



**Los Angeles Community College District**

---

# District Strategic Plan 2018-2023

Approved by the LACCD Board of Trustees  
January 10, 2018

This page intentionally left blank.

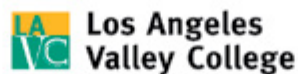
# Acknowledgements

## Board of Trustees

Mike Fong, President  
Andra Hoffman, Vice President  
Steven F. Veres, 2<sup>nd</sup> Vice President  
Dr. Gabriel Buelna  
Ernest H. Moreno  
Scott J. Svonkin  
David Vela  
Kellie N. Williams, Student Trustee

## LACCD Colleges

East Los Angeles College  
Los Angeles City College  
Los Angeles Harbor College  
Los Angeles Mission College  
Los Angeles Pierce College  
Los Angeles Southwest College  
Los Angeles Trade-Technical College  
Los Angeles Valley College  
West Los Angeles College



## District Planning Committee

**Carole Anderson** Los Angeles Trade-Technical College, Faculty  
**Ruben Arenas** East Los Angeles College, Acting Vice President/Accreditation Liaison Officer  
**Dr. Anna Badalyan** Los Angeles City College, Dean of Institutional Effectiveness  
**Leticia Barajas** Los Angeles Trade-Technical College, Vice President,  
Pathway Innovation & Institutional Effectiveness  
**Adriana Barrera** Former Deputy Chancellor  
**Kathleen Becket** Los Angeles City College, AFT College Staff Guild, Local 1521A, Staff  
**Sheri Berger** Los Angeles Pierce College, Vice President of Academic Affairs  
**Jill Biondo** Los Angeles Mission College, Faculty  
**Velma Butler** Chapter Chair, AFT College Staff Guild, Local 1521A  
**Jack Condon** Los Angeles Valley College, Faculty  
**Dr. Ryan Cornner** Vice Chancellor of Educational Programs and Institutional Effectiveness  
**Carolyn Daly** Los Angeles Mission College, Faculty  
**Martin Diaz** Los Angeles Trade-Technical College, Faculty  
**Dr. Angela Echeverri** District Academic Senate President  
**Naja El-Khoury** Los Angeles Southwest College, District Academic Senate 1<sup>st</sup> Vice President  
**Dr. Erika Endrijonas** Los Angeles Valley College, President  
**Michelle Fowles** Los Angeles Valley College, Dean of Institutional Effectiveness  
**Mercedes Gaitan** AFT College Staff Guild, Local 1521A, Staff  
**Alfred Gallegos** Los Angeles Southwest College, Dean of Institutional Advancement  
**Don Gauthier** District Academic Senate Immediate Past President  
**Michael Goltermann** West Los Angeles College, Dean of Student Services  
**Roberto Gonzalez** West Los Angeles College, Vice President of Student Services  
**Dr. Milagros Kudo** Research Analyst  
**Dr. Sarah Master** Los Angeles Mission College, Dean of Institutional Effectiveness  
**Dr. Edward Pai** Los Angeles Harbor College, Dean of Institutional Effectiveness  
**Maury Pearl** Associate Vice Chancellor of Institutional Effectiveness  
**Joseph Perret** Los Angeles Pierce College, Faculty  
**Dr. Andrew Sanchez** Los Angeles Harbor College, Assistant Dean,  
Economic & Workforce Development  
**Leticia Sanchez** West Los Angeles College, Student Representative  
**Kevin Sanford** Los Angeles Valley College, Faculty  
**Glen Schenk** West Los Angeles College, Director of Financial Aid  
**Robert Stewart** Los Angeles Southwest College, Academic Senate President  
**Rebecca Tillberg** West Los Angeles College, Dean of Institutional Effectiveness  
**Maria Veloz** Administrative Officer to the Chancellor  
**Dr. Dan Wanner** Los Angeles City College, Academic Senate President  
**Steve Wardinski** East Los Angeles College, Curriculum Committee Chair  
**Mercedes Yanez** East Los Angeles College, Dean of Instruction,  
Career & Workforce Development  
**Larry Young** West Los Angeles College, Student Representative

## Community Partners

AEG - Staples Center/L.A. Live  
California Forward  
California Manufacturing Technology Consulting  
California State University, Dominguez Hills  
California State University, Fullerton  
California State University, Los Angeles  
California State University Office of the Chancellor  
Campaign for College Opportunity  
City of Los Angeles, Economic & Workforce Development Department  
City of Los Angeles, Information Technology Agency  
ECMC Foundation  
First 5 LA  
Hospital Association of Southern California  
Housing + Community Investment Department  
John Burton Advocates for Youth  
Kindel Gagan  
L.A. Opportunity Youth Collaborative and Alliance for Children's Rights  
LAMC College Citizens' Oversight Committee  
Los Angeles Area Chamber of Commerce  
Los Angeles County Office of Education  
Los Angeles County Metropolitan Transportation Authority  
Los Angeles Economic & Workforce Development Department  
Los Angeles Homeless Services Authority  
Los Angeles | Orange County Regional Consortium  
Los Angeles Unified School District  
Los Angeles Urban League  
Loyola Marymount University  
Mayor's Fund for Los Angeles  
NALEO Educational Fund  
Office of Councilwoman Monica Rodriguez  
Office of Mayor Eric Garcetti  
San Fernando Valley Business Journal  
Southern California Gas Company  
Telemundo 52 Los Angeles  
UNITE-LA  
Valley Economic Alliance  
Valley Industry & Commerce Association  
Workforce Development, Aging & Community Services, Los Angeles County



# Table of Contents

<b>Acknowledgements</b> .....	<b>i</b>
District Planning Committee .....	ii
Community Partners .....	iii
<b>Message from the Chancellor</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>2</b>
<b>Process for Developing the LACCD Strategic Plan</b> .....	<b>3</b>
Stage I: Evaluation and Review of 2012–2017 District Strategic Plan .....	4
Stage II: Data Inquiry and Information Gathering .....	5
Stage III: Development of Goals and Objectives .....	5
Stage IV: Development of Metrics and Targets.....	5
Stage V: Plan Development .....	6
Stage VI: Collective Feedback and Approvals .....	6
<b>LACCD Student Demography</b> .....	<b>7</b>
<b>Key Trends, Strategic Challenges, and Growth Opportunities</b> .....	<b>10</b>
Key Trends.....	10
Strategic Challenges.....	14
Growth Opportunities .....	16
<b>Guiding Framework</b> .....	<b>20</b>
Mission Statement .....	21
Vision Statement .....	21
<b>Strategic Goals, Institutional Objectives, and Plan Targets</b> .....	<b>22</b>
Goal 1: Access to Educational Opportunities .....	22
Goal 2: Premier Learning Environments .....	23
Goal 3: Student Success and Equity .....	25
Goal 4: Organizational Effectiveness .....	27
Goal 5: Fiscal Integrity.....	28
<b>District Strategic Plan Implementation</b> .....	<b>30</b>
<b>Conclusion</b> .....	<b>32</b>
<b>Glossary of Abbreviations</b> .....	<b>34</b>
<b>Appendix A: 2018–2023 District Strategic Plan Measures</b> .....	<b>35</b>
<b>Appendix B: Los Angeles Community College District Strategic Plan, 2012–2017</b> .....	<b>44</b>
<b>Appendix C: District Strategic Plan Report Scorecard, 2012–2017</b> .....	<b>48</b>

# Message from the Chancellor

The Los Angeles Community College District serves a unique role in the communities of Los Angeles and the surrounding regions. We provide high quality, affordable, and close-to-home educational opportunities for all those seeking to improve their lives through the transformative power of education.

Through the work of our gifted faculty and dedicated staff, we endeavor to be the engine of social mobility and economic prosperity for the region through rigorous and student-focused academic programs that are responsive to the needs of local employers and to the community. As a true egalitarian system of higher education—accepting all students without exception and without apology—we embrace our mission to *foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges.*

The power of any strategic plan rests in its ability to convey a shared message of purpose and provide a direction for collectively achieving our goals. The 2018–2023 LACCD District Strategic Plan was developed with this in mind. Harnessing the assets of our nine colleges and District Office, and providing multiple venues for community input, the planning process resulted in a bold vision and ambitious plan that we can all stand behind. The value of the input from these groups and individuals is indispensable in crafting a collective understanding of our goals and in ensuring that groups from within and outside of the District will support our efforts to achieve these goals.

In honoring the diversity of our institutions and the communities they serve, the Strategic Plan does not seek to dictate strategies, but rather to provide markers for where we seek improvement and to prioritize those strategies that will have the greatest impact on student success. We look forward to this work and to ensuring that our resources support the creativity and innovation that is so key to our success and that of our students.

Over the next five years, our District will encounter multiple challenges and changes to the higher education landscape. A new, proposed funding model for community colleges, the persistent opportunity and equity gaps, the development and implementation of Guided Pathways, the changes to basic skills curriculum and student placement, and the national trends in enrollment are but a few of the areas that will require our expert attention and collaboration. Change brings about opportunity, and we embrace it with the knowledge that our efforts are for the greater benefit of student success.



Francisco C. Rodriguez, Ph.D.  
Chancellor



# Introduction

The Los Angeles Community College District (LACCD) Strategic Plan, 2018–2023 presents the strategic goals and objectives that will guide the District as it pursues its vision to be a national leader in student success. The five-year plan embraces the values of inclusivity, creativity, vision, and accountability and aims to provide a comprehensive plan that is integrative with future direction of the city, region, and state.

The LACCD maintains its commitment to providing high quality educational opportunities and to supporting the social, cultural, and economic development of the community. Because of this, the new plan will be subject to regular review and revisions in order to be responsive to the rapidly changing landscapes in the educational system, community, and economy.

The LACCD Strategic Plan reflects the needs of its students and community, and it provides a clear framework to monitor ongoing progress towards fulfilling its commitment to improve the social welfare of the region, to close persistent equity gaps, and to prepare future community leaders.

The 2018–2023 LACCD Strategic Plan was approved by the Board of Trustees on January 10, 2018.

## LACCD Background

The Los Angeles Community College District has served the Los Angeles area for nearly 90 years. The District is comprised of nine comprehensive colleges and a District office that span approximately 900 square miles. An elected seven-member Board of Trustees, along with one Student Trustee, governs the LACCD and shapes its broad policies.

The LACCD is one of the largest community college districts in the United States and has provided educational opportunities to over three million students throughout its history, educating 237,868 in the 2016–2017 academic year alone. The District is also noted for its diverse population that mirrors the population of the city of Los Angeles. All nine colleges are predominately minority serving, 8 are classified as Hispanic-Serving Institutions, 2 are classified as Asian American and Native American Pacific Islander-Serving Institutions, and 1 is classified as a Predominantly Black Institution. The District plays an important role in the community as a pathway to educational and economic opportunity and as a civic and cultural resource.

# Process for Developing the LACCD Strategic Plan

The District Planning Committee (DPC), a participatory District-level governance committee, was the central entity for the coordination and development of the District Strategic Plan (DSP). It was charged with ensuring the values central to the planning process were adhered to and provided guidance on the development of the planning process and the strategic plan itself. The planning process embraced values that supported the development of a comprehensive District Strategic Plan. These values represent what the District sought to achieve in the planning process and included the following charges:

## Inclusivity

The District will seek the input of all those contributing to the welfare of the District and those impacted by the District from inside and outside the organization.

## Creativity

The District will seek creative solutions to the barriers that face our students and our institutions.

## Vision

The District will seek to develop a plan that lays out the vision for the District and the manner in which it serves the community.

## Accountability

The District seeks to develop a plan that includes defined metrics and targets with which to judge progress toward achieving institutional goals.

Based on these values, the planning process occurred over the course of a year (2016–2017) and involved six stages:



### **Stage I: Evaluation and Review of 2012–2017 District Strategic Plan**

The first stage of the process began with the review and evaluation of the previous District Strategic Plan (2012–2017; [Appendix B](#)). The Educational Programs and Institutional Effectiveness (EPIE) department compiled data from plan metrics and College Effectiveness Reports and developed a draft of the District Strategic Plan Evaluation Report; this evaluation was vetted through the DPC and the District Research Committee (DRC), a districtwide committee charged with ensuring the accuracy and reliability of data. The evaluation showed that the LACCD experienced much growth, especially in the areas of improving learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes ([Appendix C](#)). However, the implementation of the previous strategic plan was uneven and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and to continue collaboration between the DPC, DRC, and District leadership.

## **Stage II: Data Inquiry and Information Gathering**

The second stage of the planning process consisted of conducting an analysis of known data, collecting data on additional points of inquiry, and gathering feedback from various stakeholders. Stage II initially relied heavily on existing evaluative data from the state and other governmental agencies, who have developed key metrics that include the California Community College Chancellor's Office DataMart, Student Success Scorecard, Institutional Effectiveness Partnership Initiative, CTE Data Unlocked/LaunchBoard, and U.S. Department of Education: College Scorecard.

Additionally, a great deal of data was gathered from students, employees, stakeholders, and the public. The goal was to seek the input of all those contributing to the welfare of the District and those impacted by the District from inside and outside the organization. The collective inquiry began with a full-day planning retreat facilitated by Governance Institute for Student Success. The planning questions, developed by the DPC, asked what goals should be included in the District Strategic Plan, what barriers are present to increasing institutional effectiveness, and how can the District better support colleges' efforts to improve student success.

The inquiry was followed by planning forums at each college campus to various shared governance bodies, administrative councils/committees, and the public. The process gathered information from constituent groups and presented the collective input to the DPC. The DPC then integrated various datasets, metrics, and feedback into a comprehensive evaluation system to inform the development of the goals.

