Baseline	ESMP Target	Actuals					Change	
				2017-18	2018-19	2019-20	2020-21	2021-22	N Change over Base	% Change over Base
1a. FTES: Credit		10,160	11,312	10,476	10,160	10,176	9,963	8,347	-1,813	-18%
1b. FTES: Dual Enrollment		680	680	710	680	719	653	537	-143	-21%
1c. FTES: Non-Credit		1,152	1,295	1,178	1,152	1,169	966	836	-316	-27%
2. Course Completion	68%	69%	72%	70%	69%	74%	70%	67%	-2 pp	-3%
3. Associate Degree (including ADTs)	893	878	1,054	1,073	1,240	1,218	1,662	1,672	794	90%
3a. ADT		224	302	319	398	434	626	533	309	138%
3b. AA/AS		654	785	754	842	784	1,036	1,139	485	74%
4. Chancellor Approved Certificate, All		1,210	1,452	1,341	1,332	1,922	2,148	2,046	836	69%
4a. Chancellor Approved Certificate, Credit	970	812	974	1,019	1,114	1,405	1,717	1,674	862	106%
5. Transfer to 4 Year Institution	775	662	894	802	762	901	855	813	151	23%
5a. Transfer to UC/CSU		512	691	666	647	756	746	694	182	36%
6. Licensure/Certification	Yes	See Licensure attachment.								
7. Job Placement	Yes	See Job Placement attachment								
8. AB 540		981	1,138	954	943	918	927	780	-201	-20%
9. Promise Grant		11,854	13,751	11,802	12,615	12,683	13,323	11,739	-115	-1%
10. Pell Grant recipients		4,555	5,284	4,431	4,674	5,091	4,401	4,332	-223	-5%
11. Transfer Level Math/English		146	197	202	265	409	521	*	375	257%
12. CTE, 9 units		2,552	3,062	2,276	2,352	2,697	3,208	*	656	26%
13. Average # of Units Accumulated by All Associate Degree Earners		99	89	99	97	94	90	*	-9	-9%
14. Students Attained Living Wage		32%	35%	33%	39%	38%	*	*	6 pp	19%
14a. Median Annual Earnings		\$27,677	\$30,445	\$28,787	\$32,013	\$31,548	*	*	\$3,871	14%
14b. CTE Students employed in the field of study		70%	77%	64%	62%	*	*	*	-8 pp	-11%
15. Disproportionately impacted student groups		See Disproportionate Impact attachment.								
16. Efficiency (FTES/FTEF)**		14.3	16.8	15.9	15.3	15.8	15.9	12.6	-1.7	-12%
17. Retention within Term		85%	87%	85%	85%	90%	85%	84%	-1 pp	-1%

Sources: CCCCCO Data Mart, Student Success Metrics Dashboard, CSU Analytics, UC Information Center, LACCD SIS Database
 Notes: In general, the methodology used for the calculation of institution-set standards is the five-year average. Base years used for baselines vary by measure. Measures using data from the Student Success Metrics (SSM) dashboard are subject to change, as improvements are constantly being made to the numbers. The baselines, targets, and performance data for measures relying on SSM data reflect numbers from the April 2022 update, and may differ for prior year reports. ESMP targets align with Vision for Success, the college's NOVA Goals, and/or the district plan.
 * Data for this metric comes from the Student Success Metrics Dashboard and was not available at time of publication. Table will be updated once data is available.

** Efficiency calculated using Credit data from the Fall semester. Source: LACCD EPIE
<https://www.laccd.edu/Departments/EPIE/Research/Pages/Instructional-Staffing-Studies.aspx>

Licensure/Certification Exam Passage Rates

Program	Exam (National, State, Other)	Institution-Set Standard	2017-18	2018-19	2019-20	2020-21	2021-22
Dental Technology (51.06)	National	85%	88%	100%	92%	100%	90%
Radiologic Technology (51.09)	National	75%	82%	90%	100%	89%	74%
Registered Nurse (51.38)	National	75%	86%	97%	92%	92%	74%

Source: Program Accreditation

Note: Institution-Set Standards come from Program Accreditation

* Data for this metric was not available at time of publication. Table will be updated once data is available.

Job Placement

Employment (4-Digit Top Code)		Institution-Set Standard	ESMP Target	Actuals			
				CY 17-18	CY 18-19	CY 19-20	CY 20-21
				FY 20-21	FY 21-22	FY 22-23	FY 23-24
0501	BUSINESS AND COMMERCE, GENERAL	68%	83%	71%		63%	42%
0502	ACCOUNTING	62%	76%	76%	85%	71%	80%
0504	BANKING AND FINANCE	40%	76%	57%	58%	25%	50%
0505	BUSINESS ADMINISTRATION	55%	91%	88%	63%	54%	54%
0506	BUSINESS MANAGEMENT	59%	76%	71%	32%	50%	58%
0509	MARKETING AND DISTRIBUTION	*	*	78%	75%	42%	33%
0511	REAL ESTATE	55%	76%	56%	61%	55%	67%
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	62%	76%	50%	67%	50%	67%
0602	JOURNALISM	*	*	67%	50%	100%	100%
0604	RADIO AND TELEVISION	64%	77%	62%	60%	62%	75%
0612	FILM STUDIES	57%	76%	70%	59%	63%	68%
0614	DIGITAL MEDIA	*	*		0%	0%	0%
0701	INFORMATION TECHNOLOGY, GENERAL	70%	76%	68%	79%	60%	85%
0702	COMPUTER INFORMATION SYSTEMS	*	*	100%			100%
0707	COMPUTER SOFTWARE DEVELOPMENT	*	*			50%	57%
0708	COMPUTER INFRASTRUCTURE AND SUPPORT	62%	78%	50%	53%	60%	100%
1005	COMMERCIAL MUSIC	53%	76%	50%	61%	50%	70%
1006	TECHNICAL THEATER	68%	79%	58%	81%	83%	67%
1012	APPLIED PHOTOGRAPHY	65%	76%	71%	65%	33%	63%
1030	GRAPHIC ART AND DESIGN	*	*	100%	67%	33%	40%
1225	RADIOLOGIC TECHNOLOGY	75%	82%	77%	73%	75%	75%
1230	NURSING	90%	94%	90%	90%	93%	90%
1240	DENTAL OCCUPATIONS	*	*	75%	86%	83%	71%
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	72%	81%	77%	76%	67%	75%
1306	NUTRITION, FOODS, AND CULINARY ARTS	70%	95%	70%	100%	86%	78%
1402	PARALEGAL	69%	78%	82%	64%	86%	75%
2104	HUMAN SERVICES	55%	76%	64%	63%	46%	80%
2105	ADMINISTRATION OF JUSTICE	77%	87%	84%	87%	68%	75%

Performance Rate Less Than Goal is Shaded

Total Count < 10

Total Count is 10 or more

Source: CCCC CTE Perkins V Core Indicator Reports (https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)

Notes: CY stands for cohort year and FY stands for fiscal year. Institution-Set Standard is set to the five-year average. Target is set as five-year maximum or 76% (Vision for Success minimum), whichever is greater. Core 4 Employment methodology changed starting in with fiscal year 2020-2021; data may not exactly align with prior years.

*Institution-set standards and ESMP targets are not set for areas with incomplete data

LACC Disproportionately Impacted Student Groups – 2022 Report Year

Data provided by the California Community Colleges Chancellor's Office (CCCCO) as part of the 2022 Student Equity Plan (SEP) data. Disproportionate impact metrics are those used by CCCCCO. Cohort years vary by metric; the most recent data available is listed. Some subgroups may not have D-I data for every metric/year. Disproportionate impact calculated using PPG-1 methodology. For more information on PPG-1 methodology visit <https://launchboard-resources.wested.org/resources/113>.

Successful Enrollment in the First Year							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Asian	2021	675	12.3%	21.0%	-8.7%	2.5%	59
Female	2021	3591	17.4%	23.9%	-6.5%	2.0%	232
Completed Both Transfer-Level Math and English within the District in the First Year							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Black or African American	2021	161	6.8%	13.3%	-6.5%	3.9%	11
White	2021	473	10.4%	13.5%	-3.2%	2.7%	15
First Generation Student	2021	1065	11.4%	14.3%	-2.9%	2.0%	31
Persisted First Primary Term to Subsequent Primary Term							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Black or African American	2020	184	44.0%	60.5%	-16.4%	7.2%	31
First Generation Student	2020	1227	57.0%	61.4%	-4.3%	2.8%	53
Transferred to a Four-Year Institution within Three Years							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Asian	2017	198	7.1%	11.6%	-4.5%	3.6%	9
First Generation Student	2017	627	9.6%	12.3%	-2.7%	2.3%	18
LGBT	2017	44	4.5%	11.1%	-6.5%	6.2%	3
Attained the Vision for Success Definition of Completion within Three Years							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Foster Youth	2018	67	1.5%	5.0%	-3.5%	2.9%	3

Note: Subgroups without disproportionate impact or with a denominator less than 10 are not displayed.

Count of LACC Disproportionately Impacted Subgroups by Metric and Reporting Year					
SEP Metric	Reporting Year				
	2018	2019	2020	2021	2022
Successful Enrollment in the First Year	5	4	3	3	4
Completed Transfer-Level Math and English within the District in the First Year	2	0	2	4	5
Persisted First Primary Term to Subsequent Primary Term	4	5	1	3	2
Transferred to a Four-Year Institution within Three Years	5	3	3	4	3
Attained the Vision for Success Definition of Completion within Three Years	2	2	3	4	1

Note: Subgroups with a denominator less than 10 are included in this count.

Count of SEP Metrics Disproportionate Impact by Subgroup and Reporting Year					
Subgroup	Reporting Year				
	2018	2019	2020	2021	2022
Ethnicity - American Indian/Alaska Native	1				
Ethnicity - Asian				2	2
Ethnicity - Black or African American	2	1	1	3	2
Ethnicity - Filipino					
Ethnicity - Hispanic	3	1	1	1	
Ethnicity - Multiple Values Reported					1
Ethnicity - Pacific Islander or Hawaiian Native	1	1		1	1
Ethnicity - Two or More Races	1	2			
Ethnicity - Unknown/Non-Respondent	1	1	1	1	
Ethnicity - White				1	1
First Generation Student		1	1	1	3
Foster Youth	1	2	2	2	1
Gender - Female	1	1	1	1	1
Gender - Male	3	3	2	2	
Gender - Multiple Values Reported					1
Gender - Non-Binary					1
Gender - Unknown/Non-Respondent	1	1	1	1	
Homeless					
LGBT	2		1	1	1
Perkins Economically Disadvantaged					
Received Disability Services	1			1	
Veteran			1		

Note: Subgroups with a denominator less than 10 are included in this count

II. The Framework for the 2023-2026 ESMP

A. Action Planning

Many of the ESMP 2020-2023 action plans were written with the goal of creating the ideal student experience, regardless of whether resources were in place to execute the plans. In general, the committee created action plans that were wide-reaching in scope, focusing on larger, more transformative plans for the college. These long-term action plans will continue in the 2023-2026 ESMP. Short term action plans mostly have been completed. A few action plans have been retired, mainly due to incompatibility with current technology. The COVID-19 pandemic also hampered the college's ability to complete some action plans, and these action plans have also been added to the 2023-2026 ESMP as they are in various stages of completion.

Strategic Planning Taskforce members participated in the writing of the 2022-25 Student Equity and Achievement Plan; the plans were conceived concurrently, inform each other, and share their purpose and outcomes. Action plans are also derived from the work of the LACC Change 360 Team, Zero Textbook Cost to Degree Program Plan 2023, and Strong Workforce Program Plan 2023.

B. The Case for Change: Economic mobility, equity, and social justice

A core tenet of LACC's mission is to provide pathways to employment to an array of students in the Los Angeles area. In this endeavor, LACC influences the economy of its service area while providing new opportunities for disproportionately impacted students. Without articulable pathways to these degrees, students will not have access to living wage jobs in the area. LACC's mission intends to improve the lifestyles of its students and the economic base of its communities.

Current data demonstrates that the fastest growing occupations requiring an associate degree in the Los Angeles-Long Beach-Anaheim metropolitan statistical area by the projected change in the number of jobs available between through 2030 are: Paralegals and Legal Assistants (+2,775), Respiratory Therapists (+1,091), Preschool Teachers Except Special Education (+1,085), Physical Therapist Assistants (+1,072), Radiologic Technologists and Technicians (+734), Veterinary Technologists and Technicians (+601), Occupational Therapy Assistants (+572), Web Developers and Digital Interface Designers (+506), Diagnostic Medical Sonographers (+379), and Computer Network Support Specialists (+317). Among these occupations, the median annual earnings range from \$31,096 for Preschool Teachers (Except Special Education) to \$95,368 for Diagnostic Medical Sonographers.

With this data in mind, LACC has committed to adding programs to increase opportunities for students. Given that previously mentioned professions are only accessible through degrees and certificates, the college must continue to provide new opportunities to students in our service area. Such innovations will also help the college minimize the impact of the implementation of the student-centered funding formula.

The College has been intentional in expanding services and programs for students who speak languages other than English. Through Noncredit Adult Education, we currently offer courses (GED Math and Test Preparation, In-Home Supportive Services, Medical Terminology, Computer Literacy, Spanish for the Workplace) and programs (High School Equivalency Test Preparation certificate of competency, In-Home Supportive Services Skills certificate of completion) in Spanish. Additionally, In-Home Supportive Services courses are taught in Korean.

The College will continue to focus on serving non-English speakers and students who speak English less than “very well” through working sessions and surveys with K-12, four-year schools, business partners, and local community members to obtain feedback on program development and support services in response to community needs. Additionally, we will conduct a study on language barriers and identify LACC programs that may benefit students by offering gateway courses and support services in languages other than English.

New opportunities are just one reason LACC has chosen to focus on creating new programs. These opportunities are not only a vital service to the community, but they can also help to address social issues in the area by combating the equity gaps in education and the ones which persist in greater Los Angeles County.

Presently, LACC’s service area population has a lower median household income and higher poverty rate than both Los Angeles County and the state of California as a whole. The median household income for the LACC service area is \$60,638 compared to \$68,044 for Los Angeles County and \$75,235 for California. In LACC’s service area, 18.4 percent of people live below the poverty line compared to 14.9 percent in Los Angeles County and 13.4 percent in California. While these numbers highlight the equity gaps faced by LACC’s student population, the data also suggests that by providing students with pathways to degrees and certificates, LACC is helping to close the equity gap for the population of students we serve. Furthermore, LACC has over 70% of its students coming from families with incomes in the lowest two quintiles, while the most prestigious colleges in the country have fewer than 10% of its students coming from these same households. As an extreme example of how access to higher education perpetuates current equity gaps, the most prestigious colleges in the nation continue to accept more students from the top 1% wealthiest Americans than from the bottom 50% combined.

Without access to education, equity gaps will continue to grow, further affecting disproportionately impacted students from our area. Despite increased educational opportunities and an improved economy having provided significant benefits for all Americans in recent years, the increase in median net worth has not been equally distributed between Hispanic, Black, and White families. As seen in the pandemic, people of color also are disproportionately affected by a downturn in the economy. That is why the articulable pathways that LACC provides are not only a net benefit to the sounding area but will assist in combating the equity gaps in Los Angeles County.

