

LACC Program Review

2020-2021

Data Packs Training Webinar

Training Dates and Times:

Monday, December 7, 2020.....4 p.m. to 5 p.m.
Tuesday, December 8, 202010 a.m. to 11 a.m. **and** 2 p.m. to 3 p.m.
Wednesday, December 9, 2020.....1 p.m. to 2 p.m..
Friday, December 11, 202011 a.m. to 12 p.m.

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Table Of Contents

Data Packs

- What are they?
- What is included?
- How to access data packs?

eLumen, Program Review Data Analysis Section

- What is included?
- How to complete fields?

Measures

- What do they mean?
- Why are they important?

OIE Data Packs: What are they?

What is a Data Pack?

- The Data Packs are PDF reports containing information that can assist instructional departments/sub-disciplines with the Data Analysis Section of Program Review.

What Information is Included?

- Data Packs contain information needed to complete the All Unit Measures data analysis portion of Program Review.
 - These measures are tied to the objectives and goals in the 2020-2023 Educational and Strategic Master Plan
 - Does NOT include information for the Student Services or Administrative Unit Measures
- Information in the Data Pack is provided at the department and sub-discipline-level.
- Each department/sub-discipline Data Pack only contains information on measures for which data is available/ applicable, as well as links to external data sources. If a measure is not listed for your department/sub-discipline, then you can ignore it.
- The 2021-2022 college target for each measure along with the percent increase to reach the college target.
 - This information is provided to help you understand the college's overall goals.

OIE Data Packs: External Data Links

- For most measures, data is provided directly in the Data Packs. However, for some measures, a link to an external data source is provided.
 - Links to external data sources are provided for measures 5a, 13, 14, 14a, and 14b
- For these measures, click on the link provided and use the instructions in the External Source How-To Guides to find your information.
- If data from the external source is available for your department/sub-discipline and you find it applicable, please use it in your data analysis. If data is not available for your program or is not applicable, you can ignore the measure.
- The External Source How-To Guides can be found in the Program Review [OneDrive](#) folder.
 - The link to the OneDrive folder can also be found on [OIE Program Review webpage](#)

Example From Report

- 13. Average Number of Units Accumulated by All Associate Degree Earners**
- 14. Students Who Attained the Living Wage**
- 14a. Median Annual Earnings of All Students**
- 14b. Exiting CTE Students Who Report Being Employed in Their Field of Study**

For data on measures 13-14b, please visit the Community College Pipeline:
<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

OIE Data Packs: How to Access My Data Pack?

Where is My Data Pack?

- Individual department and sub-discipline data packs can be accessed in the [PR 20-21 OneDrive folder](#).
 - See Instructional Dept Data Packs folder
 - Select your Department report
 - Department reports include department-level data and data for each sub-discipline within the department.
- The link to the OneDrive folder can also be found on [OIE Program Review webpage](#)

*If you have any trouble accessing the OneDrive folder, please email the Office of Institutional Effectiveness at laccresearch@lacitycollege.edu

Additional Resources and Materials

- Additional resources and materials for Program Review are also located in the [OneDrive](#) folder. Among these materials are:
 - How-to guides for external data sources
 - eLumen Program Review navigation instructions
 - Program Review Handbook
 - Educational & Strategic Master Plan (ESMP) 2020-2023