## **Stage III: Development of Goals and Objectives**

The development of initial goals began after the completion of the data inquiry. Initial reports were developed by the DPC and data were explored to gain a more detailed understanding of the District and its students. A full analysis of all the data collected was conducted, keeping in mind how the District impacts students, the community, and the regional economy, five initial goals were developed by the DPC. The initial analysis and initial goals were brought to internal and external constituent groups for review and to provide feedback and recommendations for improvement. This review included a presentation to the Institutional Effectiveness and Student Success Subcommittee of the Board of Trustees to ensure that all goals and objectives were reflective of the needs of the District and matching the intent of the constituent group recommendations.

## **Stage IV: Development of Metrics and Targets**

The fourth stage of the planning process began after District goals and objectives were finalized. The DPC, in consultation with the DRC and the EPIE department, developed metrics and District targets for each goal, with the understanding that each college will contribute differently to each goal and associated target. The targets are ambitious, but were created with a practical understanding of what is achievable within the timeframe of the DSP. In addition, the draft targets were vetted through internal engagement groups, which included the Board of Trustees, President's Council, and the District Academic Senate. The final metrics and targets incorporated the feedback provided through these internal engagement groups.

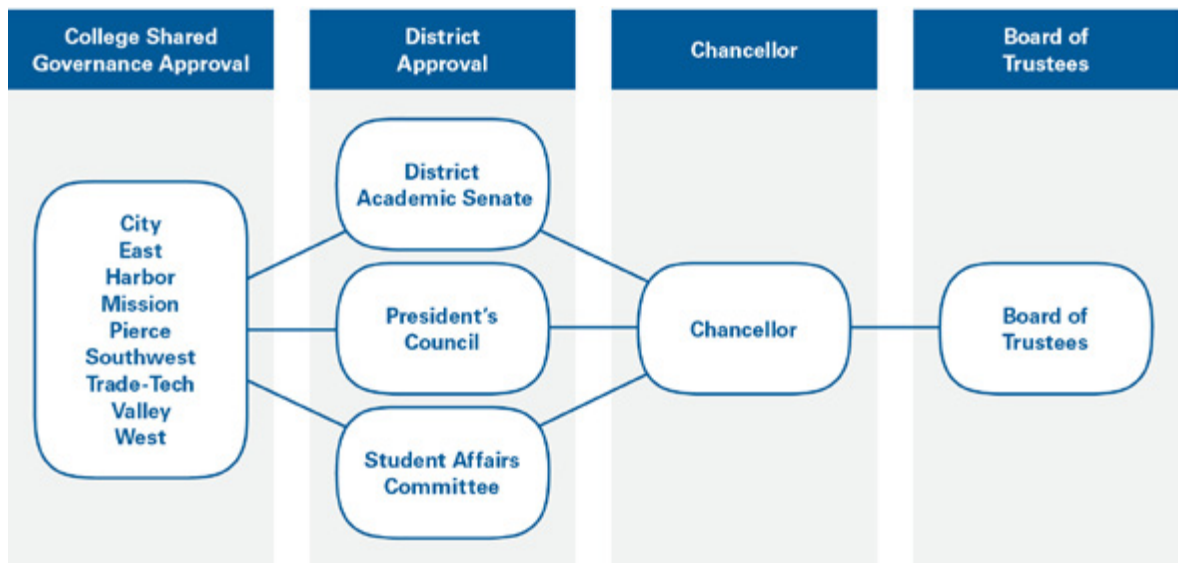
### Stage V: Plan Development

The EPIE division, under the guidance of the DPC, completed a draft of the revised District Strategic Plan for 2018–2023. The new plan incorporated input received from the Board of Trustees and college constituencies and recommendations resulting from the evaluation of the 2012–2017 District Strategic Plan. The 2018–2023 District Strategic Plan includes updated Mission & Vision Statement, District Goals and Objectives, key measures identified through accreditation and state and federal accountability systems, and targets associated with each metric.

### Stage VI: Collective Feedback and Approvals

The last stage of the planning process involved collecting feedback on the initial draft of the DSP. It was posted publicly for review and a digital feedback system was provided to allow for public commentary. External engagement groups, which included various educational institutions, civic groups, and business partners in Los Angeles, were convened to provide feedback on the initial draft of the plan. The DSP draft was also provided for review and approval to internal groups through the shared governance processes on each campus, through the District consultation process. The Student Affairs Committee, District Academic Senate, and 8 out of 9 LACCD Colleges approved the 2018–2023 DSP. Los Angeles Pierce College believed the District targets were set too high and did not approve the DSP. Following the approval process, the Chancellor made the final recommendation to the Board of Trustees. Given the extensive engagement occurring throughout the process, which included multiple opportunities for input, recommended revisions, and overall feedback, the 2018–2023 District Strategic Plan truly represents a collective commitment to improving the communities of Los Angeles through the Los Angeles Community College District.

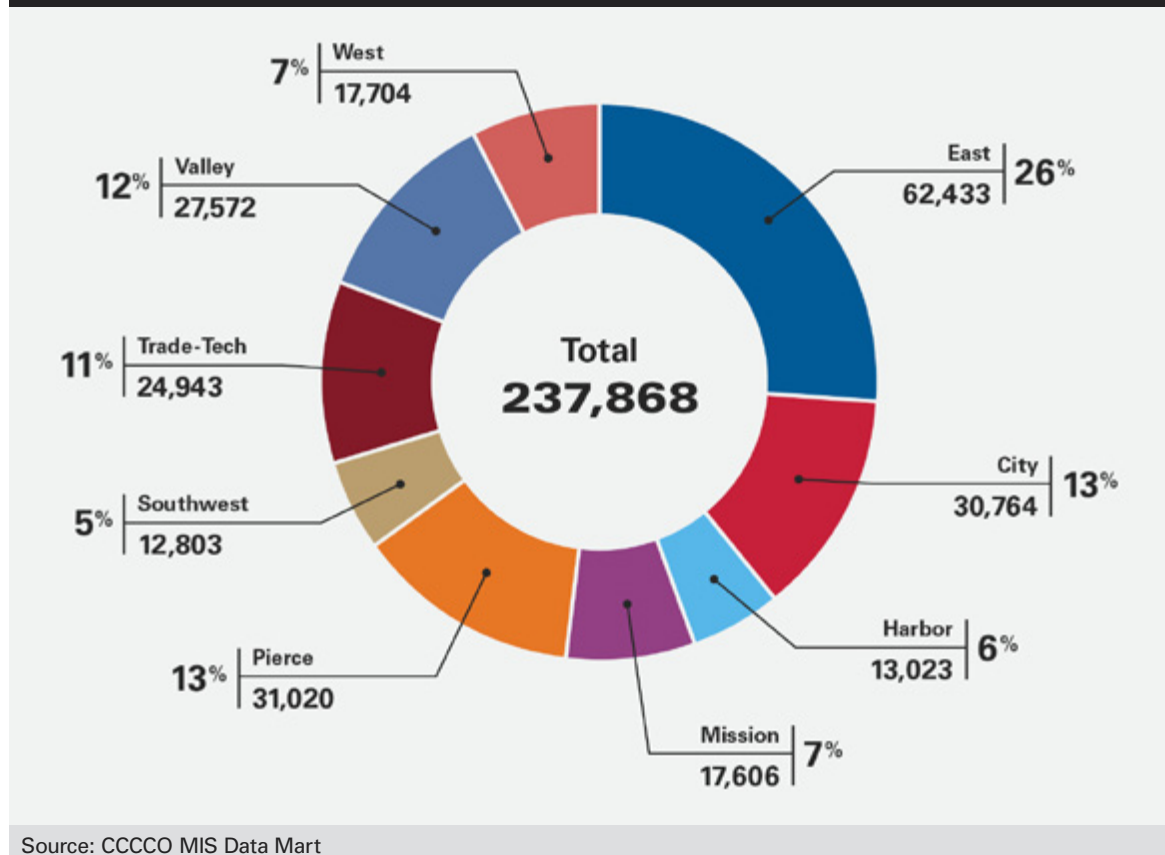
### Approval Process for the District Plan



# LACCD Student Demography

The LACCD is one of the nation's largest community college district and is a District that possesses a great deal of diversity. The LACCD population mirrors the multiethnic population of Los Angeles and brings with it many advantages; most notably, to our intellectual growth and our economy. The diversity of Los Angeles creates a multicultural learning environment throughout our District. The experiences of a diverse community allow for the creation of partnerships, innovation, and an entrepreneurial culture that are all critical for economic growth and prosperity in the Los Angeles region.

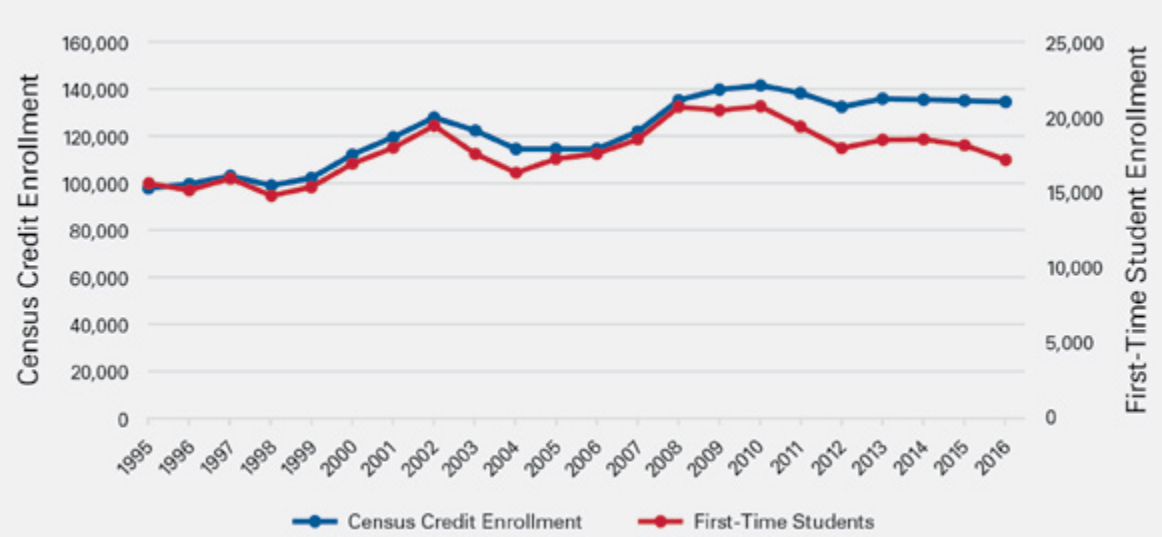
## Student Enrollment Annual Student Count, 2016–2017



## Student Enrollment

District-wide enrollment in last 20 years has seen increases and declines. However, since 2013, the Fall credit census enrollment has plateaued. In fact, enrollment has been slowly declining since 2014. A similar trend for the enrollment of first-time students was also observed. The decline in enrollment is part of a nationwide trend that is partially due to increases in the cost of tuition, decreases in the college-age population, and a recovering economy that is drawing people into the workforce. Despite these decreases in enrollment, community college remains an affordable and viable path to a higher education and more stable employment.

## Fall Census Credit & First-Time Student Enrollment Fall Terms, 1995–2016

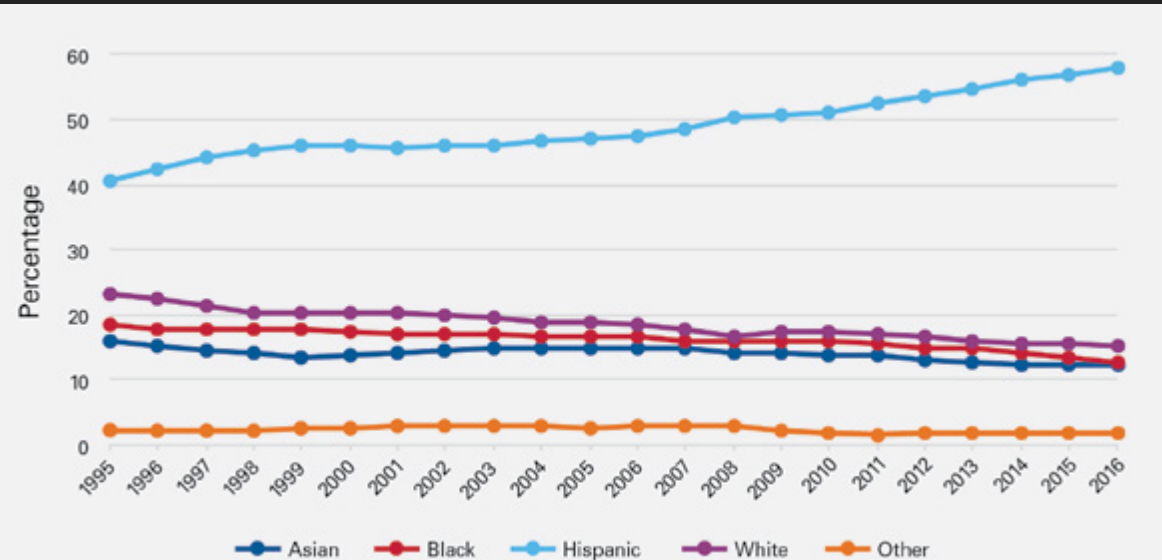


Source: LACCD Office of Institutional Effectiveness, 2017

### Student Ethnicity

Student ethnicity has seen changes in the past 20 years. Most notable, the increasing percentage of Hispanic students attending our colleges. In Fall 2016, 58% of LACCD students were Hispanic. This upward trend for Hispanic students, and decline of other student ethnicities, is partially due to the changing demographics of the Los Angeles region. In Los Angeles, nearly half of the population is Hispanic or Latino. In fact, most LACCD colleges are designated as Hispanic-Serving Institutions (HSI), which indicates that at least 25% of Full-time Equivalent Students (FTES) are Hispanic.