LACC has an ethical obligation to help students enter programs, complete programs, and continue in higher education or enter the workplace with meaningful and practical degrees and certificates. LACC must embrace its pivotal and central role in allowing its local community to reap the benefits of an educated and skilled citizenry. LACC must strengthen its role as a pillar within the community and define itself and guide its actions in support of the noble goals of providing all students with opportunities for a secure economic future that will provide them and their families with a living wage, thereby reducing and ultimately eliminating the inequities that impact our community.

C. Performance/Equity Measures

The college will use a combination of performance/equity measures derived from the institution-set standards and aspirational targets, Vision for Success, and student-centered funding formula to gauge the effectiveness of its ESMP activities. These can be found in Appendix A.

D. Guided Pathways as the Framework for Improvement

1. Clarify the path. Create clear curricular pathways to employment and further education.

- Program relevancy through program review. Clear pathways through programs that can be completed in a timely manner, including:
 - Major courses in the first semester
 - Transfer math & English in the first year
 - Appropriate and contextualized general education courses
 - Career and Academic Pathways to support decided and undecided students
- Career Center with student opportunities throughout their pathway, from onboarding to completion
- Marketing centered on pathways
- Alignment of courses and programs with transfer institutions
- Dual enrollment (pathways with a purpose)
- Pipeline from the college including transfer and a living wage job

2. Enter the path. Help students choose and enter their pathway.

- Supporting students who are under-prepared
- Outreach
- Adult noncredit
- Placement using multiple measures
- Matriculation: application, financial aid, orientation, registration, career exploration, education planning
- First Year Experience/College Promise, supporting more students in receiving Pell grants
- Useful technology and operations, including MyPath
- Ensure accessibility and utilize assistive technology when needed

3. Stay on the path. Help students stay on their path.

- Addressing insecurities that impact student progress
- Instructional support including tutoring centers, supplemental instruction, embedded tutoring
- Counseling
- Mentoring
- Success teams
- Contextualized concurrent credit and non-credit courses
- Useful technology, including a progress tracking system, student communication system, and early alert
- Scheduling based on the needs of students and to support completion
- Opportunities for working adults and non-traditional students
- Low-cost textbooks/open education resources

4. Ensure learning. Ensure that learning is happening with intentional outcomes.

- Use of student survey results
- Equity training
- Coop ed, internships, work experience
- Review and address disproportionate impact
- Alignment of learning outcomes (CSLO to PSLOs to ISLOs)
- Institutional effectiveness: integrated planning, program review, academic planning
- Professional development on learning outcomes

III. Goals, Objectives, Oversight, Action Plans, and Measures

GOAL #1: Clarify the path for students. Ensure that programs will help students meet their educational goals.		
<p>Objective 1-1 Ensure quality of programs</p>	<p>Sub-objective 1-1a Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p>Primary oversight: Vice President of Academic Affairs Oversight committee: EPPIC (program review) Action plans [expertise, committee, or person to complete]:</p> <ul style="list-style-type: none"> • Review existing college processes to support/encourage new programs in emerging fields and modify existing programs to meet the needs of our students and industry in our service area. [approval: EPPIC, process: Curriculum Team; implementation: Department Chairs in collaboration with IDWG Deans] • Embed diversity, equity, and inclusion in curriculum, teaching, and learning practices through professional development in culturally responsive teaching, equitable assessment, and grading practices. [Professional Development Committee, Curriculum Team] • Incorporate review of curriculum, including program maps (GE patterns, UC/CSU for ADT), into comprehensive program review [process: Program Review Committee, Articulation Officer; action: Department Chairs] • Develop and implement student exit survey data to evaluate program design and skill development [OIE, Program Review Committee] • Strengthen membership on advisory boards, employer relations towards revising programs and new program development [CTE, Job Developer] • Consider scheduling of GEs within program maps [Dean of Curriculum] • Consider part-time and full-time student scheduling, such as program maps for part-time students [Dean of Curriculum] • Review the usefulness of courses in our four Liberal Arts programs. Ensure students can apply credits toward a bachelor's degree in their chosen field. [Liberal Arts Taskforce of the Curriculum Committee] • Listening/working sessions and surveys with K-12, four-year schools, business partners, and local community members to obtain feedback on program development and support services in response to community needs; add action items to the ESMP as appropriate [OIE] <p>Performance/equity measures: #2, 3a, 3b, 4a, 4b, 5a, 5b, 6, 12, 13, 14, 15, 16, 17, 19a, 19b</p>
<p>Objective 1-2 Clear communication of programs</p>	<p>Sub-objective 1-2a Ensure programs are organized and marketed by career and academic pathway</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Ensure accuracy of information and functionality of new LACC website (2022-23); review process for updates; provide training as necessary [Department Chairs and unit heads; coordination with Website Team; process: Marketing Team] • Use video monitors and digital kiosks to market CAPs; integrate with information from the website [Marketing Team; Department Chairs and program coordinators] • Define process for offering regular on-campus CAP events for students, such as Welcome Day, Meet the Pros, club rush, community building activities [Success Teams; Marketing Team]

		<ul style="list-style-type: none"> • Establish a communication/case management tool to provide ongoing marketing of CAPs to students [IEPI PRT Team; Success Teams] • Promote CAPs and programs at campus community events (high school site visits, student performances, expositions) [Outreach Team; Marketing Coordinator] • Define and publish the process for ensuring consistency of data on Program Mapper, the College Catalog, and the program landing page. [primary: Curriculum Dean; also: Curriculum Specialist, Admin Analyst, OIE] <ul style="list-style-type: none"> ○ Complete eLumen setup to be fully functional towards generating the Catalog [Curriculum Team] • Annually assess the existing CAP structure and ensure all programs are placed in an appropriate CAP [Guided Pathways Committee] <p>Performance/equity measures: #1a, 1b, 1c, 13, 16, 19a, 19b</p>
	<p>Sub-objective 1-2b Ensure detailed information is provided on the website and other promotional materials on the employment and further education opportunities for each academic program (degree and certificate).</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Create a robust Career Center that offers an opportunity for students to explore various pathways as well as an online employment website for students to get internships and volunteer [primary: Career Center with CTE; also: Student Services VP] • Create impactful videos for majors and/or CAPs with faculty, staff, alumni, and current students that are visible and accessible [Department Chairs; CTE Team; Cinema/TV Department] • Acquire a job board for student employment opportunities [Career Center] • Utilize a consistent look and feel of marketing materials that can be easily identified online and on-campus; consider marketing through the lens of students and equity practices [PIO; CTE; Marketing Team; Outreach] <p>Performance/equity measures: #5a, 5b, 6, 7, 13, 14, 15, 19a, 19b</p>
	<p>Sub-objective 1-2c Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Add milestones to Program Mapper, as appropriate [Curriculum Team] • Increase student awareness of suggested math courses for each program (Program Mapper, Counseling), as identified in initial program mapping project [Curriculum Team; Counseling] • Increase students with ed plans through automatic ed planning, improved communication with students without ed plans (goal: 90%) [Counseling] • Review program maps (GE patterns, UC/CSU for ADT) through program review process [Program Review Committee] • Utilize tools (Precision Campus, Alkali) for interventions to increase student awareness of milestones [IEPI Team] • Increase student awareness of degrees and certificates with OER/ZTC throughout: a. Determine baseline of current courses/programs using OER/ZTC; b. Ensure OER/ZTC courses are coded correctly in the Schedule of Classes [OER Support Specialist; OE Committee] • Increase number of degrees and certificates with OER/ZTC throughout [Department Chairs] <p>Performance/equity measures: #2, 4a, 4b, 11a, 11b, 11c, 12, 17, 18a, 18b, 19a, 19b</p>

GOAL #2: Help students enter the path. Support students in choosing and beginning a program of study.		
Objective 2-1 Help students choose a program of study	Sub-objective 2-1a Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Offer group counseling sessions in spring and summer for incoming students. [Counseling] • Offer group counseling at the beginning of each semester in gateway courses. [Counseling] • Campus-wide use of a communication/case management tool with new students [Success Teams] <ul style="list-style-type: none"> ○ Send emails to students who take courses within a major but have not declared ○ When a student enters the CAP a welcome message from the Success Team is generated and sent to the student. ○ Individual calendar for each student in a pathway for the semester (such as the ConexEd “mountain”) • Consider additional/alternative communication tools that can guide new students to a program/pathway within the onboarding process. For example, a Career and Program Exploration shell in Canvas to guide new students to a program/pathway as part of the onboarding process. [Onboarding, Career Center] • Market and hold regular tours of each department with a designated faculty liaison to help students make decisions on their pathway/program [primary: Marketing/Outreach; also: Department Chairs] • LACC Career Exploration Day for each pathway, program, and department. Online seminars/workshops where each pathway will be presented in detail by faculty and staff. [primary: Career Center; also: Department Chairs, Marketing/Outreach] • Offer regular “Meet the Pros” events by CAP [Success Teams] • Build permanent LACC High School Team for each pathway/program to consistently work with local high schools on articulation, curriculum, and pathways to LACC [Outreach] • Increase students with ed plans through automatic ed planning, improved communication with students without ed plans (goal: 90%) [Counseling] • Review the impact of “embedded” Counselor liaisons for CAPs and expand efforts if appropriate [Counseling] • Increase number of students taking career assessments [Career Center] <p>Performance/equity measures: #3a, 3b, 4a, 4b, 5a, 5b, 21</p>
	Sub-objective 2-1b The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<p>Primary oversight of objective: Vice President of Student Services & Vice President of Academic Affairs Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Partnerships with local high schools prior to applying and entering LACC to set up counseling sessions, workshops, orientation, and smaller program meetings to prepare new students prior to registering. [Outreach] • Outreach Coordinator/SSSRs to work with each department/success team lead for each pathway/program to engage with local high schools on articulation, curriculum, and pathways to LACC. [Outreach] • Provide high schools with videos and presentations that promote our programs [Outreach] • CTE Ambassadors for high school outreach, recruitment [CTE] <p>Performance/equity measures: #1b, 5b</p>

<p>Objective 2-2 Help students enter a program of study</p>	<p>Sub-objective 2-2a Provide special support to help students to succeed in the gateway courses for the college’s major program areas.</p> <p>(Gateway course: first credit-bearing course within a multiple-semester program of study.)</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Once the Career and Program Exploration shell in Canvas is complete, offer to students in gateway courses as an introduction to their program. (a) quick career questionnaire (b) more in-depth VitaNavis [Career Center; Department Chairs] • Consider embedded tutoring for additional gateway courses [Guided Pathways Committee] • Explore the benefits of separating support for FYE and College Promise students [Dean of Outreach] • “Mandatory”/embedded support – expand communication to ensure that every student meets with counseling, tutoring, financial aid [Call Center; Dean of Outreach] • Consider the creating of noncredit courses that prepare students for gateway courses [Department Chairs; Noncredit faculty and dean] • Provide students with opportunities to take gateway courses that have OER textbooks/materials [Primary: OE Committee; Department Chairs for scheduling] • Collect data to identify when and why gateway students drop in the semester; use data for targeted interventions [Office of Institutional Effectiveness] • Increase number of general education courses using OER/ZTC [OER Support Specialist; Department Chairs] • Offer professional development by CAP to enrich teaching and learning in gateway courses [Professional Development Coordinator] • Conduct a study on language barriers and identify LACC programs that may benefit students by offering gateway courses and support services in languages other than English. [OIE] <p>Performance/equity measures: #4a, 12</p>
	<p>Sub-objective 2-2b Provide special support to help students succeed in math and English gateway courses</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Examine the support courses that we offer underprepared students to succeed in gateway English (English 101Z, 104) and math courses. Review and consider adopting other support courses offered within the district. [English Department Chair] • Ensure UMOJA and new Puente programs are supporting the maximum number of students within allocated resources [VPSS] • Consider adding Math component to the Puente program (fall 2023) [Puente faculty coordinators] • Create a centralized Student Learning Assistance Center (economy of scale; apportionment) [VPAA] • Increase number of math and English courses using OER/ZTC [OER Support Specialist; Department Chairs] • Consider creating learning communities that use contextualized math and English courses with course materials that align with specific programs [Math and English Chairs collaborating with all Department Chairs]

		<ul style="list-style-type: none"> • Review First Year Experience activities with math and English faculty, CAP success teams, and Institutional Effectiveness [FYE leadership meeting with Math and English Chairs, CAP success team co-chairs, OIE] <ul style="list-style-type: none"> ◦ Offer refresher courses in math and English, such as within noncredit boot camps, to prepare students for programs. [FYE leadership meeting with Math and English Chairs, CAP success team co-chairs, OIE] • Align work with Student Equity Plan actions, including noncredit opportunities, expanded support (tutoring), increased student awareness of placement processes [RESJ Committee; OIE] <p>Performance/equity measures: #11a, 11b, 11c</p>
	<p>Sub-objective 2-2c Provide special support to assist students in completing the onboarding process</p>	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Review survey data from students who have applied but not enrolled (reasons why). OIE to analyze for action Disaggregate for DI. [primary: Dean of Outreach; secondary: OIE] • When a student registers, a welcome packet (expanded “welcome message”) is generated and sent to the student along with all the steps they need to take to onboard. [Admissions Office; Dean of Outreach] • Create Canvas shell to help students explore CAPs and career opportunities. (a) quick career questionnaire (b) more in-depth VitaNavis [Career Center] • Consider ways to streamline processes so student onboarding can occur in a centralized location [VPAA, Onboarding Team] • Assess the viability of student orientation by CAP where students can meet faculty, existing students, and others in programs of interest to them [Guided Pathways Team] <p>Performance/equity measures: #1a, 1b, 1c, 8, 9, 10, 21</p>

GOAL #3: Keep students on the path. Provide support for students to complete their program of study.

