Midterm Report

Submitted by:
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, CA 90029

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2020

Certification

To: Accrediting Commission for Community and Junior Colleges,
               Western Association of Schools and Colleges
From: Los Angeles City College

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.
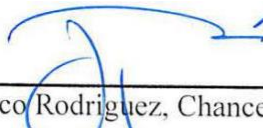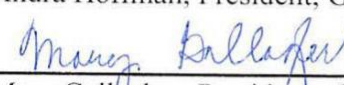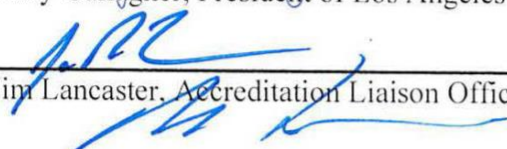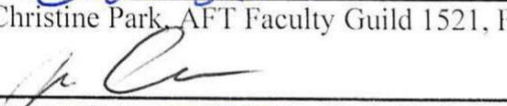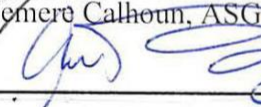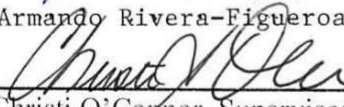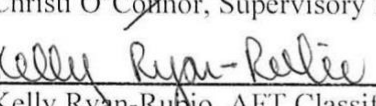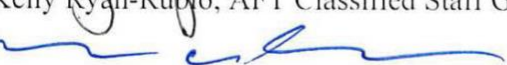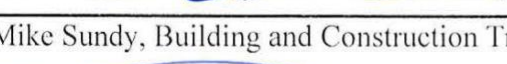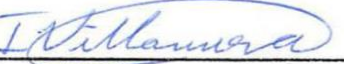
Francisco Rodriguez, Chancellor, Governing Board	2/5/20 — Date
Andra Hoffman, President, Governing Board	2/5/2020 — Date
Mary Gallagher, President of Los Angeles City College	1/29/20 — Date
Jim Lancaster, Accreditation Liaison Officer, Vice President of Academic Affairs	1/29/2020 — Date
Mike Kalustian, Academic Senate President, Faculty	1/30/2020 — Date
Christine Park, AFT Faculty Guild 1521, Faculty	1/29/2020 — Date
Jemere Calhoun, ASG President, Students	1/28/2020 — Date
Armando Rivera-Figueroa, Teamsters Local 911, Administrative Deans	2/4/2020 — Date
Christi O'Connor, Supervisory Employees Local 721, Classified Staff	2/4/20 — Date
Kelly Ryan-Rubio, AFT Classified Staff Guild 1521A, Classified Staff	1-29-20 — Date
Mike Sundy, Building and Construction Trades, Classified Staff	1-31-2020 — Date
Ismael Villanueva, SIEU-Local 99, Classified Staff	2/5/2020 — Date

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I. Report Preparation

A. LACC

In its 2016 Self Evaluation, LACC created improvement plans and quality focus projects to address matters of concern to the institution and to align with its Educational and Strategic Master Plan. The College received notice from the ACCJC in July 2016 that accreditation was reaffirmed for 18 months pending a Follow-Up Report (C01). After considering the Follow-Up Report in January 2018, the ACCJC found compliance with the recommendations and reaffirmed accreditation for the remainder of the cycle (C02).

In preparing this Midterm Report, the College used a similar process to the writing and approval of its 2016 Self Evaluation and 2017 Follow-Up Report, ensuring that administration, faculty, staff, and student leadership contributed to the statements made and evidence provided that the College is implementing its plans and meeting its recommendations for improvement.

The status of improvement plans, quality focus projects, and compliance with recommendations for improvement has been shared at participatory governance committees since the writing of the 2016 Self Evaluation, with accreditation reporting being a standing agenda item on the Strategic Planning Committee, Academic Senate, and College Council (for example C03; C04). Since summer 2016 the College has utilized a public, online tracking tool for improvement plans and quality focus projects (C05; QF01). Through the tracking system, responsible committees, groups, and individuals provide annual updates to document activities and progress.

Data on institution-set standards is collected annually by the Office of Institutional Effectiveness, analyzed by the Strategic Planning Committee, shared with other participatory governance committees, and posted online (for example C06; C06a; C07). Improvement plans and quality focus projects identified in the 2016 Self Evaluation are interwoven into the Educational and Strategic Master Plan and Enrollment Management Plan, ensuring a further level of accountability.

The Accreditation Liaison Officer and Faculty Accreditation Co-Chair used the online tracking tool and committee minutes to write the Midterm Report in summer 2019. The Report was vetted by the Academic Senate (C08) and approved by the College Council (C09), District Institutional Effectiveness and Student Success Committee (D0.4) and District Board of Trustees D0.5).

B. District

While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee (DAC). The DAC is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation. The committee continued to convene to address all

recommendations to meet standards and draft responses provided to the ACCJC as Follow-up Reports (D0.2).

Since the completion of the Follow-up Reports, District and college staff have continued to work reviewing and addressing, as needed, the recommendations for improvement. District staff completed an initial response to these recommendations for review by the committee. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval (D0.3).

Following committee review, the final District responses were provided to each college for review and approval through the college governance processes. The District responses were incorporated into the college Midterm Reports.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 (D0.4). The Board of Trustees reviewed and approved the report on February 5, 2020 (D0.5). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

II. Report on Improvement Plans

The College uses a public, online website to analyze and track completion of its self-identified improvement plans (C05; QF01). The following are the College's actions, outcomes, and integration for each improvement plan since 2016.

Improvement Plan 1: Once the revisions to the District Governance and Functions Handbook are complete, the College will hold an open forum to educate employees on the functional maps and division of responsibilities. (Section IV.B Division of Responsibilities)

Status: 0%

The College will hold professional development activities once the revisions to the District Governance and Functions Handbook have been completed. The planned redesign of the District website will provide an additional opportunity for increased College awareness of the functions and responsibilities of the District.

Improvement Plan 2: The College will revise the mission statement to make more specific the "degrees and other credentials it offers." The revision will occur through the governance structure in spring and summer 2016 and will be ready for District consideration by fall 2016. (Standard I.A.1)

Status: 100%

In adherence to the processes outlined in the Integrated Planning Handbook, the Strategic Planning Committee waited to revise the mission statement until the beginning of the writing of the new ESMP in fall 2019 (IP01, p.5). In order to improve the specificity of the mission statement, in fall 2019 the Strategic Planning Committee proposed adding language about degrees and credentials (IP02). The recommended was edited and approved at the Academic Senate (IP04) and College Council (IP05).

The revised mission reads:

Los Angeles City College empowers students from the diverse communities it serves to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs.

The LACCD Board of Trustees approved the revised statement in January 2020 (IP06).

Improvement Plan 3: The College will consider if the mission should include any statements related to its commitment to distance education. The consideration will take place in the governance structure in spring and summer 2016 and, if appropriate, will be ready for District consideration by fall 2016. (Standard I.A.3)

Status: 100%

As part of its consideration of how to make more specific the degrees and other credentials the College offers, the Strategic Planning Committee recommended that it was unnecessary to include teaching modalities in the College mission statement (IP01).

Improvement Plan 4: Starting in the 2016-17 program review cycle, the College will begin using disaggregated CSLO results between DE and traditional course sections. (Standard I.B.2)

Status: 100%

Since spring 2016 the College has been loading section attributes for DE and traditional courses into eLumen. Comparative success rates between traditional and online courses are calculated and equity gaps are addressed in the program review process (IP07; IP08; IP09; IP10, pp.21-22). As part of program review, the Distance Education program analyzes comparative retention and success rates for traditional and online courses (IP11). eLumen does not have the functionality to disaggregate CSLOs by online and traditional sections, and although the College disaggregates PSLOs and ISLOs by online and traditional courses, the sample size is too small to use the results in program review. Given that the functionality will not be added to eLumen in the near future, the College will instead use disaggregated ISLO results between DE and traditional course sections in future program review

cycles (IP11a).