## Students by Ethnicity Fall Terms, 1995–2016



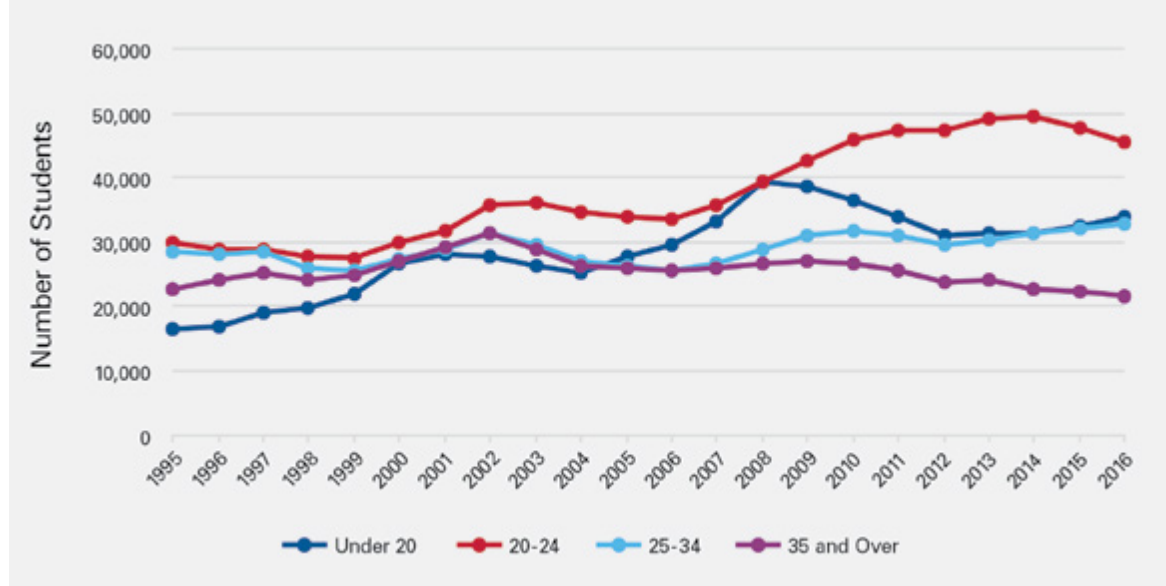
Source: LACCD Office of Institutional Effectiveness, 2017

## Student Enrollment by Age

Districtwide, the age of students has changed over time. Recently, there has been an upward trend in the proportion of students under 20 and over 35 years of age. However, the majority of LACCD students were under 25 years old, nearly 60%, in Fall 2016. These slight changes in age distribution may have implications for program interests and student services needed.

### Student Enrollment by Age

Fall Terms, 1995–2016



Source: LACCD Office of Institutional Effectiveness, 2017



# Key Trends, Strategic Challenges, and Growth Opportunities

## Key Trends

There are a number of key trends, identified by the DPC, this strategic plan intends to focus on. While this is not an exhaustive list, the DPC did identify the most critical trends to address: declining FTES, student completion rate, and decreasing equity gaps.

### Declining FTES

The District has been able to successfully achieve its enrollment growth targets over the past decades, and past declines in enrollment were only the result of workload reductions enacted by the state in response to the budget crisis. Following the Educational Protection Act (EPA) guidelines, the District was able to restore most of the enrollment from previous peak periods.

Although the District was able to achieve growth in the 2014–2015 and 2015–2016 academic years, and base in 2016–2017, it required shifting Summer FTES in order to inflate FTES through artificial growth. The reporting of Summer FTES is flexible (able to shift) because sections are scheduled across two fiscal years. Unfortunately, this has resulted in a starting deficit of nearly 1,800 FTES in the 2017–2018 academic year.

The data indicate a consistent decline in FTES and enrollment for full-term classes since the beginning of Fall 2011. The decline in FTES is particularly concerning because there has been an approximate 3-5% increase in full-term course offerings during this same period. However, it is important to note that there have been divergent trends in the areas of traditional full-term, online, and adult education classes. During this same time period, online enrollment has continued to increase, surpassing previously attained FTES figures; a greater proportion of enrollment is now being represented through online modes of instruction, while other alternative schedules, such as weekend offerings, have remained level. Non-credit enrollment has also seen steady increases since 2012, but has yet to attain the previous peak established in the 2008–2009 academic year.

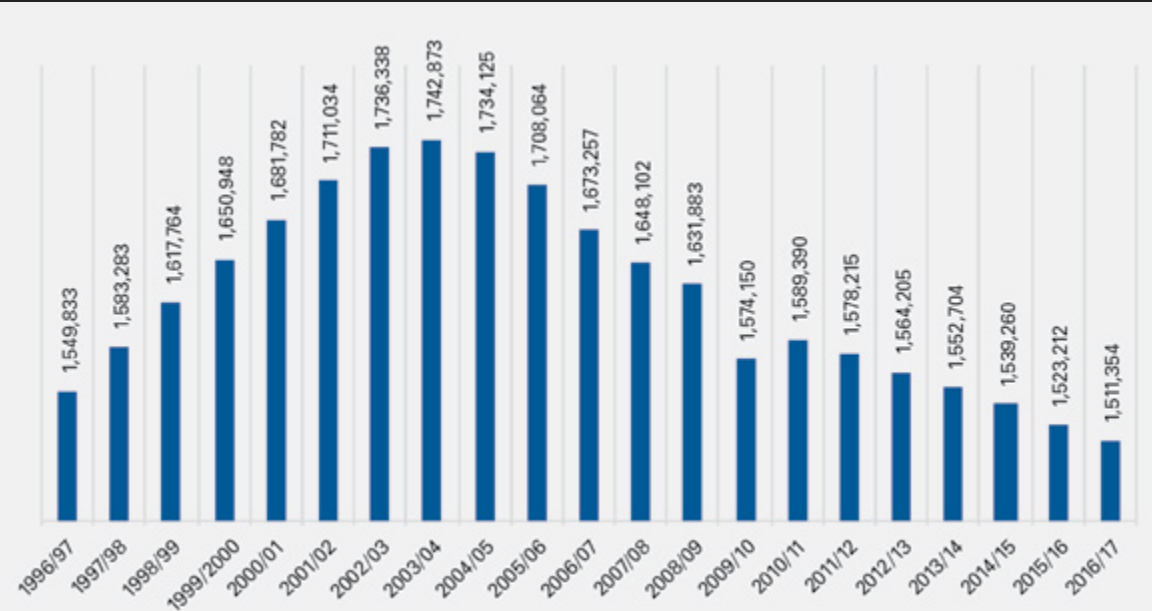
As mentioned previously, the decline in enrollment is partially due to decreases in the college-age population. In Los Angeles County, for example, there has been a steady decline in K-12 public school enrollment since 2004.

**Total District FTES**  
Academic Years, 2006/07 to 2016/17



Source: LACCD Attendance Accounting, 2017

**Los Angeles County K–12 Public School Enrollment**  
Academic Years, 1996/97 to 2016/17



Source: California Department of Education, DataQuest

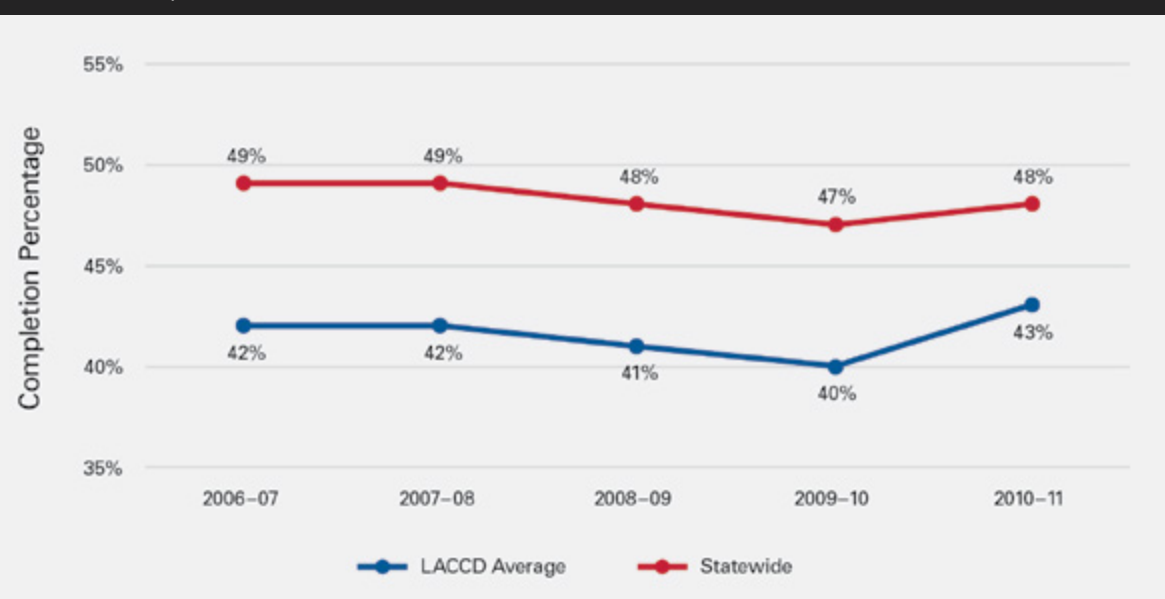
## Student Completion Rate

Completion rates of California community college students have been level for the past five years. However, the Student Success Scorecard data show that the LACCD completion rate consistently lags behind the statewide average (i.e., the percentage of first-time students who sought and completed a degree, certificate, or transfer-related outcomes within six years). This finding is partially due to the high proportion of students who are unprepared for college-level work and the high proportion of students who attend part time. In 2017, the Student Success Scorecard showed that 87% of LACCD students in the 2010-11 cohort were underprepared, which is higher than the statewide rate of 76%. The LACCD Board of Trustees, in 2016, made increasing the student completion rate a priority, setting a 50% completion rate as a target for the District (i.e., a 10% increase). In 2017, one year after setting the target, the completion rate increased by 3%. The District Strategic Plan supports this goal, and the objectives are in line with strategies for increasing the student completion rate.

In 2017, the California Community College Chancellor's Office (CCCCO) also established this as a priority in their state strategic plan. The CCCCCO set an ambitious goal of increasing by at least 20% the number of community college students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job by 2022. They assert that this increase is needed in order to meet the future workforce demands in California. At the LACCD, the colleges have employed multiple strategies to address the low completion rates, including matriculation and first year experience efforts and additional supports to counseling departments, so they can help increase the amount of information provided to students about completion options and how to best accomplish their educational goals.

### Completion Rate: Overall Students

Cohort Years, 2006/07 to 2010/11



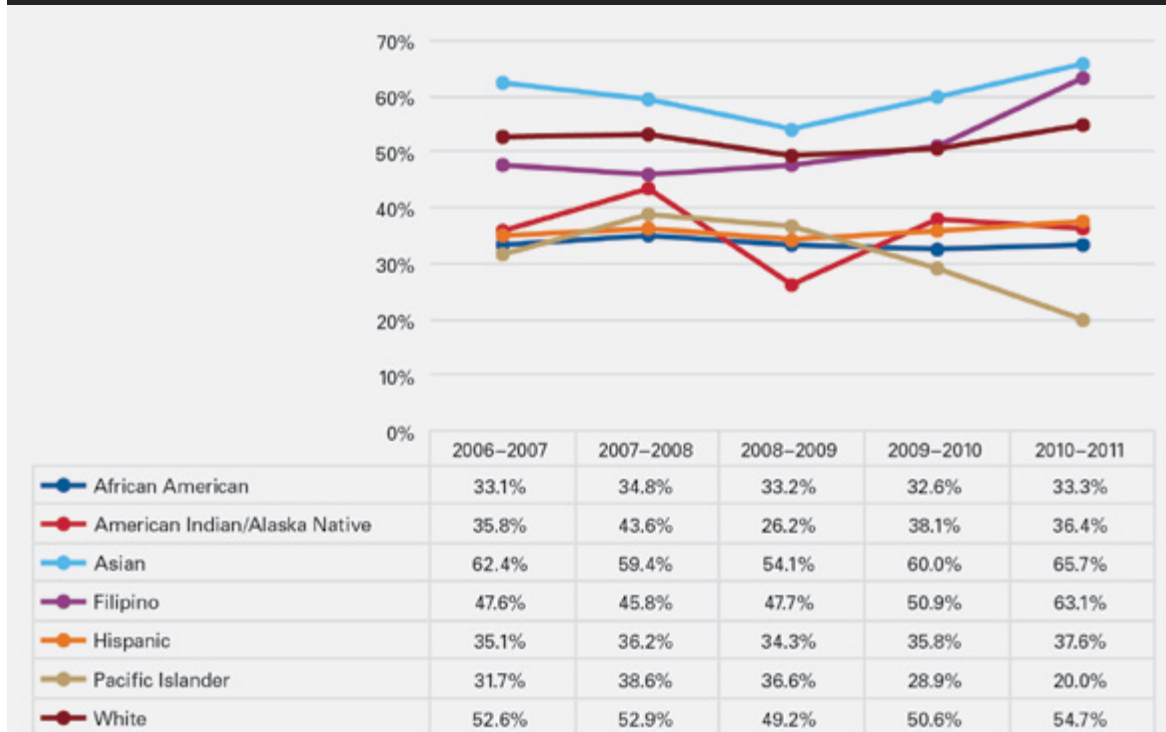
Source: CCCCCO MIS Data Mart

## Equity Gaps

Although completion rates of California community colleges has been level for the past five years, there continues to be persistent achievement gaps. When examining completion rates at the LACCD for the past 5 years, the proportion of African American and Hispanic students who completed their educational goal (i.e., a degree, certificate, or transfer in six years) was lower than completion rates for other ethnic student groups. These achievement gaps may be indicative of disparities in access, opportunity, or treatment within the District. However, the LACCD does maintain its commitment to equity and ensuring that students have the necessary support to achieve their academic goals. The District also recognizes that because they offer an open admissions policy, this means that additional and different types of services are needed for LACCD students, who may have a need to work more hours, attend school part time, and have non-traditional student schedules.