<p>Objective 3-1 Students are aware of their progress</p>	<p>Sub-objective 3-1a Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Flex Day Activity: Professional development for faculty so they can better inform students about degrees and certificates (program mapper, degree audit, counseling and ed plans; career and transfer counseling) [S&OD] • Use program/degree audit data for institutional effectiveness and departments to communicate with students who reach program milestones, such as nearing program completion or missing courses [OIE, Success Teams] • Campus-wide use of a communication/case management tool to facilitate contact and alerts with students: automate data collection based on milestones (such as units completed), identify most meaningful student interventions, and develop messaging (coordinate between outreach, departments, and CAP success teams) [Guided Pathways Team; “Communication” Team—to be created] • Set up an ongoing process to confirm that degrees are coded properly in Degree Audit [OIE] • Review progress made towards maintaining and utilizing Degree Audit [Dean of Counseling] <ul style="list-style-type: none"> ○ Student orientation to include how they can monitor their own progress towards completing programs [Dean of Counseling] ○ Review results of surveys/focus groups on the effectiveness of our systems [OIE] ○ Marketing campaign to inform students on using Degree Audit [Marketing Team] • Communicate with students on opportunities when challenges arise: excuse/withdrawal, pass/no pass, hardship withdrawal [A&R] • Consider the feasibility of an equity-informed employee-student mentorship model. One approach is a “concierge service” where students have an assigned point of contact who helps to ensure their needs are being met. [Student Services Deans] <p>Performance/equity measures: #1a, 1b, 1c, 3a, 3b, 4a, 4b, 5a, 5b, 11a, 11b, 11c, 12</p>
<p>Objective 3-2 Students are provided support to stay on track</p>	<p>Sub-objective 3-2a Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • To facilitate communication with students, identify and utilize student preferences for email, text, or phone calls; and analyze the frequency students engage with their Canvas messages and email. [Guided Pathways Team, “Communication” Team—to be created] • Create a scripted, intentional, thoughtful student onboarding and intervention process by week, or even by day; combine with cohort interventions. [Guided Pathways Team; “Communication” Team—to be created]

		<ul style="list-style-type: none"> • Campus-wide use of a communication/case management tool: automate data collection based on milestones (such as units completed), identify most meaningful student interventions, and develop messaging (coordinate between outreach, departments, and CAP success teams) [Guided Pathways Team; “Communication” Team—to be created] • Survey to determine why students drop classes; District process [Office of Institutional Effectiveness] <p>Performance/equity measures: #2, 3a, 3b, 4a, 4b, 5a, 5b, 17, 18a, 18b, 20</p>
	<p>Sub-objective 3-2b Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career</p>	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Define and identify “limited access” programs at LACC using program entrance data, such as acceptance rates, as well as student interest in the program through ed plans [Dean of Curriculum] <ul style="list-style-type: none"> ○ Once identified, Counseling to reach out to students to consider alternative pathways [Counseling] • Review and streamline: (a) how we are informing students about limited-access programs (Catalog, Program Mapper); (b) how we are informing students about the requirements to remain in a program (for example, Theater and Music); (c) the messaging sent to students who do not get accepted to limited access programs (Nursing, Rad Tech, Dental Tech); (d) the messaging sent to students who are not part of “academies” [Department Chairs, Success Teams] • Design a career exploration program that provides students with alternatives to limited-access programs (coordinate with COUNSEL 020) [Career Center, Counseling] <p>Performance/equity measures: #3a, 3b, 5a, 5b</p>
	<p>Sub-objective 3-2c The college enhances the educational experience of students by providing innovative direct and indirect library, learning, and student support services for academic and career success</p>	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action plans:</p> <ul style="list-style-type: none"> • Create a Learning Support Center with centralized tutoring [Library Dean] • Develop an Early Alert system at both the instructional and student services support areas. Determine appropriate communication tools and provide training as needed. [Guided Pathways Team; “Communication” Team] • Implement activities towards community building and students’ sense of belonging [IEPI PRT Team] • Implement the OER Action Plan: (a) Get an accurate baseline of OER/ZTC courses, (b) ensure chairs correctly code courses, (c) professional development training for faculty on OER/ZTC, (d) empower faculty develop OER/ZTC in their courses, with a focus on general education courses, (e) outline degree programs that use OER/ZTC throughout [OER Support Specialist; OE Committee] • Enhance Library services and provide updated resources [Library Dean] <p>Performance/equity measures: #8, 9, 10, 17, 18a, 18b, 20</p>

GOAL #4: Ensure students are learning. Ensure that programs support learning through intentional outcomes.		
Objective 4-1 Programs are designed to support student success upon leaving the school	Sub-objective 4-1a Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: EPPIC (program review) Action plans:</p> <ul style="list-style-type: none"> • Develop and implement student exit survey data to evaluate program design and skill development [OIE, Program Review Committee] • Align program learning outcomes with existing learning outcomes (accrediting bodies, industry, universities) [SLO Committee/ Coordinator] • Create Canvas shells by department with SLO information including PSLOs, CSLOs, resources, sample assignments, rubrics, and any other learning outcomes information that should be shared with faculty. [Responsible: SLO Coordinator, Canvas administrator, Department Chairs] • Complete eLumen setup to be fully functional towards recording SLO planning and assessments [SLO&A] • Incorporate review of program maps (GE patterns, UC/CSU for ADT) into comprehensive program review [process: Program Review Committee, Articulation Officer; action: Department Chairs] • CTE Showcase to recognize (a) our partnerships with community industry and (b) faculty and students by CAP [CTE] <p>Performance/equity measures: #5a, 5b, 6, 7, 13, 14</p>
	Sub-objective 4-1b Instruction across all programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Curriculum Committee Action plans:</p> <ul style="list-style-type: none"> • Pull data from eLumen on which courses have critical thinking, practical activity, collaborative activity, field experience/internship/service learning, event attendance/site visits/field trip, to determine which courses have active/applied learning. Share with faculty and explore ways that these types of learning can be embedded in additional courses in a variety of disciplines. [SLO&A] <ul style="list-style-type: none"> ○ Offer professional development for faculty to include substantive capstone/final projects that students can use to demonstrate skills like applied learning, specifically in terms of critical thinking. [SOD, SLO Committee] ○ Offer professional development for faculty to embed co-curricular activities in courses (i.e., service-learning component, interview industry representatives, Cooperative Education). [SOD, Curriculum Committee; CTE Advisory Committees, Coop Ed] ○ Offer professional development for faculty to include "life skills" into their existing classes (e.g., study skills, organizational skills) [Curriculum Committee; also: SOD, Career/Transfer] • Work with LAEP to assist students in finding internships that help prepare them for their future careers. [LAEP Coordinator] • Assess impact of ACUE training; expand as appropriate [ACUE coordinator] <p>Performance/equity measures: #2, 17, 18a, 18b</p>

	<p>Sub-objective 4-1c Students apply and document the knowledge gained through engagement in a program</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: Curriculum Action plans:</p> <ul style="list-style-type: none"> • Create educational resources for career and transfer students, to ensure that students are documenting knowledge gained in their resumes and applications [Transfer Center, Career Center] • Implement LAEP opportunities for students [LAEP Coordinator] • Assess impact of ACUE training; expand if appropriate [ACUE coordinator] • Determine if existing work on portfolios can be scaled [Ralph Bunche Scholars, VAMA programs, STEM research] • Develop an ePortfolio creation course [Noncredit Dean or Counseling/Career Center] <p>Performance/equity measures: 5a, 5b, 7</p>
	<p>Sub-objective 4-1d Utilize co-curricular and transformative learning experiences to support student success</p>	<p>Primary oversight of objective: Vice President of Student Services Oversight committee: Guided Pathways Committee Action Plans:</p> <ul style="list-style-type: none"> • Offer workplace readiness workshops to prepare students for jobs/internships (Career Counseling, Noncredit Dean, Dean of EDWE) • Provide opportunities for Coop Ed, clubs, and other co-curricular programs to share information with students, either through the communication tool or within class time [Coop Ed, Student Services Dean] • Create the Library CTE Corner (reference desk for students for career, financial wellness)) [CTE] • Implement the remaining components of the MetaCity program [MetaCity Team] <p>Performance/equity measures: #5a, 5b, 7</p>
<p>Objective 4-2 Learning outcomes assessment occurs and results in meaningful change</p>	<p>Sub-objective 4-2a Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p>Primary oversight of objective: Vice President of Academic Affairs Oversight committee: SLO&A Action plans:</p> <ul style="list-style-type: none"> • Review accuracy of SLO assessment online resources annually [SLO Coordinator] • Administer annual exit survey when students complete programs in terms of learning outcomes acquisition [OIE] <p>Performance/equity measures: #2, 3a, 3b, 4a, 4b, 6, 7, 8, 9, 10, 15, 17</p>

GOAL #5: Use resources efficiently. Provide adequate resources to ensure completion of all ESMP goals.

<p>Objective 5-1 Human, physical, technological, and financial resources are provided to support strategic planning</p>	<p>Primary oversight of objective: Vice President of Administrative Services Oversight committee: College Council Action plans:</p> <ul style="list-style-type: none"> • Implement braided funding model to maintain and institutionalize Guided Pathways activities [VP Administrative Services] • Increase campus knowledge and understanding of braiding and blending of federal and local funds; identify ways to mitigate common challenges that may arise when braiding and blending funds; and identify tools and resources that can support the successful implementation of braiding and blending funds. [VP Admin Services, Guided Pathways Dean] • Calculate and review total computational revenue for all programs, including SCFF outcomes [OIE] • Ensure vocational courses are coded properly (PeopleSoft, eLumen) [OIE] <p>Performance/equity measures: #1a, 1b, 1c, 16</p>
<p>Objective 5-2 Facilities and technology support college functions</p>	<p>Primary oversight of objective: Vice President of Administrative Services Oversight committee: Facilities Planning Action plans:</p> <ul style="list-style-type: none"> • Video monitors and digital kiosks integrated with information from the website [Marketing Team; Department Chairs and program coordinators] • Build out the proposed Career Center [Vice Presidents] • Complete the re-imagining of the Student Services Building [Vice Presidents] • Complete the creation of the Learning Support Center with centralized tutoring [Vice President Academic Affairs] • Create enhanced spaces for student learning and engagement [Vice President Administrative Services] <p>Performance/equity measures: #1a, 1b, 1c, 16</p>

Appendix A: Measures of Success

Performance Measures		Objective																				
		1-1a	1-2a	1-2b	1-2c	2-1a	2-1b	2-2a	2-2b	2-2c	3-1a	3-2a	3-2b	3-2c	4-1a	4-1b	4-1c	4-1d	4-2a	5a	5b	
1a	Credit FTES		x							x	x										x	x
1b	Dual Enrollment FTES		x							x	x										x	x
1c	Noncredit FTES		x							x	x										x	x
2	Credit course completion (success rate)	x			x							x										
3a	Associate degrees (including ADTs)	x				x					x	x	x									
3b	Associate degrees for Transfer (ADT)	x				x					x	x	x									
4a	Chancellor's Office Approved Certificates, Credit	x			x	x					x	x										
4b	Chancellor's Office Approved Certificates, Non-credit	x		x	x	x					x	x										
5a	Transfers to four-year institutions	x		x		x					x	x	x		x		x	x				
5b	Transfers to UC / CSU	x				x	x				x	x	x		x		x	x				
6	Licensure/certification/exam results	x		x											x							
7	Job placement/post training			x											x		x	x	x			
8	AB540 students									x												
9	Promise Grant recipients									x												
10	Pell Grant recipients									x												
11a	Completed transfer level math & English (in any year)				x						x											
11b	Completed transfer level math & English (in any year) (%)				x						x											
11c	Completed transfer level math & English in the 1 st year				x						x											
12	Earned 9 or more CTE units	x			x						x											
13	Students Who Attained the Living Wage	x	x	x											x							
14	Median Annual Earnings of All Students	x		x											x							
15	Disproportionately Impacted (DI) student groups	x		x																		
16	Efficiency WSCH/FTEF	x	x																		x	x
17	Retention within term	x			x							x		x								
18a	Fall-to-Spring Persistence (first-time students)				x							x		x								
18b	Fall-to-Fall Persistence (first-time students)				x							x		x								
19a	Successful Enrollment, First-time	x	x	x	x																	
19b	Successful Enrollment, First-time (%)	x	x	x	x																	
20	USDE College Scorecard Metrics											x		x								
21	Student Education Plan (%) - abbreviated and/or comprehensive					x				x												

2023-2026 ESMP Measures						
Measure #	Measure Description	2019-2020	2020-2021	2021-2022	ESMP Target for 2026	Institution-Set Standard (ISS)
1a	Credit FTES	10,176	9,963	8,347	10,176	
1b	Dual Enrollment FTES	719	653	537	719	
1c	Non-credit FTES	1,169	966	836	1,169	
2	Credit Course Completion (success rate)	75%	71%	67%	75%	67%
3a	Associate Degrees (including ADTs)	1,253	1,642	1,674	1,674	1,253
3b	Associate Degrees for Transfer (ADT)	443	621	536	621	
4a	Chancellor's Office Approved Certificates, Credit	1,425	1,714	1,695	1,714*	1,425
4b	Chancellor's Office Approved Certificates, Non-credit	558	436	387	558	
5a	Transfers to four-year institutions	901	855	813	901	813
5b	Transfers to UC / CSU	756	746	694	756	
6	Licensure/certification/exam results	(See Licensure Examination Pass Rate Report)				
7	Job placement/post training	(See Job Placement Report)				
8	AB540 students	918	927	780	927	
9	Promise Grant recipients	12,822	13,368	11,788	13,368	
10	Pell Grant recipients	6,464	6,423	6,266	6,464	
11a	Completed transfer level math & English (in any year)	4,090	5,607	5,038	5,607	
11b	Completed transfer level math & English (in any year) (%)	16%	21%	21%	21%	
11c	Add: Completed transfer level math & English in the 1 st year	7%	10%	10%	10%	
12	Earned 9 or more CTE units	1,646	1,828	1,480	1,828	
13	Students Who Attained the Living Wage (<i>data is for 2017-18 to 2019-20</i>)	33%	39%	38%	39%	
14	Median Annual Earnings of All Students (<i>data is for 2017-18 to 2019-20</i>)	\$28,787	\$32,013	\$31,548	\$32,013	
15	Disproportionately Impacted (DI) student groups	(See Disproportionately Impacted Student Groups Report)				
16	Efficiency WSCH/FTEF	474	477	378	477	
17	Retention within term	90%	84%	84%	90%	
18a	Fall-to-Spring Persistence (first-time students)	65%	56%	47%	65%	
18b	Fall-to-Fall Persistence (first-time students)	48%	42%	37%	48%	
19a	Successful Enrollment, First-time (<i>data is for 2018-19 to 2020-21</i>)	1,463	1,460	1,204	1,463	
19b	Successful Enrollment, First-time (%) (<i>data is for 2018-19 to 2020-21</i>)	15%	17%	20%	20%	
20	USDE College Scorecard Metrics	(See USDE College Scorecard Report)				
21	Student Education Plan (%) - abbreviated and/or comprehensive	50%	54%	54%	55%	

*Likely will be impacted by CalGETC

Licensure/Certification Exam Passage Rates

Program	Exam (National, State, Other)	Institution-Set Standard	Stretch (Aspirational) Goal (%)	2019-20	2020-21	2021-22
Dental Technology (51.06)	National	85%	100%	92%	100%	90%
Radiologic Technology (51.09)	National	75%	100%	100%	89%	74%
Registered Nurse (51.38)	National	75%	100%	92%	92%	74%

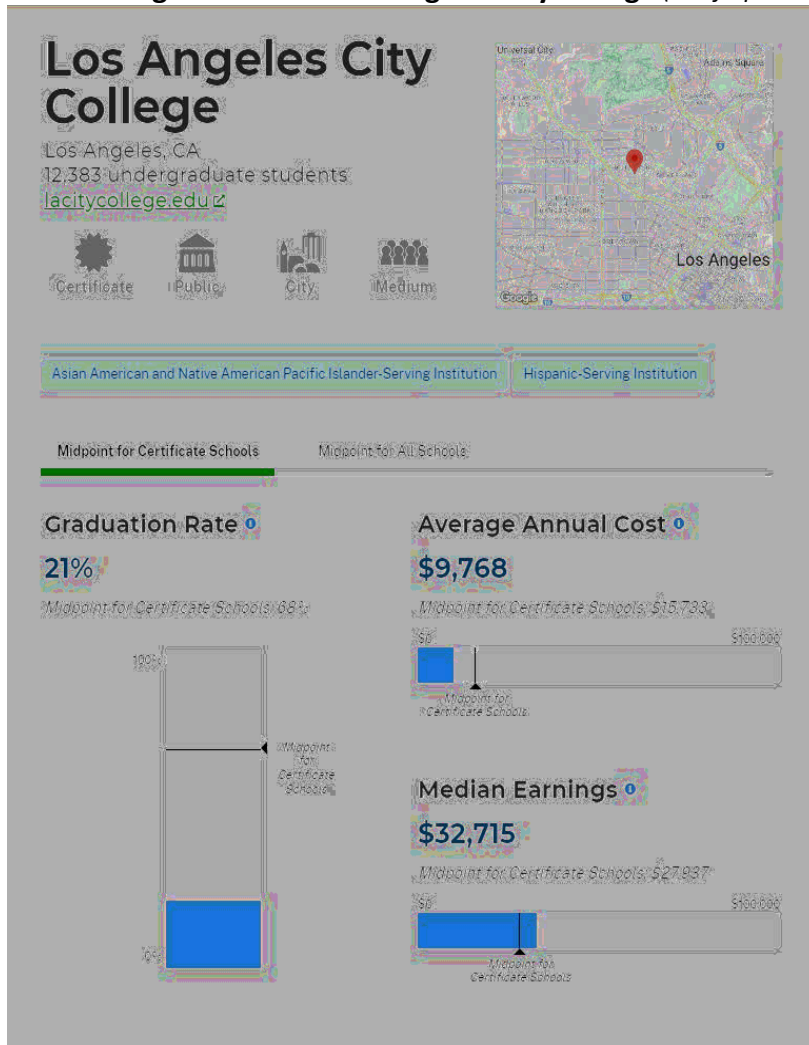
Job Placement (Perkins Core V Employment)