Improvement Plan 5: *By spring 2017, the faculty will define additional course student learning outcomes and enter them in official course outlines of record through the curriculum approval process. (Standard I.B.2)*

Status: 75%

As of the 2016 Self Evaluation Report, the College had defined a total of 4,646 CSLOs on approved course outlines. As of October 2019, the College has defined a total of 5,628 CSLOs on approved course outlines. This is an increase of 982 CSLOs created in the past three years (IP12).

The Curriculum Handbook provides instruction on faculty responsibilities for defining outcomes on course outlines and details the course approval process (IP13, p.33). All changes and additions to CSLOs follow the curriculum approval process and are approved in the Curriculum Committee (IP14). As part of comprehensive program review, departments must verify that they have at least two CSLOs on all approved course outlines in the course management system (for example: IP15, p.20). The SLO Coordinator runs monthly reports and shares the findings with Deans and Department Chairs. Progress will be tracked in subsequent program reviews.

Improvement Plan 6: *The College will begin assessing progress towards programmatic student achievement in job placement starting in spring 2016. (Standard I.B.3)*

Status: 50%

As part of program review, CTE departments are asked to set six-year standards for the rate of student achievement in job placement/post training (IP18). Since 2016 program review data provided to the departments includes the results of an annual CTE survey, which includes questions on job placement (IP18a; IP18b). Discussions concerning how to use labor market information data occur in CTE Committee meetings and workshops (IP19). The College tracks job placement for students gaining apprenticeships through grants including the California Apprenticeship Initiative (CAI) and AACC American Association of Community Colleges, focused on jobs in IT, cybersecurity, coding, and cloud computing.

Beginning in fall 2017, the College began using exit surveys to track job placement and internships for CTE students taking Cooperative Education classes and students registered in the Career Center (IP27). Starting in 2020, the College will begin tracking employment for non-CTE Career Center students. As part of the core indicators used for the local application for Strong Workforce and Perkins funding, CTE departments utilize the internal data and employment/apprenticeship data from sources including core indicator reports from Emsi labor market analytics and Santa Rosa Junior College CTEOS/CCCCO Data Mart (for example: IP16). The job placement data is used in both Perkins and Strong Workforce rubrics. The data also is used to inform the composition of advisory boards and to determine employers to invite to the College's Annual Job Fair.

In fall 2019 the District purchased access to College Central Network, a career service platform that allows the College to expand networking opportunities with industry and the community and provide internships and cooperative education for students. This platform will provide a standardized approach to track job placement for all students and the data will be used as part of the next program review cycle.

Improvement Plan 7: *In fall 2016, the College will begin disaggregating ISLOs by age, using 2015-16 data. (Standard I.B.6)*

Status: 100%

Starting with the fall 2016 data load in eLumen, the College added age as a variable for disaggregated SLO data. The College now disaggregates ISLOs by age, gender, and ethnicity, towards improved awareness of equity gaps (IP20; IP20a). The data is analyzed in the Student Learning Outcomes Committee Annual Report, shared with participatory governance groups, and used in program review (IP21, p.5; IP22).

Improvement Plan 8: *The College will complete a Continuous Improvement Plan that describes how key integrated planning processes and activities are reviewed, evaluated, and assessed. The Continuous Improvement Plan elaborates on the processes described in the Integrated Planning*

Handbook and is intended to guide institutional effectiveness and continuous quality improvement. The plan will describe categories and components of the continuous improvement processes, the cycle of evaluation of those processes, and how the processes are aligned with ESMP goals. The plan will be initiated by the Strategic Planning Committee and vetted through the governance structure by the end of spring 2016. (Standard I.B.9)

Status: 100%

Rather than writing an independent Continuous Improvement Plan, the Strategic Planning Committee decided to use a combination of online processes to track implementation of the primary College plans. The SharePoint tracking tool allows for the review, evaluation, and assessment of the Educational and Strategic Master Plan (IP23) and accreditation activities (C05; QF01). Supporting plans including the Enrollment Management Plan, Marketing Plan, Distance Education Plan, Guided Pathways Plan, Student Equity Plan, and Facilities Master Plan are monitored by the appropriate oversight committee. Outcomes of these planning efforts are documented in committee minutes and annual assessments, which are shared with parent committees and posted online (for example: IP24; IP25; IP26).

Improvement Plan 9: Under the direction of the vice president of Academic Affairs, the CTE dean of Workforce and Development began working with CTE department chairs to establish a process for tracking post-completion employment of students during the fall 2015 term. The process is expected to be completed and implemented in spring 2016 and measured for effectiveness at the end of the 2016-17 academic year. (Standard II.A.1)

Status: 25%

The CTE Office is working with the Office of Institutional Effectiveness to develop an employment survey that will target students in capstone classes that are part of degrees and certificates. Capstone courses will be identified by the department chairs. The survey will be administered several months after the student completes an LACC program.

CTE department chairs have been working recently with creative economy unions to connect students with the unions who control the job market. Students completing capstone courses engage with the unions through workshops with the goal of access to joining the union and working in the industry (IP27a).

Improvement Plan 10: In the 2016-17 program review cycle, the College will do a course scheduling analysis of low-performing degrees and certificates to determine whether students are able to complete each program within the expected timeframe. (Standard II.A.6)

Status: 100%

The College completed its analysis in spring 2018 (IP28; IP29). In combination with the Program Mapper project that identified programs with discrepancies between the LACC catalog and the California Community Colleges Chancellor's Office COCI, the Curriculum Committee and Academic Senate approved 74 program modifications, 13 new programs, and 3 program archives (IP29a). The intended outcome of this improvement plan was to increase awards production, and the actions taken by departments in response to the analysis contributed in part to significant gains in recent years:

	2017 Annual Report	2018 Annual Report	2019 Annual Report
Degrees	699	858	1,080
Certificates	553	651	786

As part of Program Mapper, which is expected to go live in early 2020, the College is creating maps for all degrees and certificates that will be used to inform scheduling towards timely student completion.

Improvement Plan 11: In spring 2016 the CTE Committee will work with CTE programs to develop a robust job placement tracking system to better measure student success in gaining employment. (Standard II.A.14)

See Improvement Plan #6

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Improvement Plan 12: *As part of the fall 2016 program review, the College will administer Library satisfaction surveys to DE students. The College will also administer other learning support services satisfaction surveys to DE students. All units will use the results of the surveys to inform their 2016-17 program reviews. (Standard II.B.3)*

Status: 100%

As part of the 2016-17 program review cycle, the Distance Education Committee developed a satisfaction survey for online students including questions on student support services and academic instruction; it was distributed at the end of fall 2016 to students enrolled in one or more online courses (IP30). The survey included utilization and satisfaction with the Library. An analysis of the results was shared with the Distance Education Committee and used as the basis for the Distance Education program review in spring 2017 (IP31). To determine if there were discrepancies between student services offered to traditional and online students, the College engaged in a thorough review of all support services (IP36). The discrepancies and analysis of the student survey results were shared with the Student Services Council and used to generate discussion on which additional student services must be provided to online students (IP37). The survey will be distributed every three years, continuing again in fall 2019. Satisfaction surveys continue to be used to inform program review (IP32; IP33; IP34; IP07; IP08; IP09).