This commitment to students is further echoed by the CCCCO office, who called for a 40% reduction in equity gaps within 5 years and fully closing gaps within 10 years. This reduction in the achievement gap and increase in the number of minority students completing their community college career is vital to ensuring accessible opportunities for all students and to developing California’s skilled workforce. Every student who does not complete their educational goal ultimately represents a loss to our economy and a missed opportunity to fully realize the human potential of our region.

**Completion Rate by Ethnicity: Overall Students**  
Cohort Years, 2006/07 to 2010/11



Source: CCCCO MIS Data Mart

## Strategic Challenges

There were a number of strategic challenges that were identified by the DPC. The DPC recognized that it was critical to anticipate and plan for issues and trends that may impact the colleges, especially those that may influence the District's ability to meet its goals and continue to grow.

### Service Orientation

The higher-education environment has become highly competitive, especially with the rise of for-profit schools, online universities, and specialized skills programs. With the increasing cost of college tuition and the increasing amount of debt taken on to graduate, students now, more than ever, have to make informed choices about their college education. Higher education has been evolving into a more consumer-driven industry. This means that traditional ways in which colleges operate may go by the wayside and the adoption of a more service oriented organizational culture may be paramount to the success of a higher education institution.

The LACCD has demonstrated their awareness and willingness to be responsive to students' needs and expectations. In 2016, an initiative from the Chancellor and Board of Trustees acknowledged the importance of having a service orientation. They both recognized the importance of how the Educational Services Center (ESC) should offer the best possible service to the colleges and how the colleges should also be offering the best possible service to its students. Central to this evolving culture is first thinking about what is best for the students, having exceptional follow through and follow up, and having a willingness to help. The ultimate goal is to provide quality services to students, thereby enhancing their college experience and attracting more students to the LACCD colleges.

### Multiple Accountability Frameworks

As community colleges play an expanding role in higher education, the amount of data and metrics that are required to report continues to expand. Although not a comprehensive list, a few of the accountability frameworks include:

- Student Success Scorecard
- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Institutional Effectiveness Partnership Initiative (IEPI)
- Integrated Postsecondary Education Data System (IPEDS)
- College Scorecard for the U.S. Department of Education
- CTE Data Unlocked/LaunchBoard
- National Student Clearinghouse (NSC)

The number of metrics measured is high. This is a challenge for the LACCD, as most of the accountability frameworks have different sets of metrics that are required. In addition to state and federal mandates, the colleges also measure their progress towards their own college's strategic, student success, and equity plans. In short, there are too many things that LACCD is measuring, and it is easy to lose sight of what is important. Although measurement will continue to be an essential part of how decisions are made, a continuing challenge will be accurately focusing on the data that is important to ensure data-driven decisions are aligned to our institutional goals.

## Deferred Action for Childhood Arrivals

The Deferred Action for Childhood Arrivals (DACA) Program was created through an executive order signed on June 15, 2012 by President Obama. The purpose of the DACA program was to protect eligible young immigrants who came to the United States when they were children from deportation, to authorize eligibility to work and/or study, and to allow the ability to apply for a social security number and a driver's license.

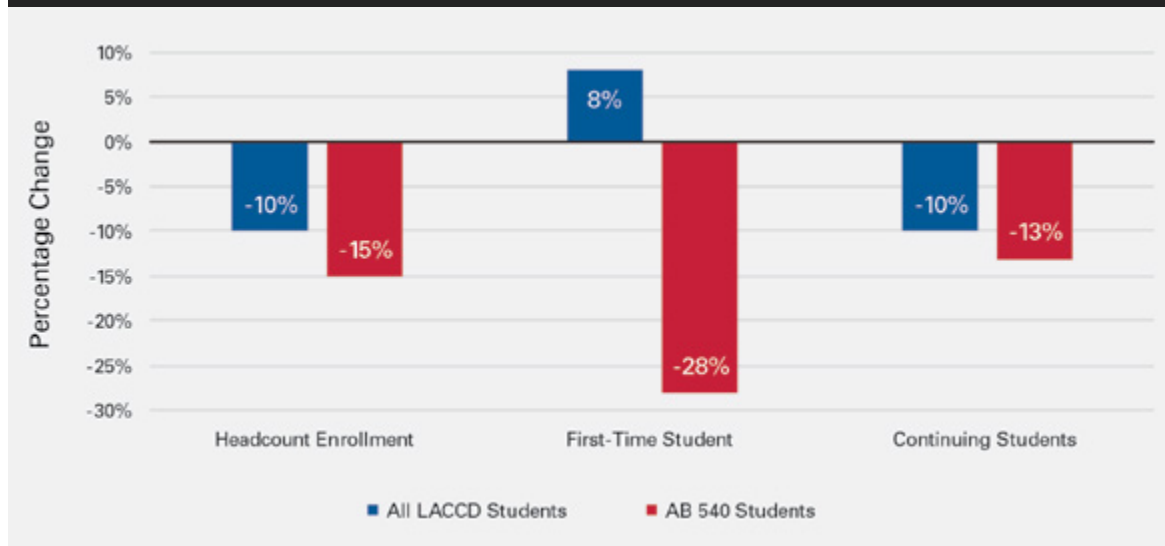
In 2017, there were approximately 800,000 DACA recipients nationally, also known as DREAMers, named after the DREAM Act (Development, Relief and Education for Alien Minors). Although DACA did not provide a lawful immigration status, it did allow some young immigrants a deferral from possibly being removed from the United States and helped some in their pursuit of a better life.

Unfortunately, on September 5, 2017, President Trump announced that the DACA program would be phased out. The end of the DACA program has drastic consequences for DREAMers and the American economy. Ultimately, nearly 700,000 individuals may be removed from the workforce over the course of the next 2 years, individuals who are currently employed and contributing to our society. These consequences will also hinder the development of our national workforce, as many DREAMer students are being trained to work in rapidly evolving business and technology sectors.

The sunseting of the DACA program has also greatly impacted LACCD. In Fall 2016, there were approximately 11,500 undocumented students enrolled, which accounted for approximately 7.4% of all enrolled students. However, when looking at data for a subset of undocumented students who are exempt from paying nonresident supplemental tuition (AB 540 students), early Fall 2017 figures show a 15% decline in enrollment when compared to Fall 2016. Even more alarming is the 28% decline in first-time AB 540 students, in a year when overall enrollment of first-time students increased by 8%. The data reflect the chilling effect of the changes in federal immigration policies. It is unclear how future legislation will impact undocumented and mixed-status students at the LACCD.

### Percentage Change in Enrollment

Fall 2016 to Fall 2017



Source: LACCD Office of Institutional Effectiveness, 2017

## Growth Opportunities

The LACCD has many areas of potential growth. Aided by the passage of California legislation and higher education reform initiatives, there are many potential areas that may help increase enrollment and enhance student success.

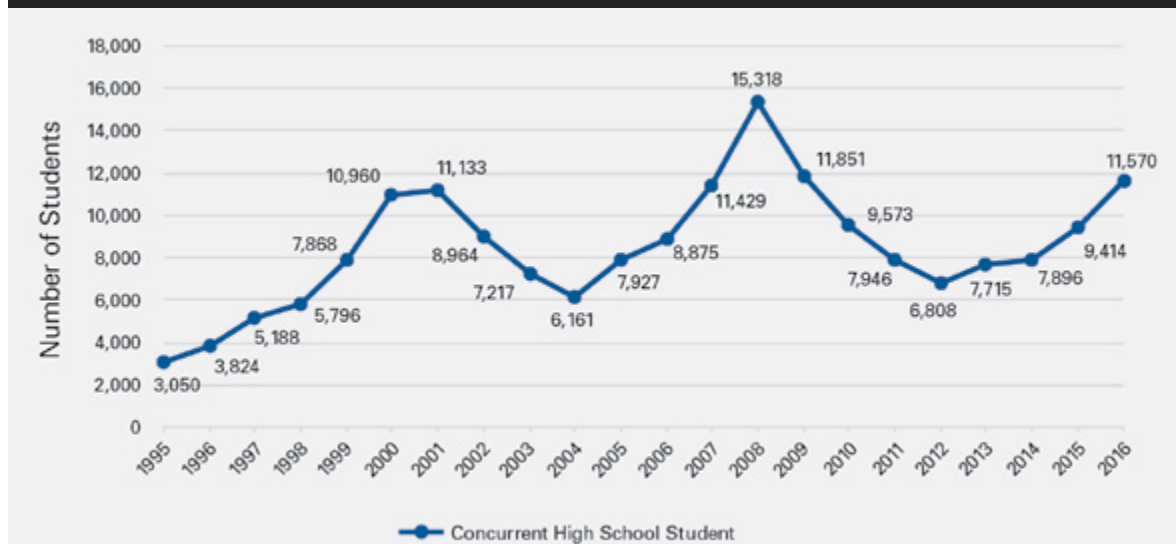
### Dual Enrollment

Assembly Bill 288 (AB 288), enacted on January 1, 2016, allows for the creation of partnerships between high schools and community colleges that allows a broader range of students to take college-level courses, through concurrent or dual enrollment. The legislation is meant to provide high school students with access to college-level coursework and career education, in order to enhance their current high school curriculum and improve college readiness. In addition to fostering a sense of belonging within a college community, it provides access for students, especially to those who are limited by their own high school curriculum or who may not be adequately prepared for college-level coursework, and may help close equity gaps.

AB 288 requires a memorandum of understanding (MOU) between a specific high school and community colleges, and, in 2016, the LACCD and the Los Angeles Unified School District (LAUSD) entered into a “College and Career Access Pathway Partnership” agreement. This agreement allows Dual Enrollment to include career and transfer pathways, as well as some remedial classes. Although there have been challenges in implementing new programs, there has been a steady increase in the number of concurrently enrolled high school students at the LACCD. This increase is partially due to the legislation enacted and the increase in outreach efforts to local high schools. The number of students who are dual enrolled is expected to continue to grow, as additional MOUs are established with other K-12 Districts within the LACCD service area.

### Enrollment by Concurrent High School Status

Fall Terms, 1995–2016



Source: LACCD Office of Institutional Effectiveness, 2017

### **Increasing Access to College-Level English and Mathematic Courses**

Assembly Bill 705 (AB 705) was approved by Governor Brown on October 13, 2017. The bill requires that placement recommendations must ensure that students have maximized opportunities to complete transfer-level English and mathematic courses within one year and may not be placed into remedial prerequisite courses unless they are highly unlikely to succeed without them. ESL students need to complete transfer-level English within three years. The bill also requires that placement decisions rely primarily on the use of one or more of the following: high school coursework, high school transcript, and/or high school GPA.

AB 705 must be fully implemented by Fall of 2019, necessitating community colleges to restructure remedial course sequences and to provide concurrent or embedded academic support in order to minimize the impact on student financial aid and unit requirements for the degree. Challenges to implementing AB 705 include achieving faculty consensus on set standards for implementing evidence-based, multiple-measures placement, as well as designing and adopting curriculum for concurrent or embedded models of academic supports. Although there may be initial challenges, there are promising data to suggest that these reforms may increase graduation rates and reduce equity gaps.

### **California Guided Pathways**

Guided Pathways is a student-centered national reform movement meant to increase the number of students earning credentials and decrease equity gaps in community colleges. In California, this is a college-wide intervention that not only integrates many initiatives, such as the Student Success and Support Program (SSSP), the Strong Workforce Program, and the California College Promise, but it also makes changes in pedagogy, advising, and student support. The 2017-18 California State Budget has provided \$150 million in one-time grants to seed the expansion of the Guided Pathways Framework across community colleges in California over the next five years. Each of the LACCD colleges is completing a self-assessment on their readiness for implementing Guided Pathways and will follow this self-evaluation with the submission of a plan to the state in Spring 2018.

There are four main dimensions and essential practices with the Guided Pathways Model: (1) Clarify paths to student end goals, (2) Help students choose and enter a pathway, (3) Help students stay on path, and (4) Ensure that students are learning. This reform marks a large cultural shift within community colleges from having a focus on expanding access to higher education to having a focus on student completion. There will undoubtedly be implementation challenges, but, ultimately, this may serve as an important framework for increasing student success.





Pictured: LA Mayor Eric Garcetti speaking at the Los Angeles College Promise launch event at Los Angeles City College

### **Los Angeles College Promise**

The Los Angeles College Promise, beginning with seniors graduating in 2017, provides one year of free enrollment to all full-time students graduating from LAUSD and charter high schools. Not only is free tuition provided, but LA College Promise Students will also have priority registration and access to career support and counseling. This program will provide unprecedented access to higher education, giving every LAUSD student an opportunity to walk across a college graduation stage. The LA College Promise will help increase the number of community college graduates, university transfers, and workforce-ready students throughout the Los Angeles region. Initial data from Fall 2017 are promising. The number of full-time enrollments from LAUSD first-time college students was up 40% across all 9 LACCD Colleges and overall enrollment for recent LAUSD graduates was up 14%, compared to Fall 2016 figures.