TOP Code	Employment Category (TOP 4)	Institution-Set Standard	ESMP Target	Actuals			
				CY 17-18	CY 18-19	CY 19-20	CY 20-21
				FY 20-21	FY 21-22	FY 22-23	FY 23-24
0501	BUSINESS AND COMMERCE, GENERAL	42%	73%	71%		63%	42%
0502	ACCOUNTING	71%	85%	76%	85%	71%	80%
0504	BANKING AND FINANCE	25%	73%	57%	58%	25%	50%
0505	BUSINESS ADMINISTRATION	54%	73%	88%	63%	54%	54%
0506	BUSINESS MANAGEMENT	32%	73%	71%	32%	50%	58%
0509	MARKETING AND DISTRIBUTION	33%	75%	78%	75%	42%	33%
0511	REAL ESTATE	55%	73%	56%	61%	55%	67%
0604	RADIO AND TELEVISION	60%	75%	62%	60%	62%	75%
0612	FILM STUDIES	59%	73%	70%	59%	63%	68%
0701	INFORMATION TECHNOLOGY, GENERAL	60%	85%	68%	79%	60%	85%
1005	COMMERCIAL MUSIC	50%	73%	50%	61%	50%	70%
1006	TECHNICAL THEATER	67%	83%	58%	81%	83%	67%
1012	APPLIED PHOTOGRAPHY	33%	73%	71%	65%	33%	63%
1225	RADIOLOGIC TECHNOLOGY	73%	75%	77%	73%	75%	75%
1230	NURSING	90%	93%	90%	90%	93%	90%
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	67%	76%	77%	76%	67%	75%
1402	PARALEGAL	64%	86%	82%	64%	86%	75%
2104	HUMAN SERVICES	46%	80%	64%	63%	46%	80%
2105	ADMINISTRATION OF JUSTICE	68%	87%	84%	87%	68%	75%

Successful Enrollment in the First Year							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Asian	2021	675	12.30%	21.00%	-8.70%	2.50%	59
Female	2021	3591	17.40%	23.90%	-6.50%	2.00%	232
Completed Both Transfer-Level Math and English within the District in the First Year							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Black or African American	2021	161	6.80%	13.30%	-6.50%	3.90%	11
White	2021	473	10.40%	13.50%	-3.20%	2.70%	15
First Generation Student	2021	1065	11.40%	14.30%	-2.90%	2.00%	31
Persisted First Primary Term to Subsequent Primary Term							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Black or African American	2020	184	44.00%	60.50%	-16.40%	7.20%	31
First Generation Student	2020	1227	57.00%	61.40%	-4.30%	2.80%	53
Transferred to a Four-Year Institution within Three Years							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Asian	2017	198	7.10%	11.60%	-4.50%	3.60%	9
First Generation Student	2017	627	9.60%	12.30%	-2.70%	2.30%	18
LGBT	2017	44	4.50%	11.10%	-6.50%	6.20%	3
Attained the Vision for Success Definition of Completion within Three Years							
Subgroup	Cohort Year	# Students	Outcome Rate	Reference Rate	PPG-1	Margin of Error	# of Students Needed to Close Equity Gap
Foster Youth	2018	67	1.50%	5.00%	-3.50%	2.90%	3

Groups highlighted in yellow are focus area of the Student Equity Plan.

USDE College Scorecard: Los Angeles City College (as of April 10, 2023)



Graduation Rate is the share of students who graduated within 8 years of entering this school for the first time. Cohort Year: 2012-2013.

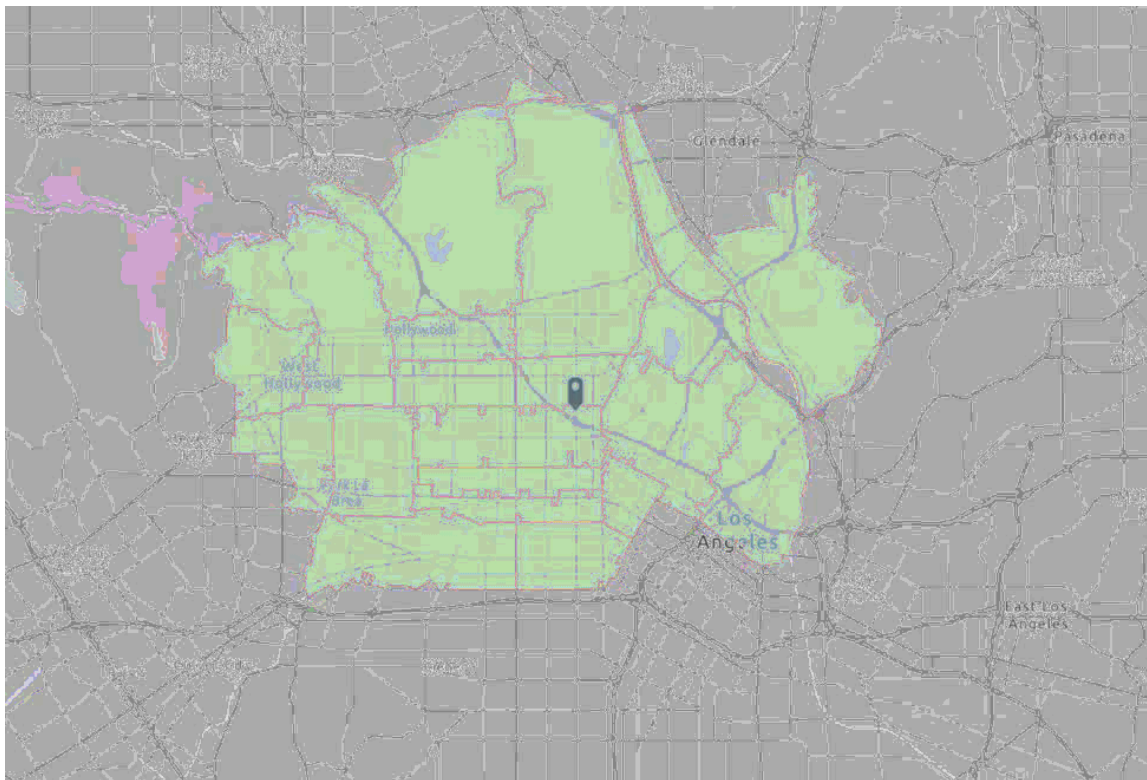
The average annual net price that a student who receives federal financial aid pays to cover expenses (e.g., tuition, living expenses) to attend a school. Net price is the school's cost of attendance minus any grants and scholarships received. For public schools, this is only the average cost for in-state students.

The median annual earnings of individuals that received federal student aid and began college at this institution 10 years ago, regardless of their completion status.

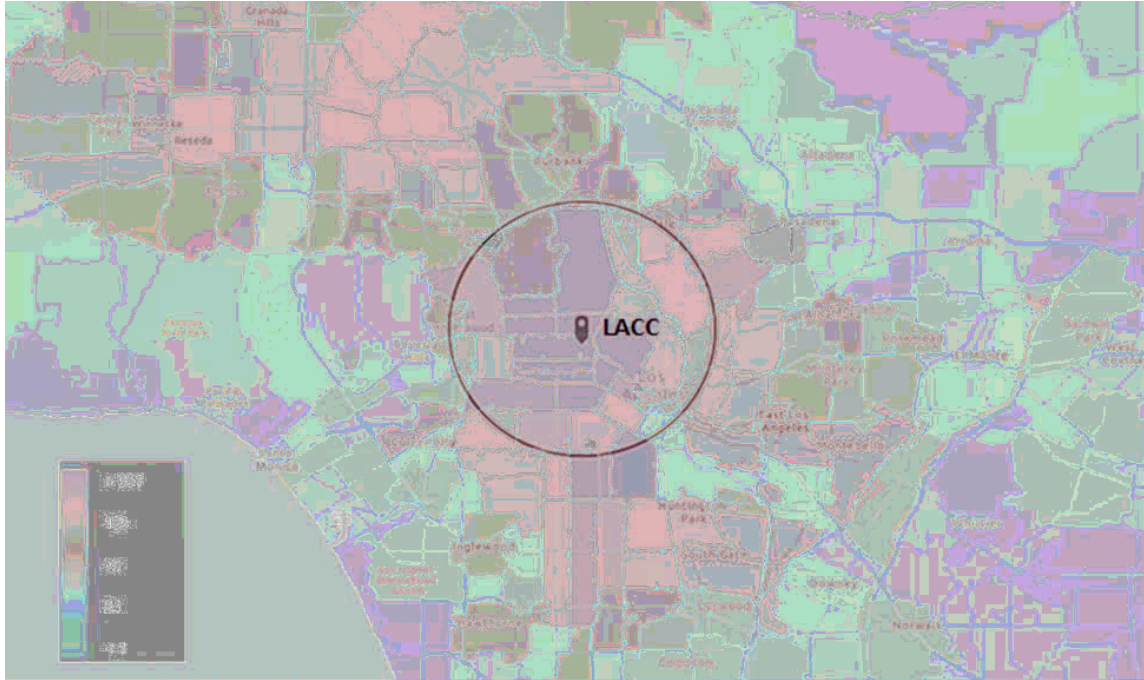
Appendix B: Service Area, Enrollment, Labor Market, Demographic, and Socio-economic Data

Service Area

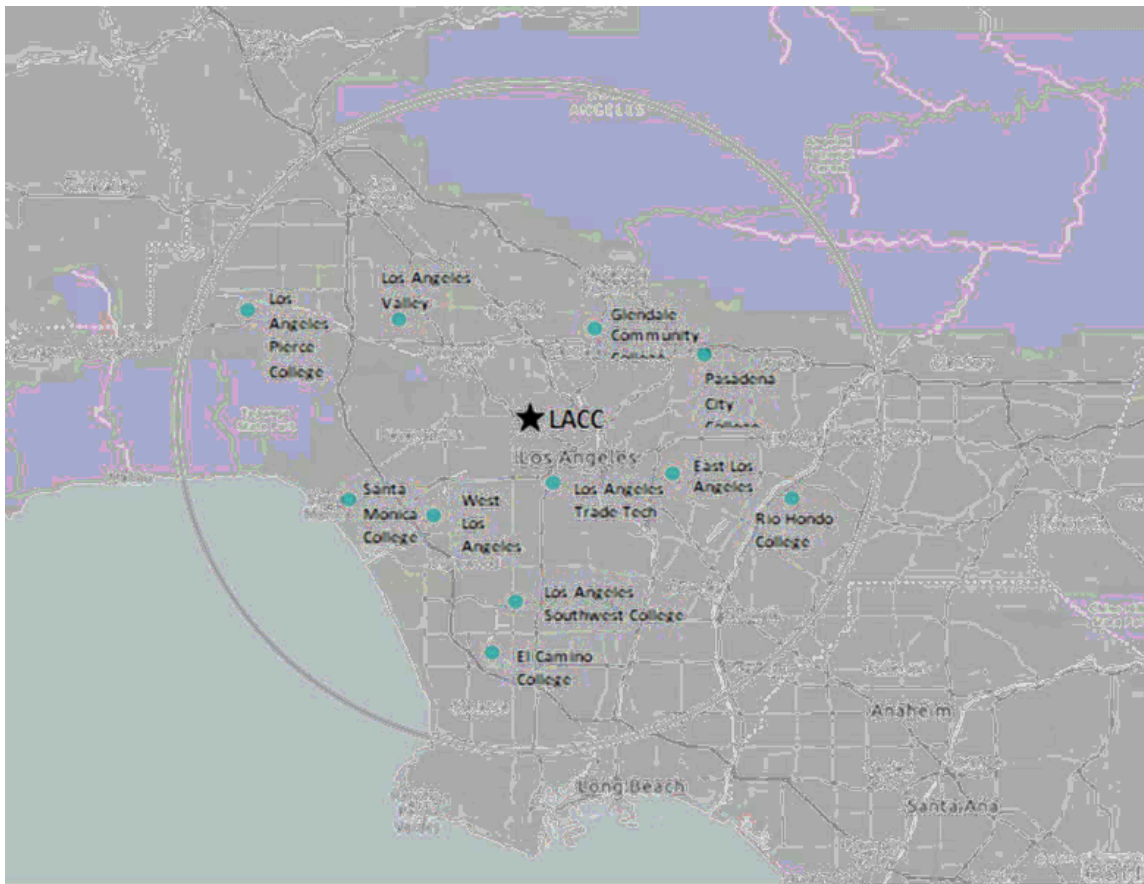
The LACC service area currently includes the majority of Central Los Angeles, Hollywood, and other surrounding areas. The College serves various neighborhoods with large, concentrated populations of specific ethnic and linguistic groups, including Koreatown, Little Armenia, and Thai Town, among others. LACC's primary district-defined service area is a region comprised of 20 zip codes: 90004, 90005, 90006, 90010, 90012, 90019, 90020, 90026, 90027, 90028, 90029, 90036, 90038, 90039, 90046, 90048, 90057, 90065, 90068, and 90069. Although students come from the entire Los Angeles area, 12 zip codes within a five-mile radius of the College account for roughly 40 percent of all enrolled credit students. LACC is one of 21 community colleges located in Los Angeles County. Of these colleges, eleven are within 20 miles of LACC.



Map of LACC Service Area



Zip Codes of Fall 2020 Credit Students



Community Colleges within 20 miles of Los Angeles City College

Student Enrollment Data

Demographics of LACC credit students (unduplicated enrollment) from Fall 2016 to Fall 2021 are summarized in the following table.