Improvement Plan 13: *Prior to the fall 2016 program review cycle, add learning support services staff onto the Distance Education Committee to provide input into use, access, and relationship of learning support services for DE students. (Standard II.B.3)*

Status: 100%

As of spring 2017, the membership of the Distance Education Committee includes representatives from student services including the Dean of Admissions and a librarian. In addition, the committee added an Office of Special Services specialist to ensure accessibility compliance in online classes. The operating agreement was updated to reflect the changes (IP35).

Improvement Plan 14: *The College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 and implement in fall 2016. (Standard II.C.2)*

Status: 100%

See Improvement Plan 12.

Improvement Plan 15: *By 2017-18, the College will attempt to allocate resources to hire a dedicated DE coordinator, who, in addition to performing many other responsibilities, will verify that student services support student success in DE courses. (Standard II.C.2)*

Status: 100%

The Distance Education Committee developed a job description for a faculty distance education coordinator, interviews took place in spring 2016, the coordinator was hired in July 2016, and the assignment began at the start of fall 2016 (IP38). One of the first tasks of the new coordinator was to revise the Distance Education handbook and plan (IP39) with a comparison of support services for online and traditional students to ensure that critical support services were provided to online students, and to distribute a satisfaction survey for online students including questions on student support services and academic instruction (IP30).

	Fall 16	Fall 17	Fall 18
Unduplicated headcount enrollment in DE	3,335	3,113	3,939

Enrollment and success rates in distance education courses have continued to increase since 2012 (IP30a).

Improvement Plan 16: *By fall 2016, the College will provide online tutoring to all students taking online courses. (Standard II.C.3)*

Status: 100%

The College provides tutoring opportunities for all online students through NetTutor, which is accessible through Canvas. Monthly usage by students has increased substantially (IP40). The College anticipates a Districtwide contract with NetTutor to begin tutoring for all students, both DE and traditional, starting in 2019-20.

Improvement Plan 17*: In spring 2016, the College's math and English placement test instruments will be re-validated. (Standard II.C.7)*

Status: 100%

Revalidation was not necessary; with the passing of AB 705 in 2017 the College developed placement cut scores based on national/state research and in consultation with the other eight colleges in the District. The College has an approved adoption plan that supports student guided self-placement in math and English (IP41; IP42).

Improvement Plan 18*: For the 2016 college-level and program review, the College will determine a mechanism to track and analyze the College's employment equity record. (Standard III.A.12)*

Status: 100%

The California Community College Chancellor's Office now has a robust data tool that provides faculty and staff demographics by gender, age, and ethnicity (IP43a). The College uses data including the Left Out Report from the Campaign for College Opportunity to increase awareness of equity in the College employment record (IP43b). Data has been shared and discussions have occurred with faculty in the Academic Senate and on Flex Day, and with campus leadership in the Strategic Planning Committee (IP44; IP45; IP46). In an effort to impact employment equity, per District policy all equal employment opportunity representatives and all members of a hiring committee now undergo diversity training (IP47; IP48).

Improvement Plan 19*: The College will attempt to meet APPA Level 2 comprehensive stewardship by employing a minimum of 23 full-time maintenance and operations staff by the completion of the ESMP in 2020. (Standard III.B.1)*

Status: 50%

The District established APPA Level 3 as a standard for all nine colleges. Based on square footage, LACC needs 42 custodians to meet this requirement. The College currently has 33 custodians, is filling two more positions, and has increased the number of gardeners from two to five. The College has a plan to increase operational efficiency and created a unit planning objective in comprehensive program review to hire additional staff (IP49a, p.20). The goal of this improvement plan was to ensure a sufficient number of staff to support the needs of the institution, and the most recent Administrative Services survey indicates that College satisfaction is increasing (IP49b, p.12).

		Somewhat or very dissatisfied / Disagree	Neutral / No opinion	Somewhat or very satisfied / Agree
2019	Satisfaction with overall experience with custodial and grounds	23%	12%	48%
2015	Exteriors, classrooms, offices, and restrooms are adequately maintained	38%	22%	24%

The College will continue to utilize campus climate surveys to gauge employee satisfaction in this area.

Improvement Plan 20*: The College will review and update the Facilities Master Plan starting in spring 2016, including a review of program and service needs for equipment to support DE course offerings. (Standard III.B.2)*

Status: 100%

The College reviewed its program and service needs for equipment to support DE course offerings as part of the Academic Plan (IP50, pp.49-50). The analysis and projections resulted in updates to the LACC Facilities Master Plan, which was approved by the Board of Trustees in December 2019 and will drive decision-making under the Measure CC bond program (IP51a; IP51b; IP51c).

Improvement Plan 21*: While the College will remain vigilant to improve its enrollment management and balance its budget, starting in spring 2016 the College will advocate that the District reexamine its allocation model to assist the colleges who fail to meet anticipated growth targets and which must also cover salary increases without commensurate growth in funding to cover those increases. (Standard III.D.13)*
See response in Part III: College Recommendation 6.

Improvement Plan 22*: Starting in spring 2016, the College Council and Academic Senate will create an end of year document that describes all recommendations passed and how those recommendations resulted in improved College operations. The document will include a summary of subcommittee annual assessments and provide a clear way to communicate how the College evaluates its governance and decision-making structures. (Standard IV.A.7)*
Status: 100% The College Council and Academic Senate engage in annual summaries that describe how each recommendation from the committee improved College operations (IP52; IP53; IP54; IP55; IP56; IP57). Subcommittee annual assessments are considered by parent committees, discussion is documented in the minutes, and outcomes are posted publicly on the SharePoint website.

III. Report on Quality Improvements

A. Team Recommendations for Improvement

1. College Recommendation 2
In order to increase effectiveness, the team recommends the College broadly communicate the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and appropriate priorities, posting all committee meeting agendas, minutes, documents, and reports to the website and conspicuous areas. Campus climate and other survey results should be summarized, shared, and discussed with students, faculty, staff, and administration, including documentation of the discussion and resulting actions. (Standards I.B.8, IV.A.6, IV.A.7, IV.B.6).

Response:

The following actions were taken as a result of the recommendation:

- All governance committees continue to use SharePoint for posting minutes, agendas, outcomes, documents, and reports. Committee chairs are required to maintain all information on a publicly accessible SharePoint site.
- Committees engage in annual assessments and share their findings with parent committees. The assessment includes whether committee outcomes were documented, shared, and posted (for example: IP24; IP25; IP26).
- The College Council and Academic Senate engage in an annual summary that describes how each committee recommendation resulted in improved College operations (IP52; IP53; IP54; IP55; IP56; IP57)
- Campus climate survey results are shared and discussed in governance committees and professional development activities (CRI02; CRI03; CRI04; CRI06).
- Annual survey results continue to be posted and used in program review, which are analyzed and shared with all members of a unit. For example, data in the 2018-19 comprehensive program review included the 2015 campus climate survey, 2017 student survey, and 2019 Administrative Services survey (CRI07). The surveys are primary data used by Student Services and Administrative Services in the creation of unit planning objectives.

2. College Recommendation 3

In order to increase effectiveness, the team recommends that the College organize its institutional processes to support student learning and student achievement by reviewing course and program level alignment of student learning outcomes. (Standards I.B.2, I.C.4, II.A.3).