All Measures

Measure #	Measure Description	Provided in Data Pack?	External Link?	Measure #	Measure Description	Provided in Data Pack?	External Link?	
FTES Related	1	Full-time equivalent student enrollment	No	No	8	AB540	Yes	N/A
	1a	Credit FTES	Yes	N/A	9	Promise Grant recipients	Yes	N/A
	1b	Dual Enrollment FTES	Yes	N/A	10	Pell Grant recipients	Yes	N/A
	1c	Noncredit FTES	Yes	N/A	11	Transfer-level Math & English	Yes	N/A
	2	Course completion	Yes	N/A	12	CTE, 9+ units	Yes	N/A
Awards Related	3a	Students Who Earned an ADT	Yes	N/A	13	Average Number of Units Accumulated by All Associate Degree Earners	No	Yes
	3b	Students Who Earned an AA/AS Degree	Yes	N/A	14	Students Who Attained the Living Wage	No	Yes
	4	Students Who Earned a Chancellor's Office Approved Certificate	Yes	N/A	14a	Median Annual Earnings of All Students	No	Yes
	4a	Certificate >= 16 units	No	No	14b	Exiting CTE Students Who Report Being Employed in Their Field of Study	No	Yes
Transfer	5	Transfer to Four-year Institution	No	No	15	Disproportionately Impacted (DI) Student Groups	Yes	N/A
	5a	Transfers to UC/CSU	No	Yes	16	Efficiency FTES/FTEF	Yes	N/A
	6	Licensure/certification/exam results	Yes	N/A	17	Retention within term	Yes	N/A
	7	Job placement/post training	Yes	N/A				

Student Count Measures Based on Major

Employment & Earnings

Success & Retention

Example Data Pack

Let's look at an example!

- Recall, only the measures for which data is provided, as well as those with external links, are listed.
- For all departments and sub-disciplines, links to external resources are provided for measures 5a, 13, 14, 14a, and 14b.
- This sub-discipline is missing measures 1c, 3b, 4, 6, and 7. This means there is not applicable data and these measures can be ignored.
 - Measures 1, 4a, and 5 are missing for all departments and sub-disciplines.
- For this sub-discipline, measures 8 through 12 are missing data for 2018-2019 and 2019-20. This is because there were no students with a primary major in this sub-discipline for those years. Therefore, these measures are not applicable for those years.
- Regarding measure 3a, this sub-discipline has at least one ADT program in the 2020-21 catalog for which no students have received a degree over the last three years.

*For more information on each measure, please review the measure notes section of this slide deck following this slide.

Health (HEALTH)

ESMP Measures	Unit			College	
	2017-18	2018-19	2019-20	Target	Increase to Reach Target
01a. Credit FTES	244	253	295	11,312	+17%
01b. Dual Enrollment FTES	71	78	78	680	-
02. Course completion	81%	79%	84%	72%	+3%
03a. Students Who Earned an ADT	0	0	0	297	+35%

05a. Transfers to UC/CSU.

For data on the number of transfers to the University of California system, please visit UC Transfers by Major:

<https://www.universityofcalifornia.edu/infocenter/transfers-major>

For data on the number of transfers to the California State University system, please visit the CSU Student

Origins: https://tableau.calstate.edu/views/FirstTimeFreshmanandCollegeTransfers/SummaryView?iframeSizedToWindow=true&embed=y&render=true&showAppBanner=false&display_count=no&showVizHome=no

Step by step instructions will be provided

Student Count based on Academic Plan (Q8 - Q12)	1	0	0	-	-
08. AB540	0			1,138	+16%
09. Promise Grant recipients	0			13,751	+16%
10. Pell Grant recipients	0			5,284	+16%
11. Transfer-level Math & English	0			99	+35%
12. CTE, 9+ units	0			1,914	+20%

13. Average Number of Units Accumulated by All Associate Degree Earners

14. Students Who Attained the Living Wage

14a. Median Annual Earnings of All Students

14b. Exiting CTE Students Who Report Being Employed in Their Field of Study

For data on measures 13-14b, please visit the Community College Pipeline:

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

Step by step instructions will be provided

16. Efficiency FTES/FTEF	18	17	18	16.8	+17.5%
17. Retention within term	91%	90%	96%	87%	+2.2%

	Amer. Indian	Asian	Black	Hisp. Latino	Pacific Island.	White	Multi-Ethn.	Unk.	Avg.
15. Disproportionately Impacted (DI) Groups	0%	86%	69%	77%		86%	75%	76%	78%

Data Analysis Section in eLumen: I

Department / Unit	Sub-Discipline	Unit Measure (# and Description)	Unit Standard	Unit Performance for 2019-20	Unit Analysis of Trends

The Data Analysis Section contains six fields to be completed for each measure. These fields are Department/Unit, Sub-Discipline, Unit Measure (# and Description), Unit Standard, Unit Performance 2019-2020, and Unit Analysis of Trends.