Demographic	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%
All	16,860	100%	15,492	100%	15,392	100%	15,277	100%	14,958	100%	13,057	100%
Gender												
Female	9,406	56%	8,774	57%	8,884	58%	8,879	58%	9,039	61%	7,460	58%
Male	7,453	44%	6,713	43%	6,503	42%	6,388	42%	5,862	39%	5,406	42%
Non-Binary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	<1%	78	1%
Unknown*	1	(<1%)	5	(<1%)	5	(<1%)	10	(<1%)	43	(<1%)	113	(1%)
Ethnicity												
Asian	2,443	15%	2,273	15%	2,222	15%	2,126	14%	2,091	14%	1,637	13%
Black	1,355	8%	1,127	8%	1,143	8%	1,102	7%	1,074	7%	1,048	8%
Hispanic	9,261	56%	8,222	56%	8,362	57%	8,391	57%	8,073	56%	6,833	54%
White	2,973	18%	2,776	19%	2,680	18%	2,680	18%	2,791	19%	2,807	22%
Other	474	3%	370	3%	377	3%	452	3%	489	3%	444	3%
Unknown*	354	(2%)	724	(5%)	608	(4%)	526	(3%)	440	(3%)	288	(2%)
Age												
Under 20	3,801	23%	4,235	27%	4,183	27%	4,173	27%	3,733	25%	3,219	25%
20 - 24	5,073	30%	4,230	27%	4,061	26%	3,965	26%	3,961	26%	3,077	24%
25 - 34	4,515	27%	3,923	25%	4,019	26%	4,040	26%	4,258	28%	3,586	27%
35 - 54	2,597	15%	2,263	15%	2,323	15%	2,285	15%	2,341	16%	2,405	18%
55 and over	873	5%	841	5%	805	5%	814	5%	664	4%	770	6%
Unknown*	1	(<1%)			1	(<1%)			1	(<1%)		
Financial Aid												
Pell Grant Only	207	1%	69	<1%	93	1%	118	1%	146	1%	143	1%
Promise Grant Only (Former BOG)	7,737	21%	5,189	33%	5,019	33%	4,518	30%	4,845	32%	3,856	30%
Promise and Pell Grant	3,571	32%	3,742	24%	3,697	24%	3,986	26%	3,353	22%	3,169	24%
No Promise or Pell	5,345	46%	6,492	42%	6,583	43%	6,655	44%	6,614	44%	5,889	45%

Demographic	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Special Population												
AB540	755	4%	689	4%	646	4%	614	4%	558	4%	476	4%
F1 Visa	369	2%	331	2%	281	2%	265	2%	221	1%	195	1%
First Generation	6,914	41%	6,298	41%	6,404	42%	6,475	42%	6,180	41%	5,899	45%
DSPS	654	4%	607	4%	620	4%	659	4%	454	3%	407	3%
EOPS	1,999	12%	1,798	12%	1,941	13%	1,890	12%	1,658	11%	1,210	9%
CalWORKs	428	3%	370	2%	288	2%	222	1%	143	1%	138	1%
Foster Youth	275	2%	194	1%	144	1%	205	1%	188	1%	171	1%
Veterans	438	(3%)	328	(2%)	304	(2%)	278	(2%)	249	(2%)	221	(2%)

Sources: LACCD SIS Database; CCCCO MIS Data Mart. *Number of Unknowns were excluded in the percentage distribution calculations.

Between Fall 2016 and Fall 2021, the College's student population became slightly more female and older. Female students increased from 56 percent to 58 percent, students between 35 and 54 increased from 15 percent to 18 percent, and students between the ages of 20 and 24 decreased from 30 percent to 24 percent. During this period, White students increased from 18 percent to 22 percent, while Asian and Hispanic students slightly declined from 15 percent to 13 percent and 56 percent to 54 percent, respectively. The proportion of Black students remained stable near 8 percent.

LACC duplicated credit enrollment by student demographics from Fall 2016 to Fall 2021 is summarized in the following table.

Demographic	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall	41,882	100%	36,087	100%	35,809	100%	35,242	100%	33,124	100%	28,597	100%
Gender												
Female	23,100	55%	19,964	55%	20,072	56%	19,826	56%	19,466	59%	16,009	56%
Male	18,781	45%	16,117	45%	15,731	44%	15,404	44%	13,571	41%	12,165	43%
Non-binary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23	<1%	200	1%
Unknown*	1	(<1%)	6	(<1%)	6	(<1%)	12	(<1%)	64	(<1%)	223	(1%)
Ethnicity												
Asian**	7,211	18%	5,393	16%	5,108	15%	4,939	14%	4,635	14%	3,631	13%
Black	4,031	10%	2,708	8%	2,667	8%	2,522	7%	2,352	7%	2,277	8%
Hispanic	20,129	50%	18,515	54%	19,418	56%	19,123	56%	17,968	56%	15,040	54%
White	8,294	20%	6,941	20%	6,328	18%	6,389	19%	6,115	19%	6,090	22%
Other***	904	2%	892	3%	921	3%	1,117	3%	1,125	3%	968	3%
Unknown*	1,313	(3%)	1,638	(5%)	1,367	(4%)	1,152	(3%)	929	(3%)	591	(2%)

Demographic	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Age												
Under 20	8,705	21%	8,901	25%	9,749	27%	9,480	27%	8,674	26%	7,872	28%
20 to 24	13,754	33%	10,974	30%	10,528	29%	10,270	29%	9,159	28%	6,973	24%
25 to 34	10,650	25%	9,083	25%	8,847	25%	8,732	25%	9,040	27%	7,386	26%
35 to 54	6,428	15%	5,179	14%	4,962	14%	4,913	14%	4,808	15%	4,800	17%
55 and Over	2,344	6%	1,950	5%	1,723	5%	1,847	5%	1,443	4%	1,566	5%
Unknown*	1	(<1%)										

Source: LACCD SIS Database. *Number of Unknowns were excluded in the percentage distribution calculations. **Asian includes Asian, Filipino, and Pacific Islander. ***Other includes Multi-Ethnic, American Indian, and Other Non-White.

Between Fall 2016 and Fall 2021 the total number of credit enrollments has declined at an average rate of 6 percent per year, from 41,882 to 28,597. During this period, female students, Hispanic students, and students younger than 35 represented notable majorities of credit enrollments. However, the distribution of enrollments represented by students 24 years and younger shifted. The proportion of enrollments represented by students under 20 increased 7 percent, while the proportion of enrollments represented by students between the ages of 20 and 24 declined 9 percent.

Educational characteristics of LACC credit students (unduplicated enrollment) from Fall 2016 to Fall 2021 are summarized in the following table.

Characteristic	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Unit Load												
Less than 6 units	6,715	40%	6,405	41%	6,685	43%	6,732	44%	6,782	45%	6,211	48%
6 to 11 units	5,508	33%	4,879	31%	4,610	30%	4,619	30%	4,680	31%	4,171	32%
12 units or more	4,637	28%	4,208	27%	4,097	27%	3,926	26%	3,496	23%	2,675	20%
Entering Status												
First-time student	1,612	10%	2,053	13%	1,869	12%	1,644	11%	1,571	11%	2,033	16%
Transfer student	1,720	10%	1,373	9%	1,566	10%	1,557	10%	1,464	10%	1,161	9%
Continuing student	8,570	51%	9,039	58%	8,912	58%	8,737	57%	9,104	61%	7,464	57%
Returning student	2,955	18%	757	5%	788	5%	1,007	7%	931	6%	907	7%
Concurrent High School Students	2,003	12%	2,270	15%	2,257	15%	2,332	15%	1,888	13%	1,492	11%
Educational Goal												
Occupational	2,289	14%	2,002	13%	1,988	13%	1,902	12%	1,881	13%	1,596	12%
Transfer	8,079	48%	7,182	46%	7,068	46%	6,897	45%	7,062	47%	6,016	46%
General Education	2,777	16%	2,626	17%	2,614	17%	2,773	18%	2,651	18%	2,580	20%
Transitional (Basic Skills/HS/GED)	927	5%	921	6%	1,030	7%	1,065	7%	914	6%	985	8%
Undecided	2,788	17%	2,761	18%	2,692	17%	2,640	17%	2,450	16%	1,880	14%

Source: LACCD SIS Database.

In Fall 2021, 80 percent of the LACC students taking credit courses were enrolled part-time (fewer than 12 units) and 57 percent were students continuing from the previous semester. The most common educational goal was transfer, followed by general education, undecided, occupational, and transitional. While this pattern has remained stable over the last six years, the percent of students declaring undecided has decreased from 17 percent to 14 percent, and the percentages of students declaring general education and transitional have increased from 16 percent to 20 percent and 5 percent to 8 percent, respectively.

LACC Fall Credit Duplicated Enrollments by Course Type and Mode of Delivery from Fall 2016 to Fall 2021 are summarized in the following table.

Delivery Mode/ Course Status	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall	40,263	100%	33,695	100%	35,275	100%	35,115	100%	32,770	100%	28,234	100%
Delivery Mode												
Face-to-Face	36,149	90%	29,702	88%	29,827	85%	28,233	80%	22,900	70%	3,239	11%
Delayed Interaction (Internet Based)	4,114	10%	3,993	12%	5,448	15%	6,882	20%	9,870	30%	13,902	49%
Simultaneous Interaction (Internet Based)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11,093	39%
Course Status												
Basic Skills	4,236	11%	2,118	6%	1,606	5%	1,018	3%	378	1%	661	2%
Degree Applicable	35,355	88%	31,114	92%	33,290	94%	34,044	97%	32,370	99%	27,544	98%
Transferable	30,018	75%	26,834	80%	29,327	83%	32,192	92%	30,627	93%	26,241	93%
Vocational	8,880	22%	8,063	24%	8,160	23%	8,537	24%	8,448	26%	7,589	27%

Source: CCCC MIS Data Mart, retrieved March 8, 2022.

The makeup of LACC enrollments in terms of course characteristics changed over the six-year period between Fall 2016 and Fall 2021. For example, internet-based course enrollments are becoming increasingly representative of all LACC credit enrollments. The proportion of enrollments in internet-based courses even began increasing prior to Spring 2020 and the COVID-19 pandemic. The percentage of credit enrollments in internet-based courses doubled between Fall 2016 to Fall 2019, increasing from 10 percent to 20 percent. In Fall 2021, 89 percent of courses were internet-based.

The proportion of credit enrollments in degree applicable and transferable courses has also been increasing. In Fall 2016, 88 percent of credit enrollments were in degree applicable courses and 75 percent were in transferable courses, whereas in Fall 2021, 98 percent of credit enrollments were in degree applicable courses and 93 percent were in transferrable courses. However, credit enrollments in Basic Skills courses declined sharply from 4,236 (11 percent) in Fall 2016 to 661 in (2 percent) Fall 2021.

Labor Market Data

The greater Los Angeles area has myriad industries, businesses, and occupations. Due to its geographical and metropolitan composition, employment opportunities for LACC students expand beyond the college's 20-zip-code service area. Consequently, occupational employment projections for Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area (MSA) help to inform program viability and offerings at LACC.

The top 10 occupations requiring an associate degree in Los Angeles-Long Beach-Anaheim MSA are summarized in the following table.

Occupation	2020 Jobs	2030 Jobs	Change (2020-2030)	% Change (2020-2030)	2019 Median Hourly Earnings
Paralegals and Legal Assistants*	16,892	19,667	2,775	16%	\$25.35
Preschool Teachers, Except Special Education*	15,767	16,852	1,085	7%	\$14.95
Web Developers and Digital Interface Designers*	6,774	7,280	506	7%	\$35.30
Respiratory Therapists	6,653	7,744	1,091	16%	\$37.97
Dental Hygienists	6,234	6,533	299	5%	\$51.77
Radiologic Technologists and Technicians*	5,818	6,552	734	13%	\$39.48
Electrical and Electronic Engineering Technologists and Technicians*	5,811	5,540	-271	-5%	\$30.23
Computer Network Support Specialists*	5,691	6,008	317	6%	\$32.29
Architectural and Civil Drafters	4,482	4,408	-74	-2%	\$30.17
Human Resources Assistants, Except Payroll and Timekeeping*	4,293	4,208	-85	-2%	\$19.59

Source: EMSI Q1 2021 Data Set. * LACC offers an associate degree program related to this occupation.

Among the top 10 largest occupations requiring an associate degree in Los Angeles-Long Beach-Anaheim MSA, there are significantly more jobs for Paralegals and Legal Assistants and Preschool Teachers, Except Special Education, 16,892 and 15,767, respectively. The median annual earnings for the 10 largest occupations vary widely, ranging from \$31,096 (Preschool Teachers, Except Special Education) to \$107,682 (Dental Hygienists).

The fastest growing occupations requiring an associate degree in Los Angeles-Long Beach-Anaheim MSA are summarized in the following table.

Occupation	2020 Jobs	2030 Jobs	Change (2020-2030)	% Change (2020-2030)	2019 Median Hourly Earnings
Paralegals and Legal Assistants*	16,892	19,667	2,775	16%	\$25.35
Respiratory Therapists	6,653	7,744	1,091	16%	\$37.97
Preschool Teachers, Except Special Education*	15,767	16,852	1,085	7%	\$14.95
Physical Therapist Assistants*	1,749	2,821	1,072	61%	\$34.34
Radiologic Technologists and Technicians*	5,818	6,552	734	13%	\$39.48
Veterinary Technologists and Technicians	2,637	3,238	601	23%	\$21.84
Occupational Therapy Assistants*	966	1,537	572	59%	\$34.03
Web Developers and Digital Interface Designers*	6,774	7,280	506	7%	\$35.30
Diagnostic Medical Sonographers	2,364	2,743	379	16%	\$45.85
Computer Network Support Specialists*	5,691	6,008	317	6%	\$32.29

Source: EMSI Q1 2021 Data Set. *LACC offers an associate degree program related to this occupation.

The fastest growing occupations requiring an associate degree in Los Angeles-Long Beach-Anaheim MSA by the projected change in the number of jobs available between 2020 and 2030 are: Paralegals and Legal Assistants (+2,775), Respiratory Therapists (+1,091), Preschool Teachers Except Special Education (+1,085), Physical Therapist Assistants (+1,072), Radiologic Technologists and Technicians (+734), Veterinary Technologists and Technicians (+601), Occupational Therapy Assistants (+572), Web Developers and Digital Interface Designers (+506), Diagnostic Medical Sonographers (+379), and Computer Network Support Specialists (+317). Among these occupations, the median annual earnings range from \$31,096 for Preschool Teachers, Except Special Education to \$95,368 for Diagnostic Medical Sonographers.

Demographic Data

LACC is situated within Los Angeles County, which has a population of 10,081,570, and greater Los Angeles, which has a population of 3,699,936. The total population in the LACC service area is 790,433, representing 8 percent of Los Angeles County’s population and 20 percent of Los Angeles’s population.

Location	Total Population
LACC Service Area	790,433
Los Angeles	3,966,936
Los Angeles County	10,081,570

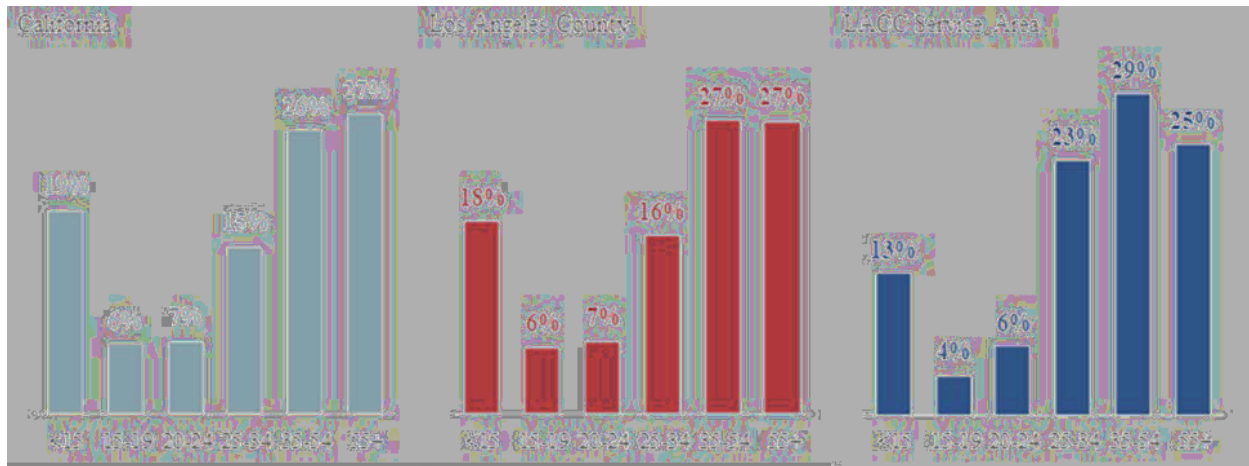
Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-year estimates.