Response:

The following actions were taken as a result of the recommendation:

- As part of comprehensive program review, departments verify that they are compliant in having each CSLO mapped to their PSLOs and ISLOs (IP15, p.20). Programs will continue to verify mapping in subsequent program reviews.
- Requiring that units create their PSLOs based on a synthesis of CSLOs (CRI09, pp.6-7)

To support the ability of unit managers to complete the above requirements, the SLO coordinator continues to meet with individual units and lead discussions on the revision of CSLOs and PSLOs to ensure proper alignment. The Course SLO Assessment Handbook and Program SLO Assessment Handbook, which indicate that CLOs must align with PSLOs, are distributed and provided further guidance to unit managers (CRI08; CRI09). Examples of the outcomes of some of these discussions include:

- As a result of a review of the alignment of CSLOs and PSLOs in fall 2016 the Music Department wrote new PSLOs (CRI10) and in fall 2017 the Math Department wrote new PSLOs (CRI10a).
- As a result of a review of the alignment of CSLOs and PSLOs in fall 2016, the Modern Languages and Civilizations Department used the American Council on the Teaching of Foreign Languages Proficiency Guidelines to write new PSLOs for each of degree and certificate program for the skills of speaking, writing, listening, and reading, with the addition of an outcome for learning about the culture of the language's native speakers and aligned the CSLOs for each course with the PSLOs (CRI11; CRI12). Originally each course required for a program had two CSLOs, but now each course has five CSLOs and each program has five PSLOs (CRI13; CRI14).
- The Music Department reviewed the alignment of its CSLOs and PSLOs for its certificate programs. They revised the PSLOs (CRI15) and wrote additional CSLOs (CRI16). Instead of the original two CSLOs, each course now has between three and five CSLOs (CRI17).
- The Nursing Department discussed the alignment of their CSLOs and PSLOs and saw areas that could be improved (CRI18). They revised the PSLOs for the Registered Nursing A.S. degree (CRI19) and wrote new CSLOs to align with the PSLOs (CRI20; CRI21). The faculty defined one SLO per course to express the communication skills they expect students to possess by the time they graduate (CRI20, SLO #3).

The SLO coordinator will continue to work with individual units to ensure continued alignment of CSLOs and PSLOs.

3. College Recommendation 4

In order to increase effectiveness, the team recommends that the College develops and implements an Enrollment Management Plan, ensuring financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. (Standards I.B.9, I.C.1, III.D.1, III.D.2).

Response

The College approved an Enrollment Management Plan in spring 2017 and assesses and updates the plan annually (CRI23; CRI24; CRI25). Implementation is ongoing and has been supported through the following actions:

- Restructuring the Enrollment Management Committee (EMC) in fall 2016 to focus on enrollment, retention, and marketing (CRI26)
- Creating the Marketing Team as a subcommittee of EMC in spring 2017 (CRI27)
- Writing, approving, and implementing a Marketing Plan in fall 2017, with periodic updates (CRI28; CRI29)
- Providing annual enrollment management reports and plans to the District (CRI30a; CRI30b)
- Assistance from an IEPI Partnership Resource Team in fall 2017, focusing on the marketing and customer service aspects of enrollment management (CRI31)
- Recommendations from a District Partnership Resource Team in fall 2017 (CRI35)
- Tracking progress made towards all action plans associated with Action Project #1 (Effective Enrollment Management) from the quality focus essay in the 2016 Self Evaluation (C05; QF01)
- Acceptance and initial implementation of a Strategic Enrollment Management (SEM) Program in 2019, focused on informed enrollment management through improved student onboarding processes (CRI32)
- Approval for a mini-IEPI Partnership Resource Team visit in 2020 for guidance on building a data dashboard to support enrollment management decision making processes (CRI33)
- Approval for a California Virtual Campus-Online Education Initiative (CVC-OEI) Improving Online CTE Pathways grant towards an online innovation project in 2019-20 (CRI34)

The implementation of the Enrollment Management Plan is part of a comprehensive college-wide focus on enrollment, including Quality Focus Action Project #1. In 2018-19, for example, the College reviewed inefficient departments, enforced its class limit policy, used a zero-base scheduling for primary terms and power scheduling for intersessions, and offered a guaranteed schedule. The approach was intended to improve efficiency in average class size in alignment with the district strategic plan, increase degree and certificate completions, and help restore student confidence in class offerings. To date the enrollment management efforts have produced the following outcomes:

1. Begin to level off the enrollment decline.

	FY 15/16	FY 16/17	FY 17/18	FY 18/19
FTES	13,151	12,350	11,148	10,831
Change from previous year	-	[-7%]	[-10%]	[-3%]

	Fall 2016	Fall 2017	Fall 2018
Unduplicated headcount	20,548	19,169	19,314
Change from previous year	-	[-7%]	+1%

2. Increase completions.

	2017 Annual Report	2018 Annual Report	2019 Annual Report
Degrees	699	858	1,080
Certificates	553	651	786

3. Balance the budget (CRI36, p.6; CRI37, p.6; CRI38).

	FY 16/17	FY 17/18	FY 18/19
Ending balance	[-$2.9 million]	$785,504	$241,537

4. College Recommendation 6

In order to increase effectiveness, the team recommends a full review of the Final Budget Allocation Mechanism as documented in the District's annual adopted budget, specifically, reviewing the Parameters for College Debt Repayment policy and its impact to the College's ability to meet continuously its mission and sustain its fiscal viability. (Standards III.D.1, III.D.2, III.D.3).

Response:

The College recognized the challenges caused by continual debt repayment and created an improvement plan in its 2016 Self Evaluation to "advocate that the District reexamine its allocation model to assist the colleges who fail to meet anticipated growth targets." The College is working with the District Budget Committee (DBC) and District leadership to develop a new budget allocation model, which includes the debt repayment policy. Two members of the College are on the DBC (the College President and Academic Senate President) and the College President has continuously discussed the impact of debt repayment with the DBC, other college presidents in the District, and the District Chancellor.

As of spring 2019, the College has a net debt repayment owed of $4,400,853. Per District policy, in 2018-19 the debt repayment was suspended for one year when the College hired a new President. In 2019, the DBC approved an allocation model to distribute general fund unrestricted resources (CRI39; CRI40). As part of the recommendation, debt repayment will be 1% of the allocated budget, approximately $600,000 annually, as compared to the current model of 3% of the allocated budget. The Budget and Finance committee approved the recommendation in August 2019 (CRI41). Once the model is implemented in 2021-22 the College will begin to pay back its $4,400,853 debt, which will take seven years.

5. District Recommendation 5
In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs and to provide opportunities for staff and faculty diversification (D5.1 SRP Board Approval; D5.2 SRP Overview). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (D5.3 Classified Staffing Request; D5.4 Academic Staffing Request). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval (D5.5 Sample Staffing Reviews). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems (D5.6 IT Evaluation Approval). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system (D5.7 IT Evaluation Summary). Based on this recommendation, the District has created plans to adopt a new business enterprise system (D5.8 IT Evaluation Board Report). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

6. District Recommendation 7

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

The District has reviewed the recommendation for improvement and has determined that the current process meets the District's needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District (D7.1 OPEB Funding History). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund, but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of $113,340,000 (D7.2 OPEB Asset Statement). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

7. District Recommendation 9

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

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: "What changes should be made in committee composition, function, or charge to enhance its effectiveness?" Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. (D9.1 Sample Committee Evaluation). Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representatives of each constituent group (D9.2 Survey Report; D9.3 Survey Overall Results). The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that 70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in (D9.4 Public Forum Responses). The DSP was also brought to the SAC, each college's participatory governance committee, and the District Academic Senate for approval (D9.5 Final Board Presentation). To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor's Directive 70 (D9.6 Chancellor's Directive 70; D9.7 Example Regulation Sign-Off). Following the consultation process, each policy is noticed in the board meeting prior to approval (D9.8 Board Agenda Sample Item S.1). Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

8. District Recommendation 12

In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes (D12.1 Evidence of Posting), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1 percent of respondents knew where to find information on decisions made through participatory governance (D12.2 Governance Survey Summary). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (D12.3 IESS March 2019 Agenda) and for full Board meetings in April 2019 (D12.4 Board Agenda April 2019). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 (D12.5 Sample Posting; D12.6 Senate Agenda), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal (D12.7 Web Redesign RFP). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

B. Annual Reports

The College posts all ACCJC annual reports for review by the campus community (AR01). Analysis of institution-set standards occurs as a part of the annual program review process (CRI07; for example: IP10, pp.25-32; C09).