If there are multiple disciplines/subjects (sub-disciplines) within a department, you will complete a row per sub-discipline for each measure where data is available in addition to a department-level analysis.

- Depending on your department, it may make more sense to combine multiple sub-disciplines for analysis or only complete a department-level analysis. This is for each department to decide.

Overview of Fields

- **Department/ Unit:** This is the name of the department for which the information in the row corresponds. To complete a data analysis at the entire department level, use the department-level data in the Data Packs.
- **Sub-Discipline:** This is the name of the discipline/subject for which the information in the row corresponds. To complete a data analysis at the sub-discipline level, use the discipline/subject-level data in the Data Packs.
 - When completing a department-level analysis, input “All” to indicate that you are referring to the entire department.

overview of fields continued on next slide



Data Analysis Section in eLumen: II

Department / Unit	Sub-Discipline	Unit Measure (# and Description)	Unit Standard	Unit Performance for 2019-20	Unit Analysis of Trends

Overview of Fields (cont'd)

- **Unit Measure (# and/or Description):** Copy the measure description from the Data Pack. Make sure to include all measures for which data is provided in Data Pack for the sub-discipline/department.
- **Unit Standard:** Each sub-discipline/department should determine the minimum goal/ standard which they will strive to achieve during the current academic year. This unit standard will help inform the college minimum goal/standard.
- **Unit Performance for 2019-20:** Insert all prior year data provided in Data Pack. Separate the numbers for each year using forward slash “/”
- **Unit Analysis of Trends:** Data Packs provide three years of data to enable discussion and analysis of data trends at the sub-discipline and department level. Your analysis should attempt to explain the factors that may have influenced or contributed to the trends, as well as steps that might be taken to improve outcomes.

Data Analysis Section in eLumen: Example

Link to eLumen: <https://lacc.elumenapp.com>

Example from Data Pack

Kinesiology

12/5/2020

Health (HEALTH)

ESMP Measures	Unit			College	
	2017-18	2018-19	2019-20	Target	Increase to Reach Target
01a. Credit FTES	244	253	295	11,312	+17%

Fields in eLumen

Department / Unit	Sub-Discipline	Unit Measure (# and Description)	Unit Standard	Unit Performance for 2019-2020	Unit Analysis of Trends
Kinesiology	Health	1a. Credit FTES		244 / 253 / 295	

Unit Standard: Using the prior year data along with your knowledge about your department/sub-discipline and where it is going, determine a standard performance level for your unit.

Unit Analysis of Trends: Describe the data trends for the measure as well as the factors that may have influenced or contributed to the trends. You may also want to include a description of any plans or steps taken to improve outcomes if applicable.

FTES Measures

Measures

- Credit FTES (1a)
- Dual Enrollment FTES (1b)
- Non-credit FTES (1c)
- Efficiency or FTES/FTEF (16)

Overall Notes for FTES Measures

- FTES stands for Full-Time Equivalent Student. It is the measure of full-time attendance **used to calculate state reimbursement**
- FTEF stands for Full-Time Equivalent Faculty
- The academic year for FTES and FTEF measures includes the **Summer, Fall, Winter, and Spring terms**.
 - For example, the FTES measures for 2019-2020 include Summer 2019, Fall 2019, Winter 2020, and Spring 2020.