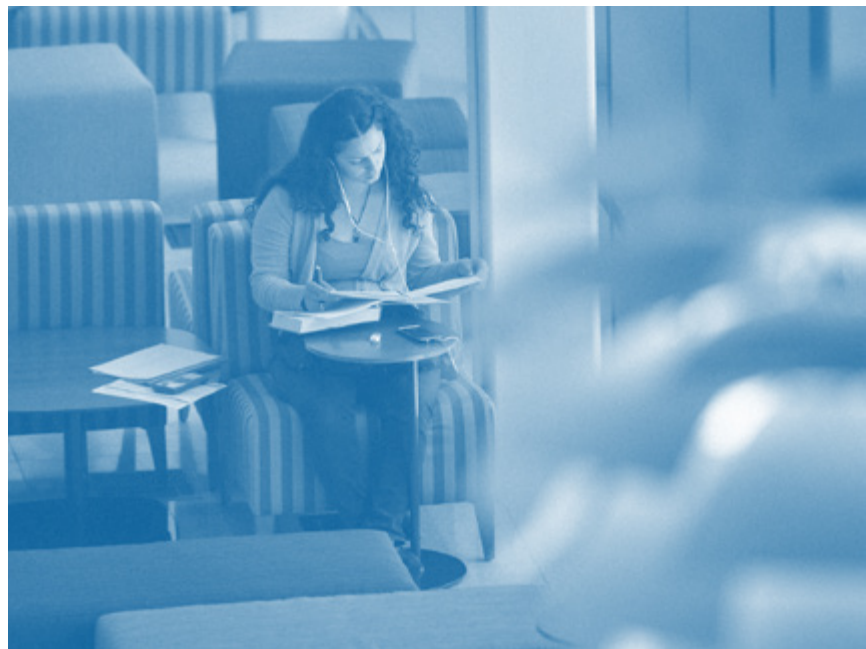
The LA College Promise Program is currently funded through philanthropic donation and fundraising by the Office of Mayor Garcetti and the LACCD Foundation. This program is reminiscent of the White House's America's College Promise Proposal, first introduced by President Obama in 2015, which made two years of community college free for responsible students. More recently, on October 13, 2017, Assembly Bill 19 (AB 19) was enacted. AB 19 would essentially waive fees for one academic year for first-time students who are enrolled in 12 or more semester units at a community college. Because it was recently enacted, it is unclear when AB 19 funding will be available or how it will be implemented at the LACCD. The LA College Promise Program and AB 19 have the potential to increase college completion rates, to enhance social mobility and equity, and to provide a more robust local economy.

## Adult Education

Assembly Bill 86 (AB 86) provided funds to regional consortia of K-12 and community college districts who were charged with developing regional plans for expanding and improving adult education services to better serve and meet the needs of adults. The regional plans for adult education will include: elementary and basic skills, classes for immigrants (e.g., English as a second language, citizenship, and workforce preparation), programs for adults with disabilities, short-term Career Technical Education Programs with high employment potential, and programs for apprentices. Part of the plan involves creating linkages that promote seamless transitions for students between the two educational systems. Although there may be implementation challenges when linking K-12 and community college systems, it may provide another avenue in which students' progress toward their academic and/or career goals may be accelerated.

## Strong Workforce Program

In 2016, the governor and legislature approved the Strong Workforce Program (SWP), which was meant to develop more workforce opportunity and to lift workers into living-wage jobs. The SWP essentially helps to strengthen Career and Technical Education (CTE) programs and provides incentives to colleges and regions that attain these goals. Within this new framework, the focus is on outcomes and there is an emphasis on innovation so that colleges can be more responsive to labor market conditions. The SWP calls for an increase in courses, programs, and pathways, along with an improvement in the quality of CTE programs and outcomes. This program came about partially because the labor market is demanding a more skilled workforce. According to the California Community Colleges Task Force on Workforce, 65% of job openings in the United States will require some postsecondary education or training, though not necessarily a 4-year degree by 2020. The SWP will help close the skills gap in California and help bolster the local economy, while providing upward mobility to California residents.





**Los Angeles Community College District**

---

Guiding  
Framework

### **Mission Statement**

The Mission of the Los Angeles Community College District is to foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges. The District empowers students to identify and complete their goals through educational and support programs that lead to completion of two or four-year degrees, certificates, transfer, or career preparation. In doing so, the District fulfills its commitment to the community to improve the social welfare of the region, to enhance the local economy, to close persistent equity gaps, and to prepare future community leaders.

### **Vision Statement**

The LACCD will strive to become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that improve students' lives, enrich the area's many diverse cultures, and strengthen the regional economy. The District will do so by continuing to provide a culture of continuous learning and by closing persistent equity gaps.



# Strategic Goals, Institutional Objectives, and Plan Targets

Comprised of the nine colleges; Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade Technical College, Los Angeles Valley College, and West Los Angeles College, we, the Los Angeles Community College District have set these goals as fundamental to the success of our District, the colleges, and the students we serve.

## Goal 1: Access to Educational Opportunities

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

**Objective 1:** We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.

- A 25% increase in the number of sections offered through dual enrollment
- A 25% increase in the number of students who are dual enrolled

**Objective 2:** We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area.

- A 50% increase in the number of students who are enrolled in the LA College Promise Program
- 90% of LAUSD schools served by the LA College Promise Program

**Objective 3:** We, in partnership with Los Angeles Regional Adult Education Consortium, will increase educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.

- A 25% increase in the number of noncredit adult education sections
- A 25% increase in the number of students enrolled in noncredit adult education courses

**Objective 4:** We will improve outreach strategies for new and returning students through effective marketing and branding that increases the recognition of LACCD colleges and programs as premier in the community.

- A 25% increase in the number of first-time students
- A 25% increase in the number of returning students
- 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by newspaper, radio, or television advertisements
- 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by social media

## Goal 2: Premier Learning Environments

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

**Objective 1:** We will have an excellent campus climate by improving student services, providing a safe learning environment, and by establishing a higher standard for customer service.

- 90% of student services having high satisfaction ratings with student services
- 3.6% of students stating they disagree or strongly disagree with the statement: I feel safe and secure at this college

**Objective 2:** We will create an environment that is respectful to the needs of diverse populations and that embraces the diversity of opinions found in a global society.

- 3.5 survey rating (out of 4) when students were asked: At this college, how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background?
- 3.5 survey rating (out of 4) when students were asked: How much have your experiences at this college, both in and out of class, improved your ability to understand people of other racial, cultural, or religious backgrounds?

**Objective 3:** We will increase full-time enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs.

- 26% of students enrolled full time
- Exceed statewide performance in the number of CTE course enrollments

**Objective 4:** We will review and refine curriculum and programs to ensure that they are responsive to student needs and meeting the economic, industry, and societal needs of the region.

- 0 programs with a 0% completion rate

**Objective 5:** We will provide facilities and technologies to effectively serve and connect with the modern student and enhance regular and effective communication.

- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, this college's Wi-Fi is reliable?
- 3.5 survey rating (out of 4) when students were asked: In general, to what extent do you agree with the statement, my instructors adequately use available technology in and out of the classroom?
- 3.5 survey rating (out of 4) when students were asked: How often do you use email, social media, or text messaging to communicate with an instructor?
- 3.5 survey rating (out of 4) when students were asked: How often do you use email, social media, text messaging, or this college's website to keep informed about college events?

**Objective 6:** We will increase access to higher education by assisting students in gaining access to financial aid and ensuring that all students, whether in-person or online, receive orientation, multiple measures assessment, and educational planning.

- 74% of eligible students receiving a Pell Grant
- 81% of students completing an English assessment or being placed through the use of multiple measures before or in the first term
- 84% of students completing a Math assessment or being placed through the use of multiple measures before or in the first term
- 95% of new students completing orientation
- 95% of new students completing an academic plan

**Objective 7:** We will increase student persistence and successful course completion through effective practices in the classroom and through student services.

- 90% persistent rate, Fall to Spring
- 76% persistent rate, Fall to Fall
- Exceed statewide performance in persistence, three consecutive terms
- 29% of new, first-time students successfully completing at least one English and math class in their first year
- Exceed statewide performance in successful course completion rates



### Goal 3: Student Success and Equity

We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic success.

**Objective 1:** We will decrease time to completion by enhancing academic and student support programs.

- The average number of units accumulated by students earning an associate's degree to decrease to 79 units
- Median time to complete a degree to decrease to 4 years
- Median time to complete a certificate to decrease to 3 years
- Graduation rates of full-time, first-time degree/certificate seeking undergraduates within 150% of normal time to completion to increase to 26%

**Objective 2:** We will increase completion of degrees and certificates.

- A 10% increase in completion rates
- A 20% increase in the number of students who received a degree or certificate
- A 20% increase in the number of students who received a degree
- A 20% increase in the number of students who received a certificate

**Objective 3:** We will increase the number of students transferring to four-year institutions.

- A 35% increase in the number students who transfer to a California Public, 4-year institution (UC or CSU)
- A 35% increase in the number students who transfer to a 4-year institution

**Objective 4:** We will increase career and job placement rates in the field of study by enhancing business and industry partnerships, internships, and employment opportunities.

- Exceed statewide performance in the percentage of students who completed more than eight units in CTE course in 6 years
- Increase the number of Skills Certificates awarded to 3,972
- Exceed statewide performance in the median percentage change in wages for students who completed higher level CTE coursework
- Increase the percentage of students who report being employed in their field of study to 69%
- Exceed statewide performance in the proportion of exiting students who attained a living wage



**Objective 5:** We will increase the percentage of students completing transfer-level English and mathematics among those who begin at courses below transfer-level.

- Exceed statewide performance in the percentage of students completing transfer-level English among those who begin at courses below transfer-level
- Exceed statewide performance in the percentage of students completing transfer-level mathematics among those who begin at courses below transfer-level

**Objective 6:** We will increase equity in the attainment of student milestones.

- A 40% decrease in achievement gap (by Gender, Age, and Ethnicity) for the percentage of new students who are enrolled in their first 3 consecutive terms
- A 40% decrease in achievement gap (by Gender, Age, and Ethnicity) for the percentage of new students completing 30 Units in 3 Years
- A 40% decrease in achievement gap (by Gender, Age, and Ethnicity) for the percentage of new students who earned a degree, certificate, or transfer within six years



## Goal 4: Organizational Effectiveness

We will improve organizational effectiveness at the ESC and among the colleges through streamlined processes, minimized duplication of efforts, and enhanced communication and training.

**Objective 1:** We will invest in professional development opportunities for faculty, staff, and administrators to enhance work performance, broaden skills for leadership and career advancement, leverage academic programs, and allow for effective and clear career pathways for all employees.

- 250 events annually that provide professional development opportunities for faculty, staff, and administrators

**Objective 2:** We will improve recruiting, hiring, orientation and evaluation processes, and improve the customer service provided to all employees.

- 100% of evaluations completed per contract year
- 80% satisfaction rate with on-boarding process

**Objective 3:** We will improve processes to increase responsiveness to and within colleges, limit barriers, and accelerate completion of required business processes and tasks.

- 90% of departments with high satisfaction ratings of responding to requests in a timely manner
- 90% of departments with high overall satisfaction ratings

**Objective 4:** We will use state-of-the-art technology to improve communication, including the development of an effective website that assists students, employees, and the community in interacting with the District.

- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, I can easily find the information I need on the college website?
- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, information on the college website is current and accurate?

**Objective 5:** We will revise all District policies and procedures to implement the Community College League of California model policy.

- 100% of policies reviewed and approved in the current cycle using the new model

## Goal 5: Fiscal Integrity

We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.

**Objective 1:** We will enhance communication, support, and collaboration associated with grant development processes for curricular and student support programs.

- A 10% increase in the amount of grants awarded

**Objective 2:** We will develop community and business partnerships to assist the District in achieving its mission and enhance student success by providing additional support to students and appropriate referrals to external resources for non-academic needs.

- A 10% increase in community partnerships

**Objective 3:** We will enhance the District and College Foundations and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.

- A 10% increase in the amount of funds raised by Foundations
- A 10% increase in the number and amount of scholarships dispersed by the Foundations

**Objective 4:** We will effectively use District and College resources and implement position control to support the ongoing improvements of academic and student support programs.

- An increase of total FTES to 110,266
- Maintain expenditures per FTES (\$4,869)
- Increase WSCH/FTEF to 540
- Increase average class size to 36
- Maintain the Fund Balance determined by the Board of Trustees

**Objective 5:** We will improve the resource allocation processes to be integrated with District Strategic Plan.

- More than 50% endorsing that District-level decision making is effective in relation to budget development and resource allocation

**Objective 6:** We will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs.

- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, buildings are clean and well maintained?
- 3.5 survey rating (out of 4) when students were asked: To what extent do you agree with the statement, learning facilities (equipment, classrooms, and labs) are adequate and up-to-date?
- A decrease in the Facilities Condition Index to 20%
- A decrease in the Capitalization Load Ratio to 150%

**Objective 7:** We will develop and implement districtwide standards in information technology, facilities, and human resources that apply to all colleges.

- The development of districtwide standards in information technology, facilities, and human resources



# District Strategic Plan Implementation

Since the beginning, the development of the District Strategic Plan (DSP) has been a collaborative effort. Every campus, along with the Educational Services Center (ESC), has had representation on the District Planning Committee (DPC). Inclusivity was one value that was embraced during the development process, and given the extensive engagement and multiple opportunities to provide feedback, the DPC expects the DSP will be implemented successfully. The DPC recognizes three main areas that will be vital to the implementation of the DSP at all campuses: communication, integration, and accountability.