The LACC service area is located within some of the most densely populated areas in Los Angeles City and Los Angeles County. The 2010 population per square mile of the nine public use microdata areas (PUMAS)—non-overlapping, statistical geographic areas containing no fewer than 100,000 people—within the LACC service area and how they rank among the PUMAS in Los Angeles City and Los Angeles County, are summarized in the following table.

Public Use Microdata Area (PUMA)	Population per Square Mile	LA City Rank	LA County Rank
Los Angeles County (Central)--LA City (Central/Koreatown)	39,157	1	1
Los Angeles County--LA City (Central/Univ. of Southern California & Exposition Park)	19,875	3	3
Los Angeles County (Central)--LA City (East Central/Hollywood)	16,987	5	7
Los Angeles County--LA City (East Central/Silver Lake, Echo Park & Westlake)	16,766	6	8
Los Angeles County (West Central)--LA City (Central/Hancock Park & Mid-Wilshire)	14,211	8	10
Los Angeles County (Central)--LA City (Central/West Adams & Baldwin Hills)	12,481	11	16
Los Angeles County (Central)--LA City (East Central/Central City & Boyle Heights)	11,146	14	21
Los Angeles County--LA City (Mount Washington, Highland Park & Glassell Park)	10,024	15	27
Los Angeles County (Central)--West Hollywood & Beverly Hills Cities	8,060	N/A	35

Source: U.S. Census Bureau.

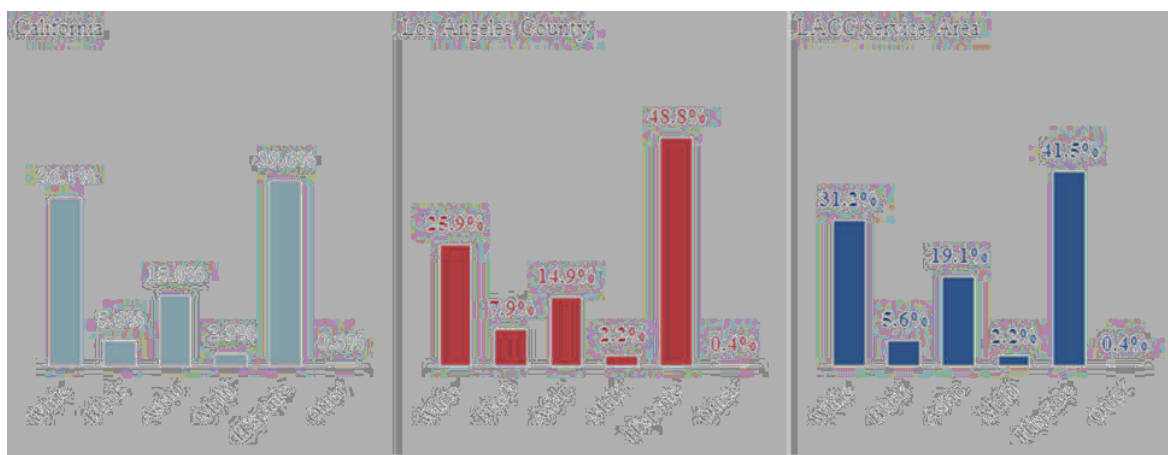
The population distribution by age of California, Los Angeles County, and the LACC Service Area in 2020 are shown in the following charts.



Source: EMSI Q1 2021 Data Set.

Fifty-four percent of residents in the LACC service area are 35 and over. Of the remaining 46 percent, 13 percent are under 15 years old, 10 percent are 15 to 24 years, and 23 percent are 25 to 34 years. In general, the population distribution by age is similar across LACC Service Area, Los Angeles County, and California, though the LACC service area population is shifted slightly away from 24 and younger into 25 to 34. Twenty-three percent of the LACC service population is younger than 25 compared to 31 percent of Los Angeles County and 32 percent of California; and twenty-three percent of the LACC service population is 25 to 34 years compared to 16 percent of Los Angeles County and 15 percent of California.

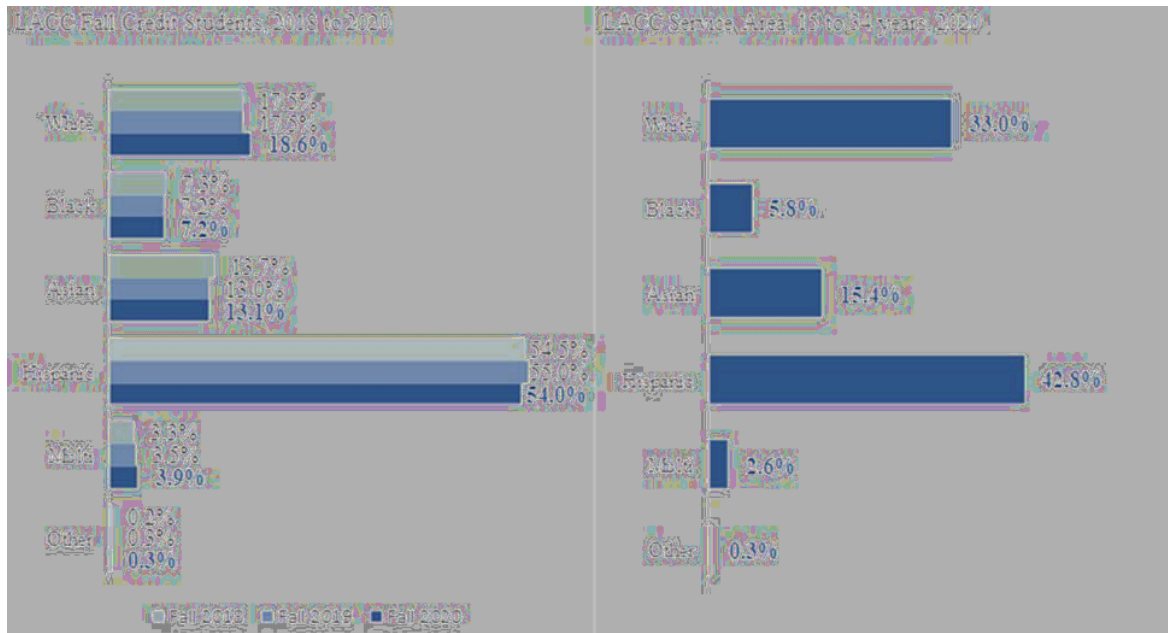
Population distributions by race and ethnicity of California, Los Angeles County, and LACC’s service area in 2020 are summarized in the following charts.



Source: EMSI Q1 2021 Data Set. Notes: Other includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

LACC’s service area is racially diverse. The population is 42 percent Hispanic, 31 percent White, 19 percent Asian, 6 percent Black, 2 percent Multiracial, and less than 1 percent Other. Compared to Los Angeles County, there is greater representation of White (+5 percent) and Asian (+4 percent) residents in the LACC service area, and fewer Hispanic (-7 percent) and Black (-2 percent) residents.

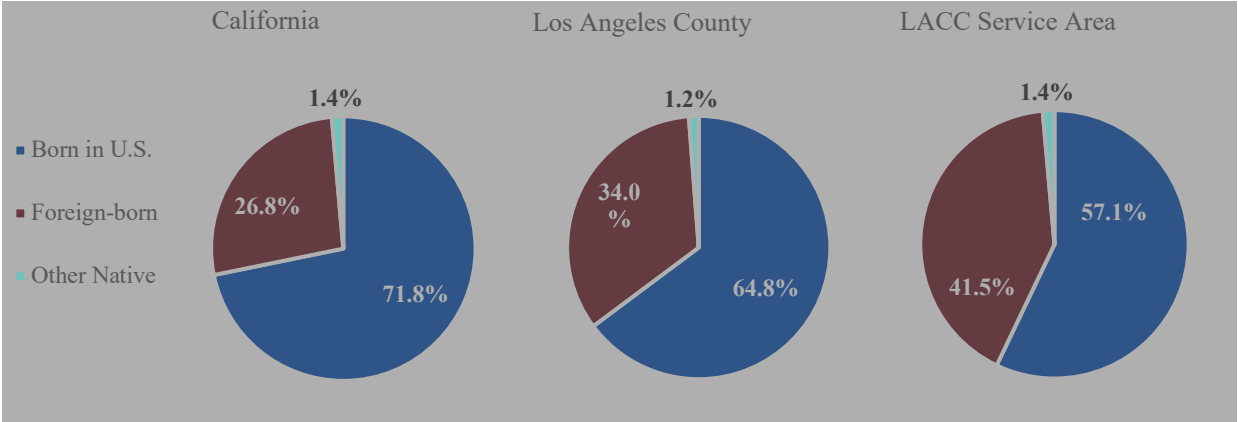
Race and ethnicity of LACC Fall credit students compared to the LACC’s service area college-age population is summarized in the following charts.



Source: LACCD SIS Database, EMSI Q1 2021 Data Set. Notes: Other includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

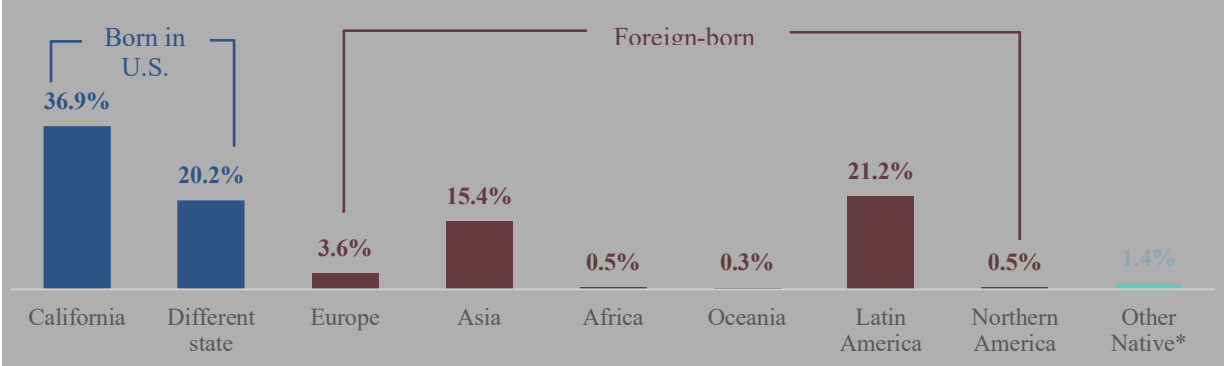
Relative to the college-age (15 to 34 years) population of the LACC service area, LACC serves higher proportions of Hispanic students (+11 percent), Black students (+1 percent), and Multiracial students (+1 percent); and smaller proportions of White students (-14 percent) and Asian students (-2 percent).

The population of California, Los Angeles County, and LACC’s service area by birthplace are summarized in the following chart.



Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates.

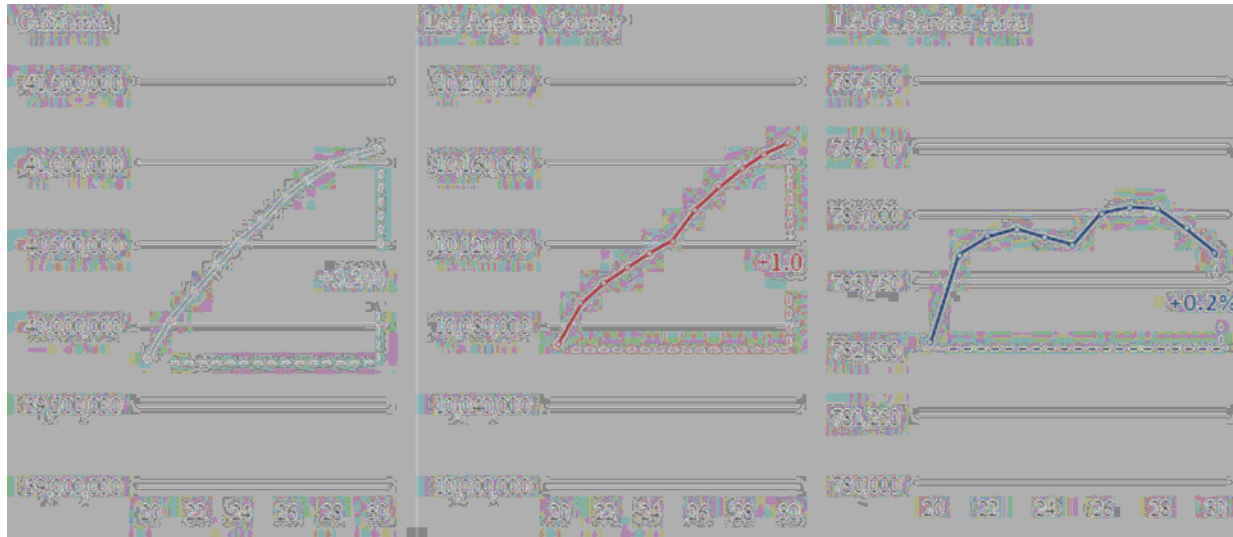
The population of LACC’s service area by birthplace are further disaggregated in the following chart.



Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates. *Other Native includes individuals born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s)

Fifty-seven percent of LACC service area residents were born in the U.S., with 37 percent born in California and 20 percent born in a different state. Of the remaining residents, 42 percent are foreign-born, making the LACC service area foreign-born population larger than that of both Los Angeles County (34 percent) and California (27 percent). The largest foreign-born population in the LACC service area originates from Latin America, followed by Asia, and then Europe, representing 21 percent, 15 percent, and 4 percent of all residents, respectively.

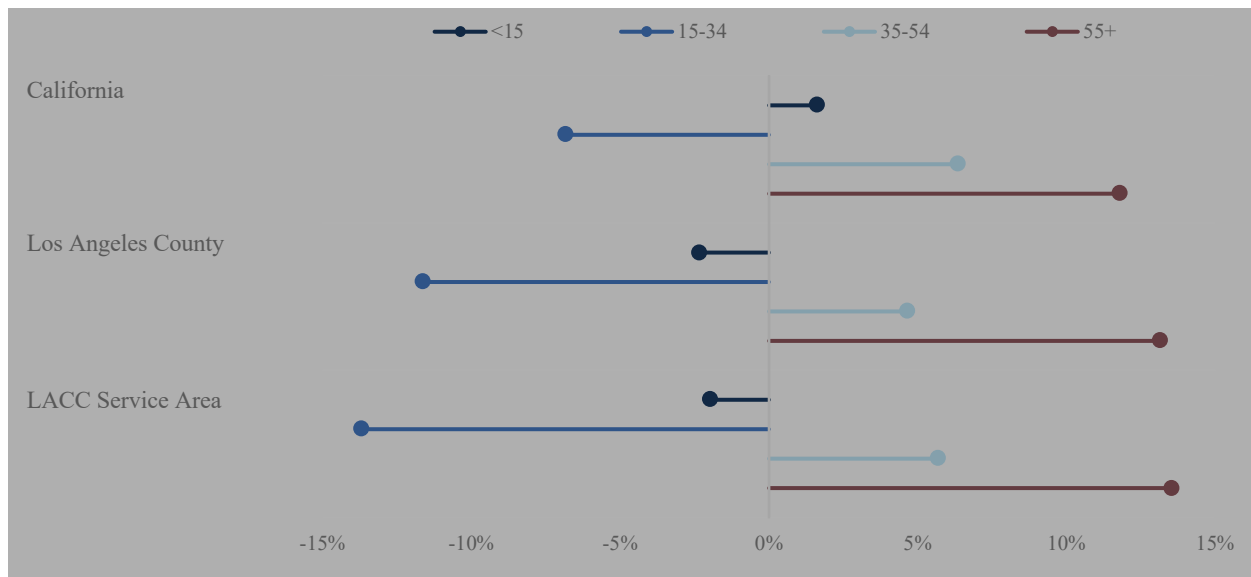
The 2020 to 2030 population growth projections for California, Los Angeles County, and LACC’s service area are summarized in the following charts.