Awards Measures

Measures

- Students who earned an ADT (3a)
- Students Who Earned an AA/AS Degree (3b)
- Students Who Earned a Chancellor's Office Approved Certificate (4)
- Average Number of Units Accumulated by All Associate Degree Earners (13)

Overall Notes for Awards Measures

- The numbers for measures 3a – 4 represent the **number of degrees and certificates awarded**. They do NOT represent the number of students receiving awards.
- The academic year for awards received is from **July 1 to June 30**. For example, 2019-2020 includes awards conferred between July 1, 2019 and June 30, 2020.
- If measures 3a, 3b, or 4 is missing it means that no awards of that type were conferred for that department/sub-discipline between 2017-18 and 2019-20 and that department/sub-discipline is not currently offering programs of that award type (not listed in 20-21 Catalog).
- Data on the **Average Number of Units Accumulated by All Associate Degree Earners** is not directly provided in the Data Packs, but a link to an **external data source** is given.

Transfer Measures

Measures

- Transfer to Four-year Institutions (5)
- Transfers to UC/CSU (5a)

Overall Notes for Transfer Measures

- Data is not provided for **Measure 5** in the Data Packs. If you have your **own data** for this measure you may utilize it, **otherwise** please **skip** this measure.
- Data is not directly provided for **Measure 5a** the Data Packs. Please **use the external links** provided and see the how-to guide for step-by-step instructions for obtaining this data.

Employment & Earnings Measures

Measures

- Licensure/certification/exam results (6)
- Job Placement/Post Training (7)
- Students Who Attained the Living Wage (14)
- Median Annual Earnings of All Students (14a)
- Exiting CTE Students Employed in Their Field of Study (14b)

Overall Notes for Employment & Earnings Measures

- Only **Dental Technology**, **Dietetics**, **Radiologic Technology**, and **Registered Nursing** have data for Measure 6.
- Data is not directly provided for Measures 14, 14a, and 14b in the Data Packs. Please **use the external links** provided and see the how-to guide for step-by-step instructions for obtaining this data.

Retention & Completion Measures

Measures

- Course Completion (2)
- Disproportionately Impacted Student Groups (15)
- Retention within term (17)

Overall Notes for Measures

- Completion and retention counts are **calculated at the section level** and then aggregated to create the sub-discipline numbers.
 - Completion and retention **rates** are calculated by **dividing** by the **enrollment count**.
 - Enrollment counts include grades of **A, B, C, D, F, P, NP, SP, I, IPP, INP, FW, W, and DR**. EW grades are not included.

Student Count Measures (Based on LACC Academic Plan/ Major)

Measures

- AB 540 (8)
- Promise Grant Recipients (9)
- Pell Grant Recipients (10)
- Transfer-level Math & English (11)
- CTE, 9+ Units (12)

Overall Notes for Measures

- Students were assigned to sub-disciplines based on their **most recent primary major plan** within the academic year.
- Only students whose **most recent primary plan was LACC** are included in student count measures
- Student counts include credit and non-credit students.
- If a **measure is missing entirely**, it means there were not any LACC students between 2017-18 and 2019-20 with a major plan in that sub-discipline.
- If a **value is null** for a particular year(s), it means there were not any LACC students with a major plan in that sub-discipline that year(s).
- If the **value** for a particular year(s) **equals zero**, it means none of the students within that sub-discipline met the measure requirements that year(s).

Measure 1a

Credit FTES

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Credit FTES is the total FTES of credit sections. Credit FTES includes Dual Enrollment FTES.

Why is It Important?

FTES is the measure of full-time attendance **used to calculate state reimbursement**. It is based on a figure of 525 class contact hours per full-time student over the academic year, in credit and non-credit courses. **Credit FTES** is a **portion** of the **total FTES**.

ESMP 2020-2023 Plan Related Objectives:

- 1-2a:** Ensure programs are organized and marketed in broad career-focused academic and communities or “meta-majors”
- 2-2c:** Provide special support to assist students in completing the onboarding process
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program.
- 3-2c:** The college schedules courses to ensure students can take courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-1d:** Utilize co-curricular and transformative learning experiences to support student experience.
- 5a:** Human, physical, technological, and financial resources are provided to support strategic planning.
- 5b:** Facilities and technology support college functions.

Measure 1b

Dual Enrollment FTES

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Dual Enrollment FTES is the total FTES of dual enrollment sections.