1. LACC Annual Report Data on Institution-Set Standards

Source of all data: LACCD Institutional Effectiveness Office, Student Information System

a. Student Course Completion
(The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	2017 Annual Report	2018 Annual Report	2019 Annual Report
Institution Set Standard	63%	63%	63%
Stretch Goal	70%	70%	70%
Actual Performance	67%	67%	69%
Difference between Standard and Performance	+4%	+4%	+7%
Difference between Goal and Performance	-3%	-3%	-1%

Analysis of the data:

> The standard is trending in a positive direction. The College decided to maintain the institution set standard and stretch goal until the writing of the new ESMP (summer 2020), at which point it would be reassessed. This data in summative and disaggregated format continues to be reviewed annually in SPC and COMPASS.

b. Degree Completion
(Students who received one or more degrees are counted once.)

Category	2017 Annual Report	2018 Annual Report	2019 Annual Report
Institution Set Standard	524	524	524
Stretch Goal	623	699	858
Actual Performance	699	858	1,080
Difference between Standard and Performance	+175	+334	+556
Difference between Goal and Performance	+76	+159	+222

Analysis of the data:

> Completions have increased significantly as the College has been able to implement process changes, added new transfer degrees, and reviewed and modified existing degrees based on program review. The College decided to maintain the institution set standard until the writing of the new ESMP (summer 2020), at which point it will be reassessed; the stretch goal was reset annually to match the actual performance from the previous year. Disaggregated data is reviewed annually in SPC and COMPASS. The College will continue to focus on this standard through program mapping and sequencing.

c. Certificate Completion
(Students who received one or more certificate are counted once.)

Category	2017 Annual Report	2018 Annual Report	2019 Annual Report
Institution Set Standard	333	333	333
Stretch Goal	399	553	651
Actual Performance	553	651	786
Difference between Standard and Performance	+220	+318	+453
Difference between Goal and Performance	+66	+98	+135

Analysis of the data:

Completions have increased significantly as the College has been able to implement process changes, added new certificates, and reviewed and modified existing certificates based on program review. As with degree completions, the College decided to maintain the institution set standard until the writing of the new ESMP in 2020 and reset the stretch goal annually to match the actual performance from the previous year. Disaggregated data is reviewed annually in SPC and COMPASS. The College will continue to focus on this standard through program mapping and sequencing.

d. Transfer

Category	2017 Annual Report	2018 Annual Report	2019 Annual Report
Institution Set Standard	448	448	448
Stretch Goal	N/A	N/A	843
Actual Performance	659	843	801
Difference between Standard and Performance	+211	+395	+353
Difference between Goal and Performance	N/A	N/A	-42

Analysis of the data:

Transfer rates continue to significantly exceed the institution set standard; transfers increased in 2018 due to process changes, among other contributing factors, and decreased slightly in 2019. The institution set standard will remain until the writing of the new ESMP in 2020 and the stretch goal will be reset annually to match the actual performance from the previous year. Disaggregated data is reviewed annually in SPC and COMPASS.

e. Student Learning Outcomes Assessment

Category	2017 Annual Report	2018 Annual Report	2019 Annual Report
Number of Courses	924	927	961
Number of Courses Assessed	924	927	961
Number of Programs	189	158	137
Number of Programs Assessed	189	158	137
Number of Institutional Outcomes	11	11	11
Number of Institutional Outcomes Assessed	11	11	11

Analysis of the data:

All CSLOs, PSLOs, and ISLOs are assessed annually. The College is satisfied with the number and quality of its ISLOs.

f. Licensure Pass Rate
(The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program	Institution Set Standard	Actual Performance 2017 Report	Actual Performance 2018 Report	Actual Performance 2019 Report	Difference 2017 Report	Difference 2018 Report	Difference 2019 Report	Stretch Goal	Difference 2017 Report	Difference 2018 Report	Difference 2019 Report
Dental Technology	85%	85%	100%	88%	0%	+15%	+3%	85%	0%	+15%	+3%
Dietetics	70%	80%	100%	100%	+10%	+30%	+30%	70%	+10%	+30%	+30%
Radiologic Technology	75%	91%	83%	82%	+16%	+8%	+7%	75%	+16%	+8%	+7%
Registered Nursing	75%	83%	94%	86%	+11%	+19%	+11%	75%	+11%	+19%	+11%

g. Job Placement Rate
(The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program	Institution Set Standard & Stretch Goal	Actual Performance			Difference		
		2017	2018	2019	2017	2018	2019
Dental Technology	75%	100%	83%	89%	+25%	+8%	+14%
Radiologic Technology	75%	80%	93%	75%	+5%	+18%	0%
Dietetics	70%	95%	80%	69%	+25%	+10%	-1%
Registered Nursing	75%	89%	86%	94%	+14%	+11%	+19%
Accounting	69%	61%	71%	56%	-8%	+2%	-13%
Banking and Finance	54%	50%	43%	31%	-4%	-11%	-23%
Business Management	42%	52%	50%	65%	+10%	+8%	+23%
Marketing and Distribution	66%	92%	100%	82%	+26%	+34%	+16%
Real Estate	52%	64%	57%	59%	+12%	+5%	+7%
Office Technology/ Office Computer Applications	50%	74%	52%	73%	+24%	+2%	+23%
Child Development/ Early Care and Education	60%	77%	72%	69%	+17%	+12%	+9%
Paralegal	52%	68%	65%	68%	+16%	+13%	+16%
Administration of Justice	67%	87%	69%	76%	+20%	+2%	+9%
Human Services	57%	53%	44%	55%	-4%	-13%	-2%
Radio and Television	57%	56%	77%	59%	-1%	+20%	+2%
Film Studies	58%	61%	55%	52%	+3%	-3%	-6%
Information Technology	65%	73%	74%	68%	+8%	+9%	+3%
Computer Infrastructure and Support	61%	78%	46%	77%	+17%	-15%	+16%
Commercial Music	58%	56%	55%	44%	-2%	-3%	-14%
Technical Theater	75%	71%	79%	64%	-4%	+4%	-11%
Applied Photography	62%	68%	70%	68%	+6%	+8%	+6%

2. LACC Annual Fiscal Report Data

a. General Fund Performance (College)

Category	FY 15/16	FY 16/17	FY 17/18
Revenue	$60,326,460	$60,033,528	$59,867,394
Expenditures	$61,653,949	$62,971,892	$59,081,890
Expenditures for Salaries and Benefits	$57,800,758	$59,092,861	$55,971,474
Surplus/Deficit	[-$1,327,489]	[-$2,938,364]	$785,504
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	N/A	N/A	1.3%
Reserve (Primary Reserve Ratio) *maintained at the District level	10%	10%	10%

Analysis of the data:

Despite a loss of revenue in 2017-18, the College reduced expenditures to maintain a balanced budget. The reduction in expenditures was accomplished by utilizing all available College resources to manage programs and services within the allocated funds. The decrease in expenditures for salaries and benefits was due to a reduction in hourly instruction and non-permanent unclassified staff.

b. Other Post-Employment Benefits (District)

Category	FY 15/16	FY 16/17	FY 17/18
Actuarial Accrued Liability (AAL) for OPEB	$644,738,000	$671,326,000	$690,481,000
Funded Ratio (Actuarial Value of Plan Assets/AAL)	11.91%	12.43%	14.29%
Annual Required Contribution (ARC)	$42,591,000	$43,795,000	N/A
Amount of Contribution to ARC	$28,507,197	$28,346,435	$35,453,915