## Communication

The District Strategic Plan is meant to identify priorities for improvement and establish a roadmap towards a future vision for the District. Because the LACCD is so large and serves many different student populations, it was important to include representatives from all campuses so the DPC could carefully consider challenges inherent to each college. For this reason, the DSP was also shared with internal groups, though the shared governance process, on every campus in order to communicate the plan and how it may be integrated on campuses. The process of engaging the campuses provided valuable insight and feedback for making improvements on how to move the District forward.

## Integration

The District Strategic Plan outlines the overall goals of the District and allows the colleges to align their strategic plans according to their campuses' core values and their respective planning cycles. At the time of the campuses' next planning cycle, the colleges will be responsible for establishing their own strategic goals and objectives, using the DSP as a framework, according to the educational, workforce, and cultural needs of the communities they serve. Although the goals of the two strategic plans will be aligned, it will be up to the colleges to determine the metrics they will focus on and to establish their own specific targets. Although the DSP defines measures that will be used at each college and for the District as a whole in order to create a uniform methodology, the plan only includes districtwide targets, with the understanding that the colleges are not expected to achieve the same amount of efficiency or growth. The DSP is meant to serve as a planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan, through their own college-based strategic or educational master plans.

The District Planning Committee will annually review the progress made on each goal and objective and prioritize the areas in which the District will focus. Their work will be integrated with the work of the District Budget Committee to assist in the prioritization and effective use of District resources. The implementation of the DSP will be annually presented to the Institutional Effectiveness and Student Success Subcommittee of the Board of Trustees and integrated with the annual reporting related to the state scorecard and IEPI targets.

## Accountability

The five-year DSP will be subject to regular review and revisions, with the hope of remaining responsive to the needs of the students and the community. The DPC will develop a plan for conducting reviews with those involved in the strategic plan implementation process to determine what is working and what needs to be improved. In addition, there will be annual discussions on priorities related to the strategic plan, with an emphasis on identifying those common activities that all colleges can work on toward the achievement of desired goals. The revised plan will be integrated with the college plans and include processes to track the completion of the newly identified activities. Because District-wide measures were and will continue to be established, colleges will be able to compare their progress against other colleges and the District as a whole. Data will be used throughout the current DSP cycle to refine and improve each stage of the planning and implementation process and to increase the support of all groups involved.



# Conclusion

The DSP represents the collective effort of representatives throughout the District who identified goals central to the mission of the LACCD at all nine colleges and the ESC. The plan serves as a framework for all bringing together and integrating all college plans and aligning them with California’s Vision for Success, which is geared towards realizing the full potential of the California Community College System and meeting the future workforce needs of California. The DSP also recognizes the seven core commitments of the California Community Colleges:

- 1 Focus relentlessly on students’ end goals
- 2 Always design and decide with the student in mind
- 3 Pair high expectations with high support
- 4 Foster the use of data, inquiry, and evidence
- 5 Take ownership of goals and performance
- 6 Enable action and thoughtful innovation
- 7 Lead the work of partnering across systems

The LACCD embraces its role within the California Community College system and its role in the community. We are proud to provide educational opportunities for all individuals seeking to improve their lives through higher education. The DSP reflects an era of increased collaboration throughout the District; this plan was developed with the intention of harnessing the assets of our nine colleges and ensuring that we have a shared purpose and a collective direction for achieving our goals.

The LACCD is a vital instrument for social and economic mobility within the Los Angeles region that provides upward mobility to its residents and a more robust local economy. We will continually strive to enhance students’ experiences and success, to provide equitable and supportive learning environments, and to become a national leader in student success.

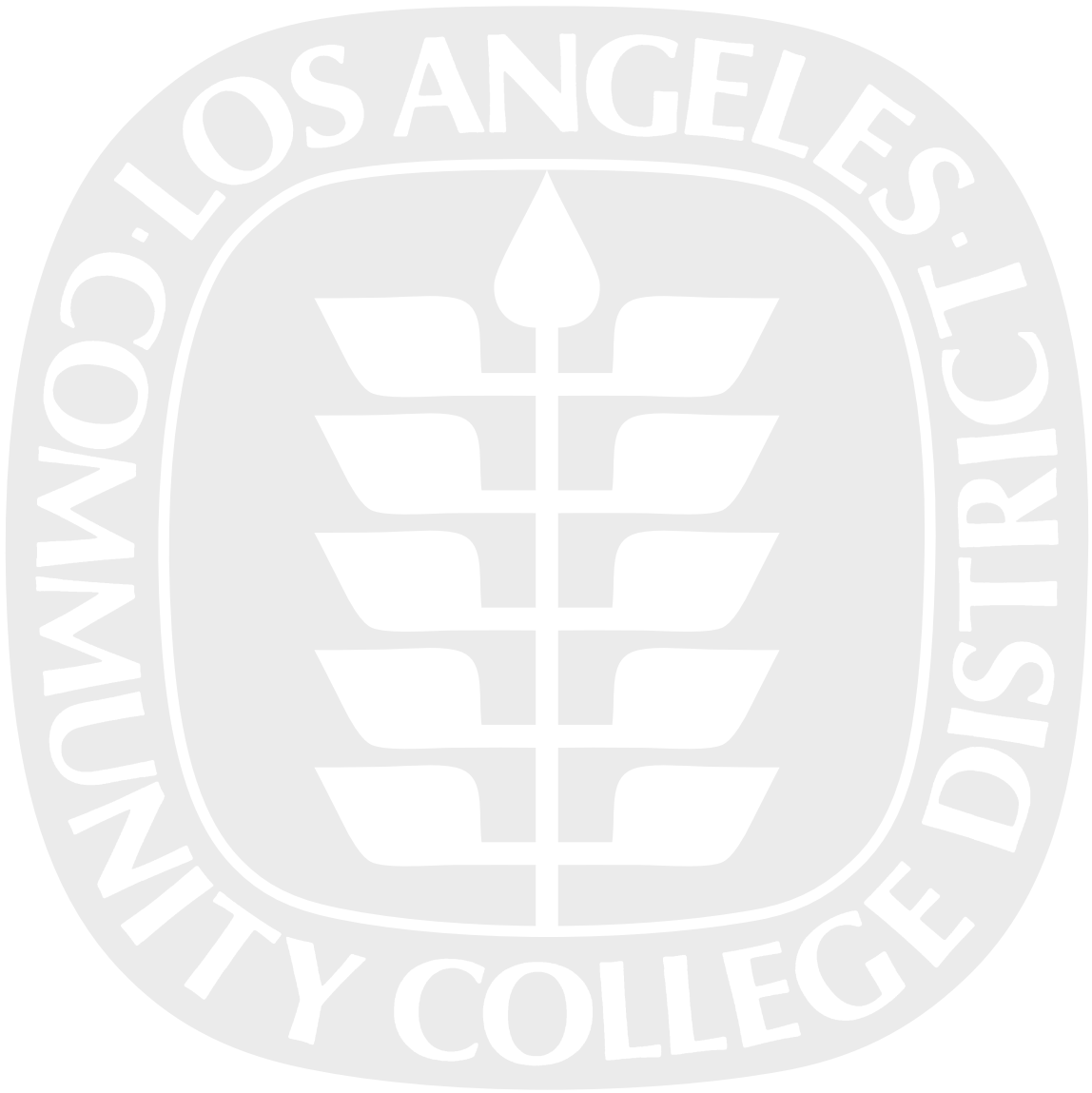




# Glossary of Abbreviations

<b>Abbreviation</b>	<b>Full Name</b>
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CTE</b>	Career Technical Education
<b>DACA</b>	Deferred Action for Childhood Arrivals
<b>DPC</b>	District Planning Committee
<b>DRC</b>	District Research Committee
<b>DSP</b>	District Strategic Plan
<b>EPA</b>	Education Protection Act
<b>EPIE</b>	Educational Programs and Institutional Effectiveness
<b>ESC</b>	Educational Services Center
<b>FTEF</b>	Full-Time Equivalent Faculty
<b>FTES</b>	Full-Time Equivalent Students
<b>GPA</b>	Grade Point Average
<b>HSI</b>	Hispanic-Serving Institutions
<b>IEPI</b>	Institutional Effectiveness Partnership Initiative
<b>IPEDS</b>	Integrated Postsecondary Education Data System
<b>LACCD</b>	Los Angeles Community College District
<b>LAUSD</b>	Los Angeles Unified School District
<b>MOU</b>	Memorandum of Understanding
<b>NSC</b>	National Student Clearinghouse
<b>SSSP</b>	Student Success and Support Program
<b>SSQ</b>	Student Survey Question
<b>SWP</b>	Strong Workforce Program
<b>WSCH</b>	Weekly Student Contact Hours

**Appendix A:  
2018–2023 District Strategic Plan Measures**



Goal	Objective	Measure	Baseline Data	Target
<p><b>Goal 1: Access to Educational Opportunities</b></p> <p>We will increase college going for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs</p>	<p><b>Objective 1:</b> We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.</p>	<p><b>Measure 1.1.1:</b> Number of sections offered through dual enrollment</p>	<p>No Current Data Available</p>	<p>25% increase</p>
	<p><b>Objective 2:</b> We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area.</p>	<p><b>Measure 1.1.2:</b> Number of students who are dual enrolled</p>	<p>2017: ~ 11,000 students</p>	<p>25% increase (13,750 students)</p>
	<p><b>Objective 3:</b> We, in partnership with Los Angeles Regional Adult Education Consortium, will increase educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.</p>	<p><b>Measure 1.2.1:</b> Number of new LA College Promise students</p>	<p>2017: ~ 4,000 students</p>	<p>50% increase (6,000 students)</p>
	<p><b>Objective 4:</b> We will improve outreach strategies for new and returning students through effective marketing and branding that increases the recognition of LACCD colleges and programs as premier in the community.</p>	<p><b>Measure 1.2.2:</b> Percentage of LAUSD schools served by LA College Promise program</p>	<p>2017: ~ 191/271 schools (or 70%)</p>	<p>90% of LAUSD Schools (Secondary &amp; Charter Schools)</p>
	<p><b>Measure 1.3.1:</b> Number of noncredit adult education sections</p>	<p>2014: 518; 2015: 552; 2016: 602</p>	<p>25% increase (753 sections)</p>	
	<p><b>Measure 1.3.2:</b> Number of students enrolled in noncredit adult education courses</p>	<p>2014: 9,441; 2015: 11,405; 2016: 11,556</p>	<p>25% increase (14,445 students)</p>	
	<p><b>Measure 1.4.1:</b> Number of first-time students</p>	<p>2014: 19,311; 2015: 19,088; 2016: 18,134</p>	<p>25% increase (22,668 students)</p>	
	<p><b>Measure 1.4.2:</b> Number of returning students</p>	<p>No Current Data Available</p>	<p>25% increase</p>	
	<p><b>Measure 1.4.3:</b> Percentage of students whose decision to enroll was impacted by newspaper, radio, or television advertisements</p>	<p>2017: 16.1% endorsed very much or quite a bit</p>	<p>25% of students endorsing very much or quite a bit.</p>	
	<p><b>Measure 1.4.4:</b> Percentage of students whose decision to enroll was impacted by social media</p>	<p>2017: 19.3% endorsed very much or quite a bit</p>	<p>25% of students endorsing very much or quite a bit.</p>	

Goal	Objective	Measure	Baseline Data	Target
<b>Goal 2: Premier Learning Environments</b>  We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.	<b>Objective 1:</b> We will have an excellent campus climate by improving student services, providing a safe learning environment, and by establishing a higher standard for customer service.  <b>Objective 2:</b> We will create an environment that is respectful to the needs of diverse populations and that embraces the diversity of opinions found in a global society.  <b>Objective 3:</b> We will increase full-time enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs.  <b>Objective 4:</b> We will review and refine curriculum and programs to ensure that they are responsive to student needs and meeting the economic, industry, and societal needs of the region.  <b>Objective 5:</b> We will provide facilities and technologies to effectively serve and connect with the modern student and enhance regular and effective communication.	<b>Measure 2.1.1:</b> Percentage of student services with high satisfaction ratings (80% of students stating that they are somewhat or very satisfied)  <b>Measure 2.1.2:</b> Student Survey Question (SSQ): To what extent do you agree with the statement, I feel safe and secure at this college?	2014: average of 59%; 2017: average of 60%  2014: 10.1%; 2017: 7.2%	90% of student services having high satisfaction ratings  3.6% of students stating they disagree or strongly disagree
		<b>Measure 2.2.1:</b> SSQ: At this college, how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background?	2014: 3.2; 2017: 3.2	3.5 survey rating (out of 4)
		<b>Measure 2.2.2:</b> SSQ: My experience at this college, in and out of class, has improved my ability to understand people of other racial, cultural, or religious backgrounds?	2014: 3.2; 2017: 3.3	3.5 survey rating (out of 4)
		<b>Measure 2.3.1:</b> Percentage of students enrolled full time	2014: 24.2%; 2015: 23.5%; 2016: 22.4%	26% of students enrolled full time
		<b>Measure 2.3.2:</b> Number of course enrollments	2014: 801,331; 2015: 817,681	Exceed statewide performance
	<b>Measure 2.4.1:</b> Number of programs with zero completions	No Current Data Available	0 programs	
	<b>Measure 2.5.1:</b> SSQ: To what extent do you agree with the statement, this college's Wi-Fi is reliable?	2014: 2.9; 2017: 2.8	3.5 survey rating (out of 4)	
	<b>Measure 2.5.2:</b> SSQ: In general, to what extent do you agree with the statement, my instructors adequately use available technology in and out of the classroom?	2014: 3.3; 2017: 3.4	3.5 survey rating (out of 4)	