Why is It Important?

FTES is the measure of full-time attendance **used to calculate state reimbursement**. It is based on a figure of 525 class contact hours per full-time student over the academic year, in credit and non-credit courses. Dual Enrollment FTES is a **portion** of the **total FTES**.

ESMP 2020-2023 Plan Related Objectives:

- 1-2a:** Ensure programs are organized and marketed in broad career-focused academic and communities or “meta-majors”
- 2-1b:** The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
- 3-2c:** The college schedules courses to ensure students can take courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-1d:** Utilize co-curricular and transformative learning experiences to support student experience.
- 5a:** Human, physical, technological, and financial resources are provided to support strategic planning.
- 5b:** Facilities and technology support college functions.

Measure 1c

Non-Credit FTES

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Non-credit FTES is the total FTES of non-credit sections.

Why is It Important?

FTES is the measure of full-time attendance **used to calculate state reimbursement**. It is based on a figure of 525 class contact hours per full-time student over the academic year, in credit and non-credit courses. **Non-credit FTES** is a **portion** of the **total FTES**.

ESMP 2020-2023 Plan Related Objectives:

- 2-2c:** Provide special support to assist students in completing the onboarding process
- 3-2c:** The college schedules courses to ensure students can take courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-1d:** Utilize co-curricular and transformative learning experiences to support student experience.
- 5a:** Human, physical, technological, and financial resources are provided to support strategic planning.
- 5b:** Facilities and technology support college functions.

Measure 2

Course Completion

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Course completion refers to the percent of enrolled students who received a grade of **A, B, C,** or **P**. This measure is often referred to as the course success rate.

Why is It Important?

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 3-2a:** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- 4-1b:** Instruction across all programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- 4-1d:** Utilize co-curricular and transformative learning experiences to support student success.
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Measure 3a

Students Who Earned an ADT

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

The number of **Associate Degrees for Transfer** awarded within an academic year.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a student success allocation based on the number of students earning associate degrees.

Vision for Success Goal

Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 2-1a:** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program,
- 3-2a:** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- 3-2b:** Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career.
- 3-2c:** The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development and other intentional campus efforts.

Measure 3b

Students Who Earned an AA/AS Degree

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

The number of **AA and AS Degrees** awarded within an academic year.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a student success allocation based on the number of students earning associate degrees.

Vision for Success Goal

Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 2-1a:** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program,
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- 3-2b:** Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career.
- 3-2c:** The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development and other intentional campus efforts.

Measure 4

Students Who Earned a Chancellor's Office Approved Certificate

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

The number of **Chancellor's Office Approved Certificates** awarded within an academic year. Chancellor's Office Approved Certificates include all certificates **except** Skills Certificates.

Why is It Important?

Vision for Success Goal

Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key. progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 2-1a:** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program,
- 3-2a:** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- 3-2c:** The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development and other intentional campus efforts.

Measure 5

Transfers to Four-Year Institutions

Provided in Data Pack?

Yes

No

Sources: None*

What Does It Mean?

The number of LACC students transferring to **four-year universities** and **colleges**.

*Data is **not provided** for this measure **in the Data Packs**. If you have your own data for this measure you may utilize it, otherwise skip this measure.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a student success allocation based on the number of students transferring to four-year colleges and universities.

Vision for Success Goal

Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities targeted by each program.
- 2-1a:** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program,
- 3-2a:** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- 3-2b:** Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career.
- 3-2c:** The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- 4-1c:** Students apply and document the knowledge gained through engagement in a program.

Measure 5a

Transfers to UC/CSU

Provided in Data Pack?

Yes



No

Sources: [UC Transfers by Major](#) ; [CSU Student Origin Dashboard](#)

What Does It Mean?

The number of LACC students transferring to **University of California** and **California State University** campuses.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a student success allocation based on the number of students transferring to four-year colleges and universities. This number includes transfers to UC and CSU colleges.