Analysis of the data:

The District engages in an actuarial study every two years; the next will be completed in 2020-21. [Note: GASB 75 superseded GASB 45 starting in FY2017-18, wherein there is no more ARC.]

c. Enrollment (College)

Category	FY 15/16	FY 16/17	FY 17/18	FY 18/19
Actual Full-Time Equivalent Enrollment (FTES)	13,151	12,350	11,148	10,831

Analysis of the data:

The decline in enrollment is leveling off. Indications are that enrollments for 2019-20 have increased. The stem in the decline is due to numerous enrollment management efforts, including the Enrollment Management Plan, Quality Focus Project #1, outcomes of the marketing and advertising campaign, and improved customer service leading to higher headcount and enrollment, and improved efficiency.

d. Financial Aid (College)

Category	FY 15/16	FY 16/17	FY 17/18
USED Official Cohort Student Loan Default Rate (FSLD, three-year rate)	20%	19%	18%

Analysis of the data:

The drop in the default rate is due in part to the College contracting with ECMC to implement default prevention practices and beginning to participate in the US Department of Education Project Success Program.

3. District Annual Fiscal Report Data

a. General Fund Performance

Category Review	Reporting Years since Comprehensive		
	2016-17	2017-18	2018-19
Revenue	$648,918,659	$683,499,572	$707,656,356
Expenditures	$666,175,726	$667,618,279	$683,830,788
Expenditures for Salaries and Benefits	$557,491,315	$566,876,508	$574,207,897
Surplus/Deficit	($17,257,067)	$15,881,293	$23,825,568
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	(2.7%)	2.3%	3.4%
Reserve (Primary Reserve Ratio)	17.0%	18.8%	21.6%

Analysis of the data:

The above trend shows the Reserve has steadily increased for the past three fiscal years.

b. Other Post-Employment Benefits

	2016-17	2017-18	2018-19
Actuarial Accrued Liability (AAL) for OPEB	$733,358,891	$690,480,715	$696,537,302
Funded Ratio (Actuarial Value of Plan Assets/AAL)	11.4%	14.3%	16.3%
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	$28,346,435	$35,453,915	$35,413,966

Analysis of the data:

Although the AAL is actuarially determined with myriad of factors, the District is committed to continuously contribute the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

c. Enrollment

	2016-17	2017-18	2018-19
Actual Full-Time Equivalent Enrollment (FTES)	107,984	100,045	98,139

Analysis of the data:

During the transition to Student Centered Funding Formula (SCFF), this new formula provides a hold-harmless provision wherein Community Colleges will receive no less in total apportionment funding than they received in FY2017-18 with adjustments for COLAs through FY2021-22. Even with this provision, the District received approximately $20 million of additional revenue due to the SCFF calculation.

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C. Quality Focus Projects

Since 2016, the College has used a public, online website to track completion of its quality focus projects to improve student learning and achievement (C05; QF01). Many of the quality focus projects identified in the 2016 self-evaluation were identified in the 2014-20 Educational and Strategic Master Plan (QF08). The quality focus projects then provided the foundation for many of the College's subsequent plans that expanded upon those efforts, including the 2017-2019 Enrollment Management Plans, 2018 Institutional Innovation and Effectiveness Plan, 2019 Strategic Enrollment Management Plan, 2019 Student Equity Plan, and 2019 program mapper project, as well as the College's Guided Pathways efforts.

The efforts the College made to implement and expand upon the quality focus projects have led in significant part to the improvements seen in the metrics described in Section III.B.1 (LACC Annual Report Data on Institution-Set Standards), including increases in course completion (+2%), degree completion (over 40%), certificate completion (over 40%), transfer (over 20%), licensure pass rates for all tracked programs, and increases in job placement for two-thirds of all tracked programs.

1. Action Project #1: Access (Effective Enrollment Management)

The College is implementing each of the defined action plans towards the objectives of this action project (QF01).

A. Changes in Student Achievement and Student Learning and Data Analysis

Objective 1.1: Meet enrollment targets by utilizing an effective marketing campaign

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Changes in Student Achievement and Student Learning. The College completed all action plans for this objective, including developing a Strategic Marketing Plan (CRI28; CRI29), going live with the new College website in summer 2017, defining and promoting the College through the "Believe, Achieve, Succeed" campaign, promoting programs through a marketing campaign that is currently focusing on three signature areas: creative economy: professional services, and STEM (QF03), and increasing marketing through increased outreach (QF04).

Data. Although FTES has continued to decline, the reduction is leveling off. Data indicates that the College is beginning to see the impact of its enrollment management planning and actions taken towards equity measures (QF05).

	FY 15/16	FY 16/17	FY 17/18	FY 18/19
FTES	13,151	12,350	11,148	10,831

	Fall 16	Fall 17	Fall 18
Unduplicated headcount enrollment	20,548	19,169	19,314

	FY 17-18	FY 18-19
Pell Grant	4,457	4,488
Promise Grant	11,880	11,809

The College continues to monitor the impact of AB705 on math and English enrollments. Fall 2019 data shows that enrollment in math and English classes is down by 12% compared to the previous year, while all other classes are up by 2% from the previous year (QF06).

Objective 1.2: Increase participation rates of area high school graduates

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Changes in Student Achievement and Student Learning. Rather than creating an enrollment management taskforce to develop and monitor high school recruitment, the College hired an advertising firm for a professional marketing campaign (QF03; QF04).

As part of this objective, the College developed and supported an online Business-AA degree that a cohort of students can complete in two years. The College is currently supporting two current cohorts of students (started with 53 students; currently with 37 students) taking the

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proscribed path of one course per month (retention is 66%). Based on feedback from students and faculty and concerns with the retention rate, the cohort starting in fall 2019 will take two eight-week classes at a time. Given the success of the Business-AA, the College is considering offering Psychology and English AA-Ts as well as Certificates of Achievement in Computer Science and Business.

Data. Data collected to inform recruiting includes the Academic Plan (IP50, pp. 7-20; 51-54), high school enrollments and success rates (QF07), and the IEPI SEM project (CRI32). Outreach staff have provided stronger connections with feeder high schools; since summer 2019, the College has increased the number of high schools served from 29 to 38. Concurrent enrollments have increased since 2016 (QF07).

Objective 1.3: Increase persistence rates

Changes in Student Achievement and Student Learning. As part of this objective, the College assessed its student services to determine ways to be more student centered and welcoming through Classified professional development activities focused on barriers to matriculation, student experiences and needs, and social justice (QF10; QF10a). The College expanded ASG leadership counseling services for students. Additionally, expanded facilities and additional staff (from 2.0 FTE to 8.5 FTE) for the Welcome Center now allow the College to assist more students with the onboarding process. The College identifies at-risk students through program review (CRI07, Part 1.3). Although the College has not increased its use of Early Alert, doing so is an institutional priority. The LACC social media team utilizes various social media platforms to communicate with students at each stage of their pathway, including Facebook, Instagram, and Twitter. Through social media the College promotes campus events, reminds students of upcoming enrollment deadlines, prompt students to complete financial aid documents, and informs students about upcoming support opportunities.

Data. In addition to increases in degrees, certificates, and/or transfer seeking students (C06; C06a), the percentage of students who persist exceeds the College's stretch goal and continues to rise:

	FY 15/16	FY 16/17	FY 17/18
Persistence term to term	74%	75%	76%

minimum standard=63%; stretch goal=72%

Objective 1.4: Improve institutional effectiveness to support meeting enrollment management targets

Changes in Student Achievement and Student Learning. The College implemented many short-term enrollment management planning efforts, especially in terms of improving efficiency through the scheduling process (CRI23, p.6). Although room scheduling software was purchased, the College is currently unable to integrate the system with SIS. The College integrated enrollment management into the formal committee reporting structure by creating the Enrollment Management Committee, which has oversight of the Enrollment Management Plan (CRI26).