Goal (continued)	Objective (continued)	Measure (continued)	Baseline Data (continued)	Target (continued)
		<b>Measure 2.5.3:</b> SSQ: How often do you use email, social media, or text messaging to communicate with an instructor?	2014: 2.9; 2017: 3.2	3.5 survey rating (out of 4)
		<b>Measure 2.5.4:</b> SSQ: How often do you use email, social media, text messaging, or this college's website to keep informed about college events?	2017: 3.1	3.5 survey rating (out of 4)
		<b>Measure 2.6.1:</b> Percentage of eligible students receiving Pell Grant	2014: 70%; 2015: 66%	74%
		<b>Measure 2.6.2:</b> Percentage of new students completing an English assessment before or in the first term or being placed using a multiple measure	2014: 78%; 2015: 78%	81%
		<b>Measure 2.6.3:</b> Percentage of new students completing a math assessment before or in the first term or being placed using a multiple measure	2014: 78%; 2015: 78%	84%
		<b>Measure 2.6.4:</b> Percentage of new students completing orientation	2014: 58%; 2015: 72%	95%
		<b>Measure 2.6.5:</b> Percentage of new students creating an academic plan	2014: 66%; 2015: 77%	95%
		<b>Measure 2.7.1:</b> Persistence rate, Fall to Spring	2014: 88%; 2015: 89%	90%
		<b>Measure 2.7.2:</b> Persistence rate, Fall to Fall	2011: 74%; 2012–2015: 75%	76%
		<b>Measure 2.7.3:</b> Persistence rate, three consecutive terms	LACCD (State) 2014: 66% (72%); 2015: 72% (73%); 2016: 76% (76%)	Exceed statewide performance
		<b>Measure 2.7.4:</b> Percentage of new, first-time students successfully completing at least one English and math class in their first year	2014: 24%; 2015: 26%	29%
		<b>Measure 2.7.5:</b> Successful course completion rates	2014: 65.7%; 2015: 65.8%	Exceed statewide performance
	<p><b>Objective 6:</b> We will increase access to higher education by assisting students in gaining access to financial aid and ensuring that all students, whether in-person or online, receive orientation, multiple measures assessment, and educational planning.</p> <p><b>Objective 7:</b> We will increase student persistence and successful course completion through effective practices in the classroom and through student services.</p>			

Goal	Objective	Measure	Baseline Data	Target
<p><b>Goal 3: Student Success and Equity</b></p> <p>We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic success.</p>	<p><b>Objective 1:</b> We will decrease time to completion by enhancing academic and student support programs.</p>	<p><b>Measure 3.1.1:</b> Average number of units accumulated by students earning an associate's degree</p>	2016/17: 86 units	79 units
		<p><b>Measure 3.1.2:</b> Median time to complete a degree</p>	2011: 4.5; 2012–2015: 4.4	4 years
		<p><b>Measure 3.1.3:</b> Median time to complete a certificate</p>	2013–2015: 3.7	3 years
		<p><b>Measure 3.1.4:</b> Graduation rates of full-time, first-time degree/certificate seeking undergraduates within 150% of normal time to completion</p>	2014: 21%; 2015: 23%	26%
	<p><b>Objective 2:</b> We will increase completion of degrees and certificates.</p>	<p><b>Measure 3.2.1:</b> Completion rates (overall)</p>	2014: 42%; 2015: 41%; 2016: 40%; 2017: 43%	50% (10% increase)
		<p><b>Measure 3.2.2:</b> Number of students who got a degree or certificate</p>	2014: 11,055; 2015: 12,957	20% increase (15,549 students)
		<p><b>Measure 3.2.3:</b> Number of students who received a degree</p>	2015/16: 7,015; 2016/17: 8,046	20% increase (9,655 students)
		<p><b>Measure 3.2.4:</b> Number of students who received a certificate</p>	2015/16: 7,061; 2016/17: 7,565	20% increase (9,078 students)
	<p><b>Objective 3:</b> We will increase the number of students transferring to four-year institutions.</p>	<p><b>Measure 3.3.1:</b> Number of students who transfer to California Public, 4-year institutions (UC or CSU)</p>	2014: 5,699; 2015: 5,395	35% increase (7,283 students)
		<p><b>Measure 3.3.2:</b> Number of students who transfer to a 4-year institution</p>	2013: 8,975; 2014: 7,445	35% increase (10,050 students)
		<p><b>Measure 3.4.1:</b> Percentage of students completing more than eight units in CTE courses in 6 years</p>	LACCD (State) 2014: 47% (51%); 2015: 47% (50%); 2016: 49% (52%); 2017: 52% (54%)	Exceed statewide performance
		<p><b>Measure 3.4.2:</b> Number of Skills Certificates awarded</p>	2014: 1,884; 2015: 2,744; 2016: 3,520	3,972 Skills Certificates
	<p><b>Objective 4:</b> We will increase career and job placement rates in the field of study by enhancing business and industry partnerships, internships, and employment opportunities.</p>	<p><b>Measure 3.4.3:</b> Median percentage change in wages for students who completed higher level CTE coursework</p>	LACCD (State) 2015: 8.2% (11%); 2016: 8.0% (13.4); 2017: 18.5% (22.6%)	Exceed statewide performance

Goal (continued)	Objective (continued)	Measure (continued)	Baseline Data (continued)	Target (continued)
		<p><b>Measure 3.4.4:</b> Percentage of students who report being employed in their field of study</p> <p><b>Measure 3.4.5:</b> Proportion of exiting students who attained a living wage</p>	<p>LACCD data not available (State) 2013: (68%); 2014: (69%); 2015: (69%)</p> <p>LACCD (State) 2013: 39% (46%); 2014: 41% (48%)</p>	69%
	<p><b>Objective 5:</b> We will increase the percentage students completing transfer-level English and mathematics among those who begin at courses below transfer-level.</p>	<p><b>Measure 3.5.1:</b> Percentage of students completing transfer-level English, among those who begin at courses below transfer-level</p> <p><b>Measure 3.5.2:</b> Percentage of students completing transfer-level mathematics, among those who begin at courses below transfer-level</p>	<p>LACCD First Year Cohort (State) 2015: 17% (33%); 2016: 22% (36%); 2017: 26% (38%)</p> <p>LACCD First Year Cohort (State) 2015: 8% (15%); 2016: 8% (16%); 2017: 8% (17%)</p>	Exceed statewide performance
	<p><b>Objective 6:</b> We will increase equity in the attainment of student milestones.</p>	<p><b>Measure 3.6.1:</b> Persistence-- Percentage of new students who are enrolled in their first 3 consecutive terms (measured overall and by Gender, Age, and Ethnicity)</p> <p><b>Measure 3.6.2:</b> 30 units--Percentage of New Student Cohort Completing 30 Units in 3 Years (measured overall and by Gender, Age, and Ethnicity)</p> <p><b>Measure 3.6.3:</b> Completion-- Percentage of new students who earned a degree, certificate, or transfer within six years (measured overall &amp; by Gender, Age, Ethnicity)</p>	<p>LACCD (State) 2015: 41% (48%); 2016: 40% (47%); 2017: 43% (48%)</p> <p>LACCD (State) 2015: 63% (67%); 2016: 66% (68%); 2017: 68% (69%)</p> <p>LACCD (State) 2015: 41% (48%); 2016: 40% (47%); 2017: 43% (48%)</p>	40% decrease in achievement gaps

Goal	Objective	Measure	Baseline Data	Target
<p><b>Goal 4: Organizational Effectiveness</b></p> <p>We will improve organizational effectiveness at the ESC and among the colleges through streamlined processes, minimized duplication of efforts, and enhanced communication and training.</p>	<p><b>Objective 1:</b> We will invest in professional development opportunities for faculty, staff, and administrators to enhance work performance, broaden skills for leadership and career advancement, leverage academic programs, and allow for effective and clear career pathways for all employees.</p> <p><b>Objective 2:</b> We will improve recruiting, hiring, orientation and evaluation processes, and improve the customer service provided to all employees.</p> <p><b>Objective 3:</b> We will improve processes to increase responsiveness to and within colleges, limit barriers, and accelerate completion of required business processes and tasks.</p> <p><b>Objective 4:</b> We will use state-of-the-art technology to improve communication, including the development of an effective website that assists students, employees, and the community in interacting with the District.</p> <p><b>Objective 5:</b> We will revise all District policies and procedures to implement the Community College League of California model policy.</p>	<p><b>Measure 4.1.1:</b> Number of events that provide professional development opportunities for faculty, staff, and administrators</p> <p><b>Measure 4.2.1:</b> Percentage of evaluations completed per contract</p> <p><b>Measure 4.2.2:</b> Satisfaction with on-boarding process</p> <p><b>Measure 4.3.1:</b> Percentage of departments with high satisfaction ratings of responding to requests in a timely manner (80% of people stating that agree or strongly agree)</p> <p><b>Measure 4.3.2:</b> Percentage of departments with high overall satisfaction ratings (80% of people stating that agree or strongly agree)</p> <p><b>Measure 4.4.1:</b> SSC: To what extent do you agree with the statement, I can easily find the information I need on the college website?</p> <p><b>Measure 4.4.2:</b> SSC: To what extent do you agree with the statement, information on the college website is current and accurate?</p> <p><b>Measure 4.5.1:</b> Percent of policies reviewed and approved in the current cycle using the new model</p>	<p>Data not previously collected</p> <p>2017: = 72%</p> <p>Data not previously collected</p> <p>2015/16: average of 69.8% agreed or strongly agreed with the statement</p> <p>2015/16: 77%</p> <p>2017: 3.2</p> <p>2017: 3.3</p> <p>Data not previously collected</p>	<p>250 events annually</p> <p>100% of evaluations</p> <p>80% satisfaction rate with on-boarding process</p> <p>90% of departments having high satisfaction ratings</p> <p>90% of departments having high satisfaction ratings</p> <p>3.5 survey rating (out of 4)</p> <p>3.5 survey rating (out of 4)</p> <p>100%</p>



Goal	Objective	Measure	Baseline Data	Target
<p><b>Goal 5: Fiscal Integrity</b></p> <p>We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.</p>	<p><b>Objective 1:</b> We will enhance communication, support, and collaboration associated with grant development processes for curricular and student support programs.</p>	<p><b>Measure 5.1.1:</b> Number and amount of grants awarded</p>	<p>Data not previously collected</p>	<p>10% increase</p>
	<p><b>Objective 2:</b> We will develop community and business partnerships to assist the District in achieving its mission and enhance student success by providing additional support to students and appropriate referrals to external resources for non-academic needs.</p>	<p><b>Measure 5.2.1:</b> Number and types of community partnerships</p>	<p>Data not previously collected</p>	<p>10% increase</p>
	<p><b>Objective 3:</b> We will enhance the District and College Foundations and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.</p>	<p><b>Measure 5.3.1:</b> Amount of funds raised by Foundations</p>	<p>Data not previously collected</p>	<p>10% increase</p>
		<p><b>Measure 5.3.2:</b> Number and amount of scholarships dispersed by the Foundations</p>	<p>Data not previously collected</p>	<p>10% increase</p>
	<p><b>Objective 4:</b> We will effectively use District and College resources and implement position control to support the ongoing improvements of academic and student support programs.</p>	<p><b>Measure 5.4.1:</b> Total FTES</p>	<p>2013: 101,383; 2014: 104,568; 2015: 107,601</p>	<p>110,266 FTES</p>
		<p><b>Measure 5.4.2:</b> Expenditures per FTES</p>	<p>2014: \$4,371; 2015: \$4,624; 2016: \$4,869</p>	<p>Maintain Expenditures (\$4,869)</p>
		<p><b>Measure 5.4.3:</b> WSCH/FTEF</p>	<p>2014: 556; 2015: 536; 2016: 518</p>	<p>540</p>
		<p><b>Measure 5.4.4:</b> Average class size</p>	<p>2013: 37.7; 2014: 36.5; 2015: 35.2</p>	<p>36</p>
		<p><b>Measure 5.4.5:</b> Fund balance</p>	<p>2013-14: 13.6%; 2014-15: 13.4%; 2015-16: 20.9%</p>	<p>Maintain the Fund Balance determined by the Board of Trustees</p>

Goal (continued)	Objective (continued)	Measure (continued)	Baseline Data (continued)	Target (continued)
	<p><b>Objective 5:</b> We will improve the resource allocation processes to be integrated with District Strategic Plan.</p>	<p><b>Measure 5.5.1:</b> District-level decision making is effective in relation to budget development and resource allocation</p>	<p>2014- 16: 39.4% agree</p>	<p>&gt;50% agree</p>
	<p><b>Objective 6:</b> We will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs.</p>	<p><b>Measure 5.6.1:</b> SSQ: To what extent do you agree with the statement, buildings are clean and well maintained?</p> <p><b>Measure 5.6.2:</b> SSQ: To what extent do you agree with the statement, learning facilities (equipment, classrooms, and labs) are adequate and up-to-date?</p>	<p>2014: 3.0; 2017: 3.1</p> <p>2014: 3.1; 2017: 3.1</p>	<p>3.5 survey rating (out of 4)</p> <p>3.5 survey rating (out of 4)</p>
		<p><b>Measure 5.6.3:</b> Facilities Condition Index (FCI) (the ratio of repair cost/ replacement cost used to indicate the condition of the building)</p>	<p>2010: 37.88%; 2013: 27.37%; 2016: 24.35%</p>	<p>20% FCI</p>
		<p><b>Measure 5.6.4:</b> Capitalization Load Ratio (CAP Load) (the ratio of Net Operating Income to property asset value)</p>	<p>Lecture (Lab) 2013: 188% (158%); 2014: 187% (160%); 2015: 185% (163%)</p>	<p>150% CAP Load for Lecture and Laboratory Spaces</p>
	<p><b>Objective 7:</b> We will develop and implement districtwide standards in information technology, facilities, and human resources that apply to all colleges.</p>	<p><b>Measure 5.7.1:</b> The development of districtwide standards</p>	<p>Data not previously collected</p>	<p>Yes</p>

**Appendix B:  
Los Angeles Community College District  
Strategic Plan, 2012–2017**



# Los Angeles Community College District Strategic Plan, 2012–2017

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

**Objective 1:** Ensure equitable access to education.

Measure 1: Participation rate in underserved areas

Measure 2: Percentage of eligible students receiving financial aid

**Objective 2:** Increase the percentage of new students who complete the matriculation process by the end of their first semester.