Vision for Success Goal

Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities targeted by each program.
- 2-1a:** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- 2-1b:** The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program,
- 3-2a:** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- 3-2b:** Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career.
- 3-2c:** The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- 4-1c:** Students apply and document the knowledge gained through engagement in a program.

Measure 6

Licensure/certification/
exam results

Provided in Data Pack?



Yes



No

Source: ACCJC 2019 Annual Report

What Does It Mean?

This measure refers to the **examination pass rates** in programs for which students must pass a **licensure examination in order to work in their field of study**.

Only **Dental Technology**, **Dietetics**, **Radiologic Technology**, and **Registered Nursing** have data for this measure.

Why is It Important?

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities targeted by each program.
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Measure 7

Job Placement/Post Training

Provided in Data Pack?



Yes



No

Source: ACCJC 2019 Annual Report

What Does It Mean?

Job placement rates for students completing **certificate programs** and **CTE degrees**. Data on job placement rates comes from the **Perkins data** used for the ACCJC annual reports.

Why is It Important?

ESMP 2020-2023 Plan Related Objectives:

- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- 4-1c:** Students apply and document the knowledge gained through engagement in a program
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Measure 8

AB 540

Provided in Data Pack?

Yes No

Source: PeopleSoft

What Does It Mean?

Within an academic year, students are defined as **AB 540** if they were flagged as AB 540 in **at least one semester**.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a supplemental allocation based on the number of students covered by AB 540.

ESMP 2020-2023 Plan Related Objectives:

- 2-2c:** Provide special support to assist students in completing the onboarding process
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Measure 9

Promise Grant Recipients

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Within an academic year, a student is defined as a **Promise Grant recipient** if they received a Promise Grant in **at least one semester**.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a supplemental allocation based on the number of students receiving a College Promise Grant.

ESMP 2020-2023 Plan Related Objectives:

- 2-2c:** Provide special support to assist students in completing the onboarding process
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Measure 10

Pell Grant Recipients

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Within an academic year, a student is defined as a **Pell Grant recipient** if they received a Pell Grant in **at least one semester**.

Why is It Important?

Student Centered Funding Formula.

California Community Colleges receive a supplemental allocation based on the number of students receiving a Pell Grant.

ESMP 2020-2023 Plan Related Objectives:

- 2-2c:** Provide special support to assist students in completing the onboarding process
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Measure 11

Transfer-level Math and English

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

The number of students who **completed both a transfer-level Math and English course by the end of the academic year.**

These figures include **prior year completions** and **completions at other LACCD colleges.** Completion of transfer-level Math and English refers to grades of **A, B, C, and P.**

The college target for this measure represents the completion of both transfer-level Math and English in the first year.

Why is It Important?

Student Centered Funding Formula

California community colleges receive a student success allocation based on the number of students who complete transfer-level math and English within their first year.

ESMP 2020-2023 Plan Related Objectives:

- 1-1b:** Ensure required math and English courses are appropriately aligned with the student's field of study.
- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key. progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 2-2b:** Provide special support to help underprepared students to succeed in math, English, and other "gateway" courses by the end of their first year.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program.

Measure 12

CTE, 9+ Units

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Students are defined as having **9+ CTE units** if they completed 9 or more units in **LACC CTE credit courses** within an academic year. Completion of CTE units refers to grades **A, B, C, or P**.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a student success allocation based the number of students who complete nine or more career education units.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key. progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 2-2a:** Provide special support to help underprepared students to succeed in the "gateway" courses for the college's major program areas.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program.

Measure 13

Average Number of Units Accumulated by All Associate Degree Earners

Provided in Data Pack?

Yes

No

Source: [Community College Pipeline](#)

What Does It Mean?

Among **students who earned an associate degree** in the selected year, the **average number of units** earned in the California community college system **among students who had completed at least 60 units** at any community college.

Why is It Important?