Data. See objective 1.1

B. Expansion of the Project

The action project was written in 2015 with the goal of improving the financial health of the College through increased FTES, which at the time was the primary source of revenue. Although completion and equity have been and continue to be priorities for the College (QF08; QF09; QF09a; QF09b), this action project only focuses on one component of the Student Centered Funding Formula. The planning efforts begun in this action project and expanded through the three years of Enrollment Management Plans (CRI23; CRI24; CRI25) support the enrollment, completion, and equity metrics of the SCFF (QF05).

As in previous Enrollment Management Plans, the College has defined new and ongoing strategies in its Enrollment Management Plan Year Three Update (CRI25) to support the objectives in this action project. These include:

- Objective 1.1 Increase advertising of creative economy, STEM, and CTE programs; use the 90th anniversary events to increase awareness; expand social media; and redesign the College website
- Objective 1.2 Increase feeder high school count and increase frequency of outreach visits to high schools
- Objective 1.3 Expand support services including the development of success centers; increase in counseling (including probation counseling services and ASG leadership services), and peer-to-peer and faculty mentoring

As an expansion of objective 1.4, the College will utilize its Strategic Enrollment Management (SEM) project focused on informed enrollment management through improved student onboarding processes (CRI32) and its mini-IEPI Partnership Resource Team visit on building a data dashboard to support enrollment management decision making processes (CRI33).

2. Action Project #2: Success (Decrease Time to Completion)

The College is implementing each of the defined action plans towards the objectives of this action project (QF01).

A. Changes in Student Achievement and Student Learning and Data Analysis

Objective 2.1: Fully implement the SSSP Plan

Changes in Student Achievement and Student Learning. Implementation of the SSSP Plan occurs through a combination of Outreach, the First Year Experience program, and the College Promise. Students utilize the integrated PeopleSoft system to complete student matriculation, orientation, the self-guided placement process, and abbreviated or comprehensive student education plans. The District will adopt Cranium Café in July 2020, which will integrate with PeopleSoft, providing increased accuracy in documentation of completion of the SSSP and supporting an increase in the number of students served. Orientation occurs exclusively online, and the College is aware that not all new students are completing the orientation, perhaps due to system tracking errors; further evaluation is required.

Data. The College continues to track the number of students completing assessment, orientation, and counseling (QF18).

Objective 2.2: Expand the First Year Experience for full-time entering students and the City Pathways College for part-time students taking math and English

Changes in Student Achievement and Student Learning. A Welcome Center was created in 2017 to provide a central contact point for students with concierge services giving students access to appropriate student services. A dean was hired to oversee the FYE program and a dean now oversees the outreach, welcome center, and one-stop student center. Although an increase in student involvement in the student mentor/ambassadors program is a College priority, the College needs additional dedicated staff and funding to meet this action plan.

The College worked with math and English faculty to engage in FYE/City Pathways to increase familiarity with the program and competency in SI instructors. With the new transformation grant starting in fall 2017, the SI program exclusively supported only FYE sections as its program significantly expanded. FYE and Promise cohorts had better retention and success rates, both in English and math (QF14). In spring 2019 a qualitative student survey assessed student responses to the effectiveness of SI mentors and services (QF15). The College also has taken steps to coordinate the Writing Center, Pi Shop, and Learning Skills resources.

Data. From 2015-17, 90% of selected course sections supported by supplemental instruction (SI) were basic skills math, basic skills English, and ESL. A comparative analysis in 2015-2016 with SI support compared to previous semesters without SI support showed a marked increase in retention and success rates (QF13a; QF13b). In fall 2019, to support College efforts to address AB 705, SI supported all math FYE transfer level courses and 31 sections of transfer level English. This support will continue in the foreseeable future.

From 2016 to the present, the College increased presentations, monthly visits, and one-stop days from 29 to 40 high schools. The College continues to review data to explore the benefits of the First Year Experience program (QF16) and creates annual plans to expand FYE (QF17).

Objective 2.3: Create accelerated basic skills pathways

Changes in Student Achievement and Student Learning. The basic skills pathway for math and English has in part been addressed through the College's responses to AB705. Students now self-place and are provided support in those classes as needed.

A basic skills transformation grant was utilized to develop curriculum allowing for acceleration of completion of pre-collegiate courses, including the Basic Skills English Boot Camp; and Math Boot Camp. Prior to 2018 the boot camps helped students prepare for re-placement; since 2019 (guided self-placement) the boot camps are refresher courses that help students identify support resources. The College also increased professional development towards familiarity with best practices in accelerating basic skills pathways.

Data. Within the past six years, more students are completing the Basic Skills pathway, as demonstrated in the institution-set standards data (C06; C06a). There also has been an increase in the percentage of students placing into higher level math and English courses (QF20).

Objective 2.4: Create a Second Year Experience

Changes in Student Achievement and Student Learning. The College began implementing its Second Year Experience (SYE) in fall 2019. In anticipation of the passing of AB2 legislation, the College took numerous steps to provide FYE support services in the second year. A new hire in Counseling has been tasked with overseeing success activities for the SYE. Activities include a leadership academy (resulting in students becoming peer mentors) and clubs related to student pathways. The faculty mentoring program (QF11) served over 100 students in fall 2018 and spring 2019. Although funding has since run out, the College is working to find other resources to maintain and expand the program.

The College has taken steps to market signature programs provide support for cohorts within those programs, most notably through the STEM: Title III STEM Pathways grant funded program, established in Fall 2016. The grant provided students with supplemental instruction in gateway Math and Chemistry courses, drop-in tutoring/group-working space, a textbook loan program, a STEM Counselor, Math and Chemistry intercession boot-camps, transfer workshops, university field trips, and undergraduate research opportunities including conference travel. In addition, the STEM Pathways program has enhanced dual enrollment classes in Engineering and participated in outreach to the community. Other signature programs will include the Creative Economy and Professional Services.

Data. The activities implemented through each of the above objectives has contributed in part to an increase in the number of degree, certificate, and/or transfer-seeking students.

	2017 Annual Report	2018 Annual Report	2019 Annual Report
Degrees	699	858	1,080
Certificates	553	651	786
Transfers	659	843	801

B. Expansion of the Project

As in previous Enrollment Management Plans, the College has defined new and ongoing strategies in its Enrollment Management Plan Year Three Update (CRI25) to support the objectives in this action project. These include:
- Objective 2.1. Increase matriculation, orientation, and onboarding through the development of success centers, providing group counseling, implementing MyPath, and increasing the number of counseling sessions
- Objective 2.2. Expand FYE by increasing recruitment in FYE and raising awareness of the College Promise and AB 19, and integrating cooperative education courses into FYE
- Objective 2.4. Expand SYE by redesigning the peer-to-peer mentoring program in the SYE and raising awareness of the benefits of the SYE at LACC

Since spring 2019 the College has engaged in a program and schedule mapping project, including support from the Program Mapper project. The goals are to create clear maps of relevant, sequenced, and aligned programs and then begin to utilize the maps towards more productive and efficient scheduling of classes. Activities in fall 2019 included an ongoing data clean-up, defining of guiding principles, and the mapping of all College certificates and degrees (QF12).