**Measure 1:** Percentage of new students completing an English and math assessment before or in the first term

**Measure 2:** Percentage of new students completing orientation

**Measure 3:** Percentage of new students creating an educational plan

**Objective 3:** Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.

**Measure 1:** Percentage of new students successfully completing at least one English and math class in their first year

**Measure 2:** Persistence (Fall to Spring and Fall to Fall)

**GOAL 2: Teaching and Learning for Success.** Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.

**Objective 1:** Provide a learner-centered learning environment that encourages active learning and student engagement.

**Measure 1:** Measure of active learning/project learning (from student survey, measure of student engagement in and out of class (from student survey), measure of self-efficacy/self-directed learning (from student survey)

**Measure 2:** Measure of whether/how technology is being used to improve student learning and engagement (from student survey and District Employee Survey, which is to be developed)

**Objective 2:** Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.

**Measure 1:** Percentage of new student cohort successfully completing 30 and 60 units

**Measure 2:** Percentage of new student cohort successfully completing English 101 and Math 125

**Measure 3:** Completion Rate (i.e., certificate, degree, or transfer)

**Objective 3:** Increase the number of students who complete career-focused certificates in a timely manner, find employment in high growth/high earning occupations, or realize higher earnings as a result of their educational experience.

**Measure 1:** Number of certificates awarded

**Measure 2:** On-time program completion rates

**Measure 3:** Student success scorecard skill builder metric

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

**Measure 1:** Percentage of new student cohort successfully completing 30 and 60 units by age, gender, ethnicity, and low-income status

**Measure 2:** Percentage of new student cohort successfully completing English 101 and Math 125 by age, gender, ethnicity, and low-income status

**Measure 3:** Completion Rate (i.e., certificate, degree, or transfer) by age, gender, ethnicity, and low-income status

**Measure 4:** Number of certificates awarded by age, gender, ethnicity, and low-income status

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

**Objective 1:** Assess and improve district processes and services.

**Measure 1:** Student satisfaction with district services

**Measure 2:** College accreditation status

**Measure 3:** Total Full Time Equivalent Student (FTES)

**Measure 4:** Expenditures per FTES

**Measure 5:** Average class size

**Measure 6:** Fund balance

**Objective 2:** Improve communications and governance throughout the district.

**Measure 1:** Effective decision-making

**Measure 2:** Participatory governance

**Measure 3:** Overall rating of district-level governance

**Objective 3:** Improve employee development opportunities.

**Measure 1:** Staff development expenditures (according to Functional Area 6750 and faculty/staff development fund)

**Goal 4: Resources and Collaboration.** Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

**Objective 1:** Develop and diversify sources of revenue.

**Measure 1:** Actual expenditures for other specially funded programs

**Objective 2:** District and college Foundations will significantly increase external resources in order to support the District and colleges.

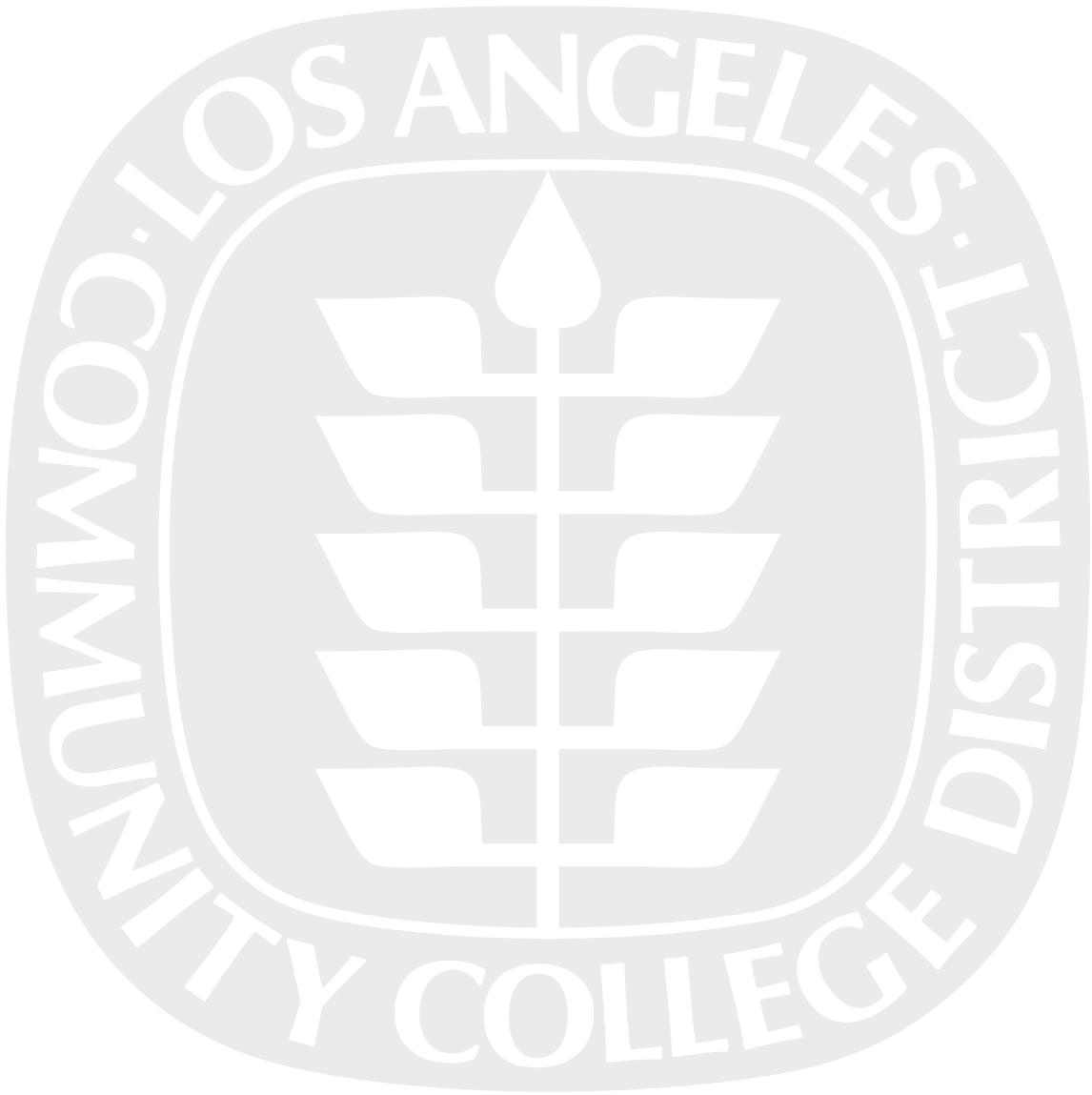
**Measure 1:** Funds raised (annual and cumulative)

**Objective 3:** Increase business and community partnerships to support innovation and student learning.

**Measure 1:** Number and type of community/business partnerships



**Appendix C:  
District Strategic Plan Report Scorecard,  
2012–2017**



# Los Angeles Community College District District Strategic Plan Scorecard, 2012–2017

Goals, Objectives, and Measures		Change Since 2015	Change Since 2011	Status
<b>Goal 1. Access and Preparation for Success</b>				
<b>Objective 1: Ensure equitable access to education</b>				
1.1.1	District Participation Rate <sup>1</sup>	11.9%	N/A	N/A
1.1.2	Percentage of Eligible Students Receiving Pell Grant	66%	-5%	▼
<b>Objective 2: Increase the percentage of new students who complete the matriculation process</b>				
1.2.1a	Percentage of New Students Completing an English Assessment in the First Term or Before	78%	+6%	▲
1.2.1b	Percentage of New Students Completing a Math Assessment in the First Term or Before	79%	+5%	▲
1.2.2	Percentage of New Students Completing Orientation	72%	+14%	▲
1.2.3	Percentage of New Students Creating an Academic Plan	77%	+11%	▲
<b>Objective 3: Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms</b>				
1.3.1	Percentage of New Students Successfully Completing at Least One English and Math	26%	+9%	▲
1.3.2a	Persistence – Fall to Spring	89%	+3%	▲
1.3.2b	Persistence – Fall to Fall	75%	+1%	▲
<b>Goal 2. Teaching and Learning for Success</b>				
<b>Objective 1: Provide a learner-centered learning environment<sup>2</sup></b>				
2.1.1a	Measure of Active Learning / Project Learning	69%	+4%	▲
2.1.1b	Measure of Student Engagement in and out of Class	19%	-1%	▼
2.1.1c	Measure of Self-efficacy / Self-directed Learning	78%	+6%	▲
2.1.2	Measure of How Technology is Being Used to Improve Student Learning and Engagement	66%	N/A	N/A
<b>Objective 2: Improve student outcomes<sup>3</sup></b>				
2.2.1a	Percentage of New Student Cohort Completing 30 Units in 3 Years	63%	+4%	▲
2.2.1b	Percentage of New Student Cohort Completing 60 units in 3 Years	29%	+2%	▲
2.2.2a	Percentage of New Student Cohort Successfully Completing English 101 and Math 125 (or above) in 3 Years	28%	+5%	▲
2.2.2b	Percentage of New Student Cohort Successfully Completing English 101 and Math 125 (or above) in 6 Years	34%	+3%	▲
2.2.3a	Completion Rate (i.e., certificate, degree, or transfer) in 3 Years	16%	+1%	▲
2.2.3b	Completion Rate (i.e., certificate, degree, or transfer) in 6 Years	33%	-2%	▼

- District participation rate is a new measure and data are only available for the 2015–16 academic year.
- Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference. In the case of measure 2.1.2, the question was only asked once in 2014.
- Current 3-year data is from the 2012–13 cohort and 6-year data is from the 2009–10 cohort.

Key	
Improvement	▲ ▲
Decline	▲ ▼



Goals, Objectives, and Measures		Change Since 2015	Change Since 2011	Status
<b>Objective 3: Increase the number of students completing a certificate in a timely manner</b>				
2.3.1	Number of certificates awarded <sup>4</sup>	8,400	+4,718	▲
2.3.2a	Graduation Rates of Full-Time, First-Time, Degree/Certificate-Seeking Students within 150% of Normal Time to Completion	23%	+6%	▲
2.3.2b	Median time to degree	4.4	-0.1	▼
2.3.3	Student Success Scorecard Builder Metric	18.5% <sup>5</sup>	+10.3%	▲
<b>Goal 3. Organizational Effectiveness</b>				
<b>Objective 1: Assess and improve district process and services</b>				
3.1.1	Satisfaction with District services <sup>6</sup>	59%	+19.4%	▲
3.1.2	College accreditation status (# of colleges above FA-W rating)	8	-1	▼
3.1.3	Total Full Time Equivalent Student (FTES)	107,601	+4,072	▲
3.1.4	Expenditures per FTES	\$4,624	+\$588	▲
3.1.5	Average class size	35.2	-5.8	▼
3.1.6	Fund balance	20.9%	+6.4%	▲
<b>Objective 2: Improve communications and governance throughout the district <sup>7</sup></b>				
3.2.1	Effect decision making	47.3%	-2.8%	▼
3.2.2	Participatory governance	37.7%	-2.6%	▼
3.2.3	Overall rating of District-level governance	48.5%	-14.4%	▼
<b>Objective 3: Improve employee development opportunities</b>				
3.3.1	Staff development expenditures <sup>8</sup>	N/A	N/A	N/A
<b>Goal 4. Resources and Collaboration</b>				
<b>Objective 1: Develop and diversify sources of revenue</b>				
4.1.1	Actual expenditures for Other Specially Funded Programs	\$52,019,623	+\$8,729,180	▲
<b>Objective 2: District and foundations will significantly increase external resources in order to support the District and colleges</b>				
4.2.1	Funds raised <sup>9</sup>	N/A	N/A	N/A
<b>Objective 3: Increase business and community partnerships to support innovation and student learning</b>				
4.3.1	Number and Types of Community/Business Partnerships <sup>10</sup>	N/A	N/A	N/A

4. These are the number of Chancellor’s Office Approved Certificates.

5. The Skill Builder Metric is a new measure captured by the state and 18.5% is the rate from 2013-14 cohort. No data were available for the 2014–15 and 2015–16 academic years.

6. Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference.

7. Data from the biennial LACCD District-Level Governance and Decision Making Assessment completed in 2010, 2012, and 2014.

8. Staff development expenditures require additional analysis to improve data accuracy and consistency and are not reported.

9. Funds raised through foundations require additional analysis to improve data accuracy and consistency and are not reported.

10. The number and type of business partnerships requires additional analysis to improve data accuracy and consistency and was not reported.

**Key**

Improvement ▲ ▼
Decline ▲ ▼

# Notes

This page intentionally left blank.

770 Wilshire Boulevard  
Los Angeles, CA 90017

Visit us at

[LACCD.EDU](http://LACCD.EDU)

Tel: (213) 891-2000 | TTY: (213) 891-2408

Copyright © 2018



**LOS ANGELES COMMUNITY COLLEGE DISTRICT**  
CITY / EAST / HARBOR / MISSION / PIERCE / SOUTHWEST / TRADE-TECHNICAL / VALLEY / WEST