Source: EMSI Q1 2021 Data Set.

The population of California is projected to increase by 3.2 percent over this decade, but population growth for Los Angeles County and the LACC service area are projected to be much slower. By 2030, the population of Los Angeles County is expected to increase by 1 percent and the population of the LACC service area is expected to increase by 0.2 percent.

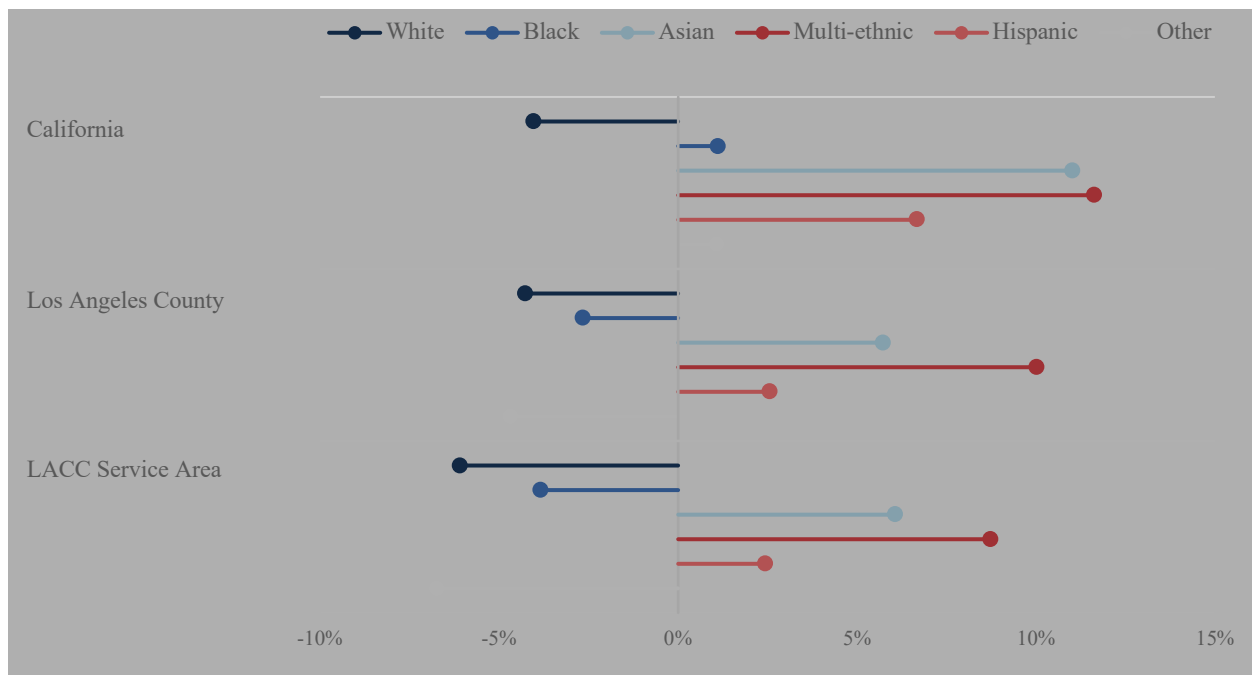
The 2020 to 2030 population growth projections by age for California, Los Angeles County, and LACC’s service area are summarized in the following chart.



Source: EMSI Q1 2021 Data Set.

Although the total population is not expected to change significantly over the next decade, the demographics of the population are expected to shift. Population projections for the LACC service area depict an aging population with a shrinking college-age population. By 2030, the college-age population between 15 to 34 is expected to decline 13.7 percent, while the population 35 and older is expected to grow. By 2030, the population of 35 to 54 is projected to increase by 5.7 percent and the population 55 and older is projected to increase by 13.5 percent. These projections for population change are similar to the projections for Los Angeles County and California. However, Los Angeles County and California are expected to have smaller declines in the college age population, 11.6 percent and 6.8 percent, respectively.

The 2020 to 2030 population growth projections by race and ethnicity for California, Los Angeles County, and LACC’s service area are summarized in the following chart.



Source: EMSI Q1 2021 Data Set. Note: Other includes American Indian/Alaska Native and Native Hawaiian/Pacific Islander

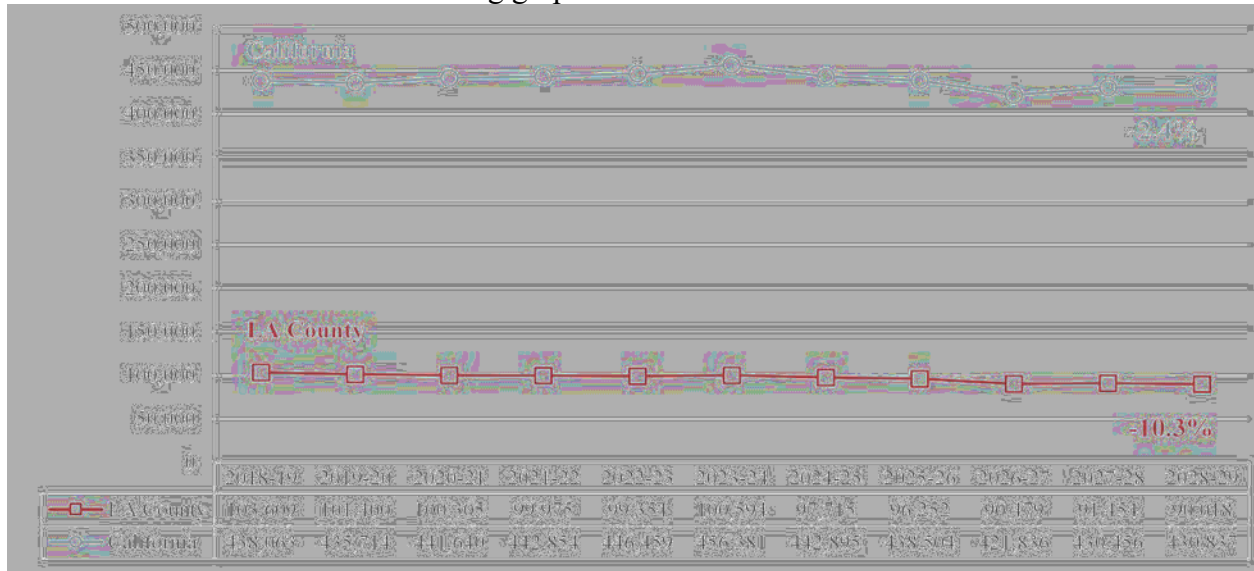
In addition to the shifting population age, the LACC service area population is also expected to experience changes in race and ethnicity by 2030. The Hispanic, Asian, and Multi-ethnic populations of the LACC service area are projected to grow 2.4 percent, 6.1 percent, and 8.7 percent, respectively, while the White population is projected to decline by 6.1 percent and Black population is projected to decline by 3.8 percent.

The table below shows the 25 high schools with the highest representation among LACC’s first-time college students in Fall 2021. In Fall 2021, these high schools represented 28 percent of first-time college student enrollment at LACC. Twenty-three of these schools are within the Los Angeles Unified District.

High School Name	High School District	2020-2021 Graduates	First-time LACC Students, Fall 2021	% of First-time LACC Students
John Marshall Senior High	Los Angeles Unified	262	83	4.13%
Fairfax Senior High	Los Angeles Unified	226	43	2.14%
Hollywood Senior High	Los Angeles Unified	159	42	2.09%
Ramon C. Cortines School of Visual and Performing Arts	Los Angeles Unified	163	39	1.94%
Helen Bernstein High	Los Angeles Unified	61	37	1.84%
School of Business and Tourism at Contreras Learning Complex	Los Angeles Unified	25	34	1.69%
Los Angeles Senior High	Los Angeles Unified	102	27	1.34%
Edward R. Roybal Learning Center	Los Angeles Unified	61	23	1.14%
Manual Arts Senior High	Los Angeles Unified	119	20	1.00%
West Adams Preparatory High	Los Angeles Unified	110	19	0.95%
Belmont Senior High	Los Angeles Unified	61	18	0.90%
Camino Nuevo High #2	Los Angeles Unified	49	17	0.85%
Francisco Bravo Medical Magnet High	Los Angeles Unified	270	17	0.85%
New Open World Academy K-12	Los Angeles Unified	35	15	0.75%
STEM Academy at Bernstein High	Los Angeles Unified	59	15	0.75%
Downtown Business High	Los Angeles Unified	119	15	0.75%
Abraham Lincoln High	San Jose Unified	196	15	0.75%
Contreras Learning Center-Academic Leadership Community	Los Angeles Unified	46	12	0.60%
City of Angels School	Los Angeles Unified	254	12	0.60%
Contreras Learning Center-Los Angeles School of Global Studies	Los Angeles Unified	27	11	0.55%
Benjamin Franklin Senior High	Los Angeles Unified	120	11	0.55%
Madera High	Madera Unified	201	11	0.55%
Los Angeles High School of the Arts	Los Angeles Unified	57	10	0.50%
UCLA Community School	Los Angeles Unified	117	10	0.50%
Santee Education Complex	Los Angeles Unified	182	9	0.45%

Source: LACCD SIS Database; California Department of Education. Notes: Data on the top 25 high schools is based on the most recently attended high school reported on application. This information is self-reported and may be missing or incomplete.

Projected High School Graduates from 2018-2019 through 2028-2029 are shown on the following graph.



Source: California Department of Finance.

As the populations of the LACC service area, Los Angeles County, and California are projected to age by 2030, the number of high school graduates is projected to decline. This decline in high school graduates will occur statewide, but the decline in Los Angeles County is expected to be 4 to 5 times greater than California as a whole.

Socio-economic Data

The educational attainment level of the LACC service area population 25 years old and over is summarized in the following table.

Educational Attainment Level	California	Los Angeles County	LACC Service Area
Less than 9th grade	9.2%	12.3%	12.3%
9th to 12th grade, no diploma	7.5%	8.6%	7.8%
High school graduate (includes equivalency)	20.5%	20.6%	16.8%
Some college, no degree	21.1%	19.0%	15.4%
Associate's degree	7.8%	7.0%	5.5%
Bachelor's degree	21.2%	21.2%	29.3%
Graduate or professional degree	12.8%	11.3%	13.0%

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates.

The LACC service area has a higher educational attainment level than its surrounding areas. Forty-two percent of the population 25 years and older in the LACC service area have a bachelor's degree or higher compared to 33 percent of Los Angeles County and 34 percent of California.

Income and employment variables for the LACC service area are summarized in the following table.

Income and Employment Variables	California	Los Angeles County	LACC Service Area
Median Household Income	\$75,235	\$68,044	\$60,638
Percent Living Below Poverty Line	13.4%	14.9%	18.4%
Unemployment Rate	6.1%	6.1%	6.2%

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates. Notes: Median household income for LACC service area is the weighted average of the median household income of each zip code within the LACC service area.

Despite having a higher level of educational attainment, the LACC service area population has a lower median household income and higher poverty rate than both Los Angeles County and the state of California. The median household income for the LACC service area is \$60,638 compared to \$68,044 for Los Angeles County and \$75,235 for California. In the LACC service area, 18.4 percent of people live below the poverty line compared to 14.9 percent in Los Angeles County and 13.4 percent in California.

Median Monthly Housing Costs for Owners and Renters is summarized in the following table.

Occupant Type	California	Los Angeles City	LACC Service Area
Owners with a Mortgage	\$2,357	\$2,724	\$3,257
Owners without a Mortgage	\$594	\$717	\$818
Renters	\$1,503	\$1,450	\$1,475

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates. Notes: Median Selected Monthly Owner Costs and Median Gross Rent for LACC service area is the weighted average of the median of each zip code within the LACC service area.

Occupants of LACC’s service area face higher homeowner costs than the city of Los Angeles and the state of California, despite having a lower median household income. LACC service area renters face slightly higher monthly housing costs than renters across the city of Los Angeles.

Appendix C: Student Achievement Data

For Fall 2020, the average course completion rate for the College was 68 percent; the current institution-set standard is 68 percent, the Educational and Strategic Master Plan (ESMP) target goal is 72 percent, and the aspirational goal is 74 percent.

Course completion rates by student demographics in Fall 2020 are summarized in the following table.

Demographic	Number of Courses Enrolled	Number of Courses Completed	Course Success Rate	Proportionality Index*
Overall	33,133	22,664	68%	1.00
Gender				
Female	19,475	13,559	70%	1.02
Male	13,571	9,051	67%	0.98
Non-Binary	23	11	48%	†
Unknown	64	43	67%	0.98
Ethnicity				
Asian**	4,635	3,739	81%	1.18
Black	2,352	1,471	63%	0.91
Hispanic	17,968	11,164	62%	0.91
White	6,115	4,894	80%	1.17
Other***	1,125	781	69%	1.01
Unknown	938	615	66%	0.96
Age				
Under 20	8,674	5,322	61%	0.90
20 to 24	9,159	5,984	65%	0.96
25 to 34	9,040	6,467	72%	1.05
35 to 54	4,817	3,741	78%	1.14
55 and over	1,443	1,150	80%	1.17
Financial Aid				
Pell Grant Recipient	11,303	8,095	72%	1.05
California Promise Grant	20,611	14,285	69%	1.01

Source: LACCD SIS Database. *Proportionality index is a measure of disproportionate impact equal to the proportion in the outcome group divided by the proportion in the cohort. An index of 1.00 indicates that a group's representation among those achieving an outcome is equal to their representation in the student population. An index of 0.85 or less indicates instances of disproportionate impact. **Asian includes Asian, Filipino, and Pacific Islander. ***Other includes Multi-Ethnic and American Indian. † Disproportionate impact findings based on fewer than 30 students are not calculated as they are subject to great variability.

Although the College is meeting its standard for overall course completion rates, disaggregated data show variable success rates amongst student groups, ranging from 48 percent success to 81 percent success. The Fall 2020 completion rates for male, non-binary, Black, Hispanic, Unknown, and students 24 years of age and younger are all below the institution-set standard of

68 percent. However, there is no clear evidence of disproportionate impact as the proportionality index values are all greater than 0.85, the threshold to indicate disproportionate impact.

Fall course completion rates by course status and delivery mode from 2015 to 2020 are summarized in the following table.