Vision for Success Goal

Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees. Decrease from approximately 87 total units (the most recent system-wide average) to 79 total units.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2a:** Ensure programs are organized and marketed in broad career-focused academic and communities or "meta-majors."
- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key. progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 2-1a:** Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- 2-2a:** Provide special support to help underprepared students to succeed in the "gateway" courses for the college's major program areas.
- 3-1a:** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. Students can easily see how far they have come and what they need to do to complete their program,

Measure 14

Students Who Attained the Living Wage

Provided in Data Pack?

Yes



No

Source: [Community College Pipeline](#)

What Does It Mean?

Among **students who exited college** and **did not transfer** to any postsecondary institution, the students who **attained the district county living wage for a single adult** measured immediately following academic year of exit.

Why is It Important?

Student Centered Funding Formula

California Community Colleges receive a student success allocation based on the number of students who have attained the regional living wage.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities target by each program.
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- 4-1c:** Students apply and document the knowledge gained through engagement in a program

Measure 14a

Median Annual Earnings of All Students

Provided in Data Pack?

Yes

No

Source: [Community College Pipeline](#)

What Does It Mean?

The median annual earnings of all students refers to the **median annual earnings** following the academic year of exit among **students who exited the community college system** and **did not transfer** to any postsecondary institution.

Why is It Important?

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities targeted by each program.
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- 4-1c:** Students apply and document the knowledge gained through engagement in a program.

Measure 14b

Exiting CTE Students Employed in Their Field of Study

Provided in Data Pack?

Yes

No

Source: [Community College Pipeline](#)

What Does It Mean?

Among **students who responded to the CTE Outcomes Survey** and **did not transfer** to any postsecondary institution, the students who reported that they are **working in a job very closely or closely related to their field of study**.

Why is It Important?

Vision for Success Goal

Over five years, increase the percent of exiting CTE students who report being employed in their field of study.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities target by each program.
- 4-1a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- 4-1c:** Students apply and document the knowledge gained through engagement in a program.

Measure 15

Disproportionately Impacted Student Groups

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

The numbers provided for this measure represent the **Fall 2019 course success rates by race/ethnicity group**.

Equity gap is indicated by color. Data shaded **red** indicates an equity gap. **White** shading indicates no equity gap. **Grey** shading denotes ambiguity due to small sample size.

The **Percentage Point Gap** method was used to determine equity gaps.

Why is It Important?

Vision for Success Goal

Reduce equity gaps through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- 1-2b:** Ensure detailed information is provided on the website on the employment and further education opportunities targeted by each program.
- 4-1d:** Utilize co-curricular and transformative learning experiences to support student success.
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Measure 16

Efficiency (FTES/FTEF)

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

FTES/FTEF is a measure of **efficiency** for instruction. It is the number of full-time equivalent students per full-time equivalent faculty. For Program Review, the numbers in the Data Packs represent **Credit FTES/Credit FTEF**.

Why is It Important?

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- 1-2a:** Ensure programs are organized and marketed in broad career-focused academic and communities or "meta-majors"
- 5a:** Human, physical, technological, and financial resources are provided to support strategic planning.
- 5b:** Facilities and technology support college functions.

Measure 17

Retention within Term

Provided in Data Pack?



Yes



No

Source: PeopleSoft

What Does It Mean?

Retention refers to the number of students retained in a class, or earning a grade other than W. More specifically, it includes grades **A, B, C, D, F, P, NP, SP, I, IPP, INP**, and **FW**.

Why is It Important?

ESMP 2020-2023 Plan Related Objectives:

- 1-1a:** Ensure every instructional program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- 1-2c:** Ensure programs are clearly mapped out for students. Ensure students know which courses they should take and in what sequence. Ensure courses critical for success in each program and other key progress milestones are clearly identified and scheduled. Ensure all this information is easily accessible on the college's website.
- 3-2a:** Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- 4-1b:** Instruction across all programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- 4-1d:** Utilize co-curricular and transformative learning experiences to support student success.
- 4-2a:** Faculty use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.

QUESTIONS?

For additional related resources and reports,
visit the Program Review [OneDrive](#) folder
or [OIE Program Review webpage](#)

Contact Us

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