IV. Appendix: List of Evidence

College Report Preparation
C01_Reaffirm_Letter_070816
C02_Reaffirm_Letter_012618
C03_SPC_Minutes_032719
C04_CC_Minutes_050619
C05_Link_to_Accred_Tracking_Tool
C06_InsitutionSetStandards_w_Data_2018
C06a_ InsitutionSetStandards_w_Data_2019
C07_SPC_Minutes_092618
C08_AS_Minutes_Nov2019
C09_CC_Minutes_120219

District Report Preparation
D0.1 Accreditation Committee Charge
D0.2 ACCJC Reaffirmation Letter Sample
D0.3 District Accreditation Committee Minutes
    August 2019
D0.4 IESS Agenda
D0.5 Board Agenda

Report on Quality Improvements
IP01_Integrated_Planning_Handbook
IP02_SPC_Minutes_042419
IP04_AS_Resolution_101719
IP05_CC_Resolution_100719
IP06_BoT_Minutes_Jan2020
IP07_Disagg_Loc_Success_2018-19
IP08_Disagg_Loc_Success _2017-18
IP09_Disagg_Loc_Success _2016-17
IP10_CPR_2018-19_BusAdmin
IP11_CPR_2018-19_DE
IP11a_ISLO_2018-19_DE
IP12_eLumen_CSLO_Report_2019
IP13_Curriculum Handbook
IP14_Curriculum_Course_Approvals 2018-19
IP15_CPR_2018-19_Philosophy
IP16_Perkins_Local_App_2019_Photo
IP18_CPR_2019_Summary_Job_Place_Analysis
IP18a_CPR_Job_Placement_Data
IP18b_CTE_Employ_Outcomes_Survey
IP19_Perkins_Workshop_2019
IP20_ISLOs_Disaggregated_2013-18
IP20a_ISLOs_by_Age
IP21_SLO_Annual_Report_2017, p.5
IP22_SLO_Annual_Report_2018
IP23_Link to ESMP Tracking Tool
IP24_COMPASS_Annual_Assess_2015-16
IP25_SPC_Annual_Assess_2016-17
IP26_CC_Annual Assess_2017-18
IP27_Summary_CoOp_Job_Placements_2017-19
IP27a_Guild_Bootcamp
IP28_Low_Perf_Analysis

IP29_Low_Perf_Presentation_LACCD_2018
IP29a_Program_Approvals 2018-19
IP30_DE_Survey_Results_2016
IP30a_DE_Success_Rates_2012-18
IP31_DE_Minutes_051617
IP32_DE_Program_Review_2016-17
IP33_DE_Program_Review_2017-18
IP34_DE_Program_Review_2018-19
IP35_DE_Comm_OperAgr_2019
IP36_Comp_SupServ_DE-Trad
IP37_SSC_Minutes_032117
IP38_DE_Coord_Job_Descrip
IP39_DE_at_LACC
IP40_NetTutor_Usage_2018
IP41_AB705_Adopt_Plan
IP42_AB705_Guided_Self-Placement_Method
IP43a_LACC_Demographics_2014-18
IP43b_LeftOutReport_LACC
IP44_SPC_Minutes_062619
IP45_AS_Minutes_100517
IP46_Symposium_082417
IP47_DBC_Minutes_041019
IP48_EEO_Training_2017
IP49a_Facilities_CPR
IP49b_Admin_Survey_2019
IP50_Academic_Plan
IP51a_2019_LACC_Facilities_Master_Plan_Update
IP51b_2019_LACC_Final_Second_Addendum_EIR
IP51c_2019_Resolution_Approving_2019_FMPU
IP52_CC_Summary_Recs_2016-17
IP53_AS_Summary_Recs_2016-17
IP54_CC_Summary_Recs_2017-18
IP55_AS_Summary_Recs_2017-18
IP56_CC_Summary_Recs_2018-19
IP57_AS_Summary_Recs_2018-19

College Recommendations for Improvement
CRI01_ Link to Governance Committee Main Page
CRI02_SPC_Agenda_022818
CRI03_SPC_Minutes_022818
CRI04_SPC_Nov27_2019
CRI06_Campus_Climate_Survey_2019
CRI07_Link to Program Review Data
CRI08_CSLO_Assess_Handbook
CRI09_PSLO_Assess_Handbook
CRI10 Curriculum_Agenda_101116
CRI10a_Curriculum_Agenda_060917
CRI11_Curriculum_Minutes_091217
CRI12_Curriculum_Minutes_101017
CRI13_Modern_Lang_CSLOs
CRI14_Modern_Lang_PSLOs
CRI15_ Curriculum_Agenda_091316

CRI16_ Curriculum_Agenda_091217
CRI17_Music_CSLOs
CRI18_Nursing_Dialogue_2017
CRI19_Nursing_PSLOs
CRI20_Nursing_CSLOs
CRI21_ Curriculum_Agenda_041018
CRI23_EMP_Year1
CRI24_EMP_Year2_Update
CRI25_ EMP_Year3_Update
CRI26_EMC_Operating_Agreement
CRI27_Marketing_Team_Operating_Agreement
CRI28_Marketing _Plan
CRI29_Marketing_Plan_Update
CRI30a_2018-19_Enroll_Worksheet
CRI30b_2019-20_Enroll_Worksheet
CRI31_IEPI_PRT_Final_Report
CRI32_SEM_Application
CRI32a_SEM_Logic_Model
CRI33_Mini_PRT_Approval
CRI34_CVC_OEI_AwardLetter
CRI35_District_PRT_Report_2017
CRI36_LACCD_Final_Budget_2017
CRI37_LACCD_Final_Budget_2018
CRI38_LACC_2018-19_Ending_Balance
CRI39_DBC_Agenda_051519
CRI40_DBC_Minutes_051519
CRI41_BF_Minutes_08212019

Quality Focus Projects
QF01_Online_Tracking_Results
QF03_ElderTreeReport
QF04_ElderTreeOutreach_Results
QF05_SCFF_Metrics_07219
QF06_Fall19_Comparative_Data
QF07_High_School_Data_2012-18
QF08_ESMP_2014-20
QF09_SEP_2019-22
QF09a_GP_Plan_2018
QF09b_Integrated_Plan_2017-19
QF10_Classified_Prof_Dev_Activities
QF10a_Classified_Prof_Dev_Outcomes
QF11_Mentoring_Program_Fall18_Debrief
QF12_ProgramSchedule_Mapping_Summary
QF13a_2016_English_SI_Analysis
QF13b_2016_Math_SI_Analysis
QF14_FYE_Promise_Analysis_2018
QF15_SI_Survey_Spring2019
QF16_Comparative_FYE_Data_2017
QF17_FYE_Plan_2018-19
QF18_AOC_Data_2019
QF19_3year_FTES_Detail_Report
QF20_Math_English_Enroll_Comparison

District Recommendations for Improvement
DR5.1 SRP Board Approval
DR5.2 SRP Overview
DR5.3 Classified Staffing Request
DR5.4 Academic Staffing Request
DR5.5 Sample Staffing Reviews
DR5.6 IT Evaluation Approval
DR5.7 IT Evaluation Summary
DR5.8 IT Evaluation Board Report
DR7.1 OPEB Funding History
DR7.2 OPEB Asset Statement
DR9.1 Sample Committee Evaluation
DR9.2 Survey Report
DR9.3 Survey Overall Results
DR9.3 Public Forum Responses
DR9.4 Final Board Presentation
DR9.5 Chancellor's Directive 70
DR9.6 Example Regulation Sign-Off
DR9.7 Board Agenda Sample Item
DR12.1 Evidence of Posting
DR12.2 Governance Survey Summary
DR12.2 IESS March 2019 Agenda
DR12.3 Board Agenda April 2019
DR12.4 Sample Posting
DR12.5 Senate Agenda
DR12.6 Web Redesign RFP
Annual Reports
AR01_Link_to_Online_Annual_Reports