Course Status / Delivery Mode	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Course Status						
Basic Skills	66%	71%	63%	63%	62%	56%
Degree Applicable	66%	66%	68%	68%	67%	68%
Transferable	67%	68%	70%	69%	67%	69%
Vocational	71%	73%	74%	74%	75%	75%
Course Delivery Mode						
Online	60%	60%	63%	63%	66%	70%
Face-to-Face	67%	67%	68%	68%	67%	67%
All Credit	66%	67%	68%	67%	67%	68%

Source: CCCC MIS Data Mart, Retrieved February 10, 2021.

In Fall 2020, vocational courses had the highest completion rate of 75 percent while basic skills had the lowest at 56 percent. Degree applicable status (68 percent) and transferable status (69 percent) met institution-set standards but did not achieve ESMP target goals or aspirational goals. Also, online delivery completion rates improved markedly over the six-year period to be nearly equivalent to face-to-face by Fall 2019. Online delivery completion rates overtook face-to-face delivery in Fall 2020, though that is likely at least partially due to the massive shift online in Spring 2020 in response to the COVID-19 pandemic. Post-pandemic data will prove useful in evaluating and planning delivery modes moving forward.

Fall-to-Spring persistence rates from Fall 2015 through Spring 2021 are summarized in the following table.

Demographic	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021
Overall	60%	58%	58%	57%	56%	55%
Gender						
Female	60%	58%	59%	56%	55%	54%
Male	60%	58%	58%	57%	56%	55%
Ethnicity						
Asian *	63%	60%	59%	60%	59%	60%
Black	53%	51%	50%	51%	46%	51%
Hispanic	59%	57%	58%	55%	56%	54%
White	63%	56%	64%	61%	60%	56%
Other**	56%	55%	54%	52%	48%	53%
Unknown	60%	55%	58%	59%	51%	50%
Age						
Under 20	58%	54%	55%	55%	54%	54%
20 to 24	61%	62%	62%	58%	58%	53%
25 to 34	57%	57%	56%	55%	53%	53%
35 to 54	60%	58%	60%	56%	57%	57%
55 and Over	66%	65%	68%	67%	65%	69%

Source: LACCD SIS Databases. *Asian includes Asian, Filipino, and Pacific Islander. **Other includes Multi-Ethnic, American Indian, and Other Non-white.

The rate of return of Fall students to the following Spring semester has declined over recent years. The fall-to-spring persistence rate fell from 60 percent for Fall 2015/Spring 2016 to 55 percent for Fall 2020/Spring 2021. During those six years, fall-to-spring persistence rates have been similar for both female and male students. Averaging fall-to-spring persistence rates over the six years by race and ethnicity gives persistence rates for Asian students at 60 percent, White students at 60 percent, Hispanic students at 57 percent, Unknown students at 56 percent, Other students at 53 percent, and Black students at 50 percent. In general, fall-to-spring persistence rates have been higher for older students than younger students, with students 55 and over consistently having the highest rates of any age demographic and the only upward trend across the period.

Fall-to-Fall persistence rates from Fall 2015 through Fall 2020 are summarized on the following table.

Demographic	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021
Overall	42%	40%	41%	40%	37%	34%
Gender						
Female	43%	40%	41%	40%	38%	33%
Male	42%	40%	41%	39%	36%	35%
Non-Binary						14%
Unknown	†	†	†	†	20%	24%

Demographic	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021
Ethnicity						
Asian*	43%	42%	42%	39%	41%	33%
Black	36%	33%	34%	32%	30%	36%
Hispanic	42%	40%	41%	40%	36%	34%
White	45%	44%	44%	43%	41%	37%
Other**	44%	39%	38%	32%	30%	29%
Unknown	44%	37%	41%	42%	34%	31%
Age						
Under 20	40%	37%	37%	35%	32%	31%
20 to 24	44%	42%	44%	43%	40%	35%
25 to 34	39%	37%	39%	37%	36%	33%
35 to 54	45%	42%	43%	42%	40%	36%
55 and Over	49%	47%	49%	51%	44%	49%

Source: LACCD SIS Database. † Denominator less than 10; rate not calculated. *Asian includes Asian, Filipino, and Pacific Islander. **Other includes Multi-Ethnic, American Indian, and Other Non-White.

The declining trends observed in fall-to-spring persistence rates are paralleled by declining fall-to-fall persistence rates. The fall-to-fall persistence rate fell from 42 percent for Fall 2015/Fall 2016 to 34 percent for Fall 2020/Fall 2021. During those six years, fall-to-fall persistence rates have been similar for both female and male students, but notably lower for non-binary students. Averaging fall-to-fall persistence rates over the six years by race and ethnicity show persistence rates for White students at 42 percent, Asian students at 40 percent, Hispanic students at 39 percent, Other students at 35 percent, and Black students at 34 percent. In general, fall-to-fall persistence rates have been higher for older students than younger students, with students 55 and over consistently having the highest rates of any age demographic across the period.

Transfer-level English

completions—students who successfully completed within one-year of their first Fall course enrollment in the discipline, including students at transfer-level or below—are summarized in the following table.

Demographic	2015-16			2016-17			2017-18			2018-2019			2019-20		
	Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions	
		n	%		n	%		n	%		n	%		n	%
All	1,628	500	31%	1,415	520	37%	1,494	618	41%	1,455	671	46%	1,362	738	54%
Gender															
Female	845	272	32%	738	285	39%	752	322	43%	755	362	48%	700	400	57%
Male	783	228	29%	677	235	35%	742	296	40%	700	309	44%	660	337	51%

Demographic	2015-16			2016-17			2017-18			2018-2019			2019-20		
	Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions	
		n	%		n	%		n	%		n	%			
Ethnicity															
African American	140	33	24%	98	24	24%	101	29	29%	102	31	30%	92	33	36%
Asian	237	97	41%	176	76	43%	103	59	57%	159	83	52%	168	108	64%
Hispanic	912	234	26%	873	292	33%	979	375	38%	929	389	42%	816	412	50%
White	265	108	41%	206	101	49%	158	87	55%	165	103	62%	172	129	75%
Age															
< 25	1,149	349	30%	1,030	379	37%	1,186	481	41%	1,150	525	46%	1,084	569	52%
25-34	258	87	34%	204	82	40%	197	91	46%	185	90	49%	172	106	62%
35+	221	64	29%	181	59	33%	111	46	41%	120	56	47%	106	63	59%

Source: CCCC Transfer Level Gateway Completion Dashboard, Retrieved September 10, 2021.

Between 2015-2016 and 2019-2020, one-year successful transfer-level completion counts and rates in gateway English courses increased every year, from 31 percent to 54 percent. During this five-year period, one-year successful transfer-level completion rates in English gateway courses across gender, ethnicity, and age groups increased.

Transfer-level Math completions—students who successfully completed within one-year of their first Fall course enrollment in the discipline, including students at transfer-level or below—are summarized in the following table.

Demographic	2015-16			2016-17			2017-18			2018-2019			2019-20		
	Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions		Cohort Size	Completions	
		n	%		n	%		n	%		n	%			
All	1,456	161	11%	1,407	187	13%	1,267	164	13%	1,328	254	19%	1,157	440	38%
Gender															
Female	756	83	11%	731	103	14%	649	64	10%	654	132	20%	593	243	41%
Male	700	78	11%	676	84	12%	618	100	16%	674	122	18%	563	196	35%
Ethnicity															
African American	97	2	2%	87	7	8%	64	2	3%	71	11	15%	53	11	21%
Asian	232	55	24%	207	53	26%	103	39	38%	164	60	37%	145	84	58%
Hispanic	847	61	7%	879	76	9%	820	62	8%	878	106	12%	726	229	32%
White	227	34	15%	180	44	24%	144	37	26%	154	61	40%	148	85	57%
Age															
< 25	1,068	116	11%	1,038	124	12%	1,018	124	12%	1,075	181	17%	933	331	35%
25-34	249	34	14%	229	50	22%	148	28	19%	162	57	35%	142	72	51%
35+	139	11	8%	140	13	9%	101	12	12%	91	16	18%	82	37	45%

Source: CCCC Transfer Level Gateway Completion Dashboard, Retrieved September 10, 2021.

For gateway Math courses, one-year successful transfer-level completion counts and rates increased between 2015-2016 and 2019-2020 from 11 percent to 38 percent. There is a sharp increase post-2017, which is matched in the disaggregated demographic data.

Total awards by type from 2015-2016 to 2020-2021 are summarized in the following table.

Award Type	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AA / AS Degrees	575	654	754	842	784	1,036
Associate Degree for Transfer	118	224	319	398	434	626
Certificate	651	812	1,019	1,114	1,405	1,717
Skills Certificate	540	713	425	623	218	62
Non-credit Certificate	306	398	322	218	517	431
Total	2,190	2,801	2,839	3,195	3,358	3,872

Source: CCCCCO MIS Data Mart, Retrieved February 15, 2022.

Awards for AA/AS degrees, Associate Degrees for Transfer, and certificates steadily increased over the six-year period. The number of skills certificates awarded, however, has declined as many of these program offerings have been converted into state-approved certificates.

Total awards by student demographics from 2015-2016 to 2020-2021 are summarized in the following table.

Demographic	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Gender						
Female	1,340	1,807	1,762	1,858	2,190	2,638
Male	746	967	1,069	1,323	1,165	1,215
Non-Binary						1
Unknown	103	28	8	14	3	18
Ethnicity						
Asian*	431	527	455	526	497	729
Black	247	282	211	287	164	230
Hispanic	893	1,371	1,555	1,633	1,956	2,074
White	387	458	446	528	496	634
Other**	27	48	71	112	94	100
Unknown	205	114	101	110	151	106
Age						
Under 20	75	111	110	208	165	219
20-24	615	773	930	1,107	979	1,114
25-34	689	991	1,012	1,061	1,136	1,364
35-54	503	696	620	620	806	981
55 and over	204	202	157	188	269	187
Unknown	103	28	10	12	3	6

Source: LACCD SIS Database; CCCCCO MIS Data Mart. *Asian includes Asian, Filipino, and Pacific Islander.

**Other includes Multi-Ethnic and American Indian.

Trends in total awards counts are positive across student demographic groups over the six-year period. However, total awards for male students and Black students were lower in 2019-2020 and 2020-2021 than in 2018-2019.

Transfers to four-year institutions from 2015-2016 through 2019-2021 are summarized in the following table.

Four-Year Institution	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
California State University	366	509	501	469	608	606
University of California	117	162	136	139	118	140
In-State Private	77	53	59	56	60	44
Out-of-State	73	71	77	59	85	65
Total Known Transfers	633	795	773	723	871	855

Source: CCCC MIS Data Mart, CSU Analytics Studies, and UC Information Center.

Between 2015-2016 and 2020-2021, the number of transfers to four-year institutions exhibited an upward trend. In 2020-2021, 855 students transferred from Los Angeles City College to four-year institutions, a 35 percent increase from 2015-2016. Most LACC students who transfer to a four-year institution transfer into the California State University system and this percentage is increasing, from 58 percent of all known transfers in 2015-2016 to 71 percent in 2020-2021.

**Appendix D:
LACC Service Area - Language Spoken at Home & Educational Attainment**

LANGUAGE SPOKEN AT HOME FOR THE POPULATION 5 YEARS AND OVER

Language Spoke At Home	Total 5 years and over		18 to 64 years (College Age)	
	n	%	n	%
Speak only English	316,389	43%	254,358	46%
Speak English "very well"	206,664	28%	150,509	27%
Speak English LESS than "very well"	213,411	29%	151,184	27%
Total	736,464	100%	556,051	100%

EDUCATIONAL ATTAINMENT BY LANGUAGE SPOKEN AT HOME FOR THE POPULATION 25 YEARS AND OVER

Educational Attainment Level	Less than high school		High school graduate		Some college or AA		Bachelor's degree or higher		Total
	n	%	n	%	n	%	n	%	n
Only English	13,546	5%	30,216	11%	60,946	23%	161,707	61%	266,415
Speak Spanish	84,949	46%	40,984	22%	29,878	16%	28,127	15%	183,938
Speak Asian and Pacific Island languages	9,289	10%	16,462	17%	20,589	22%	48,226	51%	94,566
Speak other Indo-European languages	2,905	7%	7,021	17%	8,556	21%	22,187	55%	40,669
Speak other languages	933	12%	1,247	16%	1,875	25%	3,593	47%	7,648
Grand Total	111,622	80%	95,930	85%	121,844	106%	263,840	229%	593,236

LANGUAGE SPOKEN AT HOME FOR THE POPULATION 5 YEARS AND OVER: LACC SERVICE AREA

Language Spoke At Home, Detail	Speak English "very well"		Speak English LESS than "very well"		Total	
	n	%	n	%	n	%
Speak only English					316,389	43%
Arabic	1,634	74%	583	26%	2,217	0%
Chinese (incl. Mandarin, Cantonese)	7,061	47%	8,031	53%	15,092	2%
French, Haitian, or Cajun	6,269	89%	785	11%	7,054	1%
German or other West Germanic languages	3,161	94%	200	6%	3,361	0%
Korean	17,683	35%	33,253	65%	50,936	7%
Other and unspecified languages	4,665	71%	1,876	29%	6,541	1%
Other Asian and Pacific Island languages	5,291	43%	7,050	57%	12,341	2%
Other Indo-European languages	14,423	58%	10,353	42%	24,776	3%
Russian, Polish, or other Slavic languages	5,023	44%	6,413	56%	11,436	2%
Spanish	123,871	48%	133,778	52%	257,649	35%
Tagalog (incl. Filipino)	16,239	63%	9,700	37%	25,939	4%
Vietnamese	1,344	49%	1,389	51%	2,733	0%
Total	206,664	28%	213,411	29%	736,464	100%

AGE BY LANGUAGE SPOKEN AT HOME BY ABILITY TO SPEAK ENGLISH FOR POPULATION 5 YEARS AND OVER						
	Speak only English	Speak English "very well"	Speak English "well"	Speak English "not well"	Speak English "not at all"	Grand Total
5 to 17 years:	26,585	40,906	11,122	2,666	372	81,651
Speak Spanish	-	32,810	9,137	2,060	329	44,336
Speak Asian and Pacific Island languages	-	4,850	1,501	572	24	6,947
Speak other Indo-European languages	-	2,774	420	34	19	3,247
Speak other languages	-	472	64	0	0	536
18 to 64 years (College Age)	254,358	150,509	62,789	63,019	25,376	556,051
Speak Spanish	-	85,989	33,641	46,693	22,439	188,762
Speak Asian and Pacific Island languages	-	36,826	21,217	13,359	2,468	73,870
Speak other Indo-European languages	-	22,668	6,875	2,665	327	32,535
Speak other languages	-	5,026	1,056	302	142	6,526
65 years and over	35,446	15,249	13,934	20,895	13,238	98,762
Speak Spanish	-	5,072	4,527	8,781	6,171	24,551
Speak Asian and Pacific Island languages	-	5,942	6,425	8,658	5,199	26,224
Speak other Indo-European languages	-	3,434	2,442	3,200	1,769	10,845
Speak other languages	-	801	540	256	99	1,696
Total 5 years and over	316,389	206,664	87,845	86,580	38,986	736,464

Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates

LACC Service Area, ZIP Codes: 90004, 90005, 90006, 90010, 90012, 90019, 90020, 90026, 90027, 90028, 90029, 90036, 90038, 90039, 90046, 90048, 90057, 90065, 90068, 90069

LACC Office of Institutional Effectiveness, Updated May 25, 2023