

2014 College Planning and Effectiveness Report  
 Los Angeles Community College NAME  
 DATE

## I. Alignment of College and District Strategic Plans

[Add text]

District Strategic Plan Goal	College Strategic Plan Goal
<b>Goal 1: Access and Preparation for Success</b> – <i>Improve equitable access; help students attain important early educational momentum points.</i>	
<b>Goal 2: Teaching and Learning for Success</b> – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i>	
<b>Goal 3: Organizational Effectiveness</b> – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	
<b>Goal 4: Resources and Collaboration</b> – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i>	

## II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2011	2012	2013	2013 District	3 year change College	3 year change District
<b>Objective 1. Ensure equitable access to education</b> <i>1.2 Percentage of eligible students receiving Pell Grant</i>	%	%	%	%	%	%
<b>Objective 2. Increase the percentage of new students who complete the matriculation process</b> <i>2.1 Percentage of new students completing English assessment in the first term or before</i>	%	%	%	%	%	%

2.1 Percentage of new students completing Math assessment in the first term or before	%	%	%	%	%	%
<b>Objective 3. Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.</b>						
3.1 Percentage of new students successfully completing at least one English and Math class in their first year	%	%	%	%	%	%
3.2 Persistence - Fall to Spring	%	%	%	%	%	%
3.2 Persistence - Fall to Fall	%	%	%	%	%	%

## Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<b>Measure 1.1.2:</b> <i>Percentage of eligible students receiving Pell Grants</i>				
<b>Measure 1.2.1:</b> <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>				
<b>Measure 1.3.1:</b> <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>				
<b>Measure 1.3.2:</b> <i>Persistence – Fall-to-Spring &amp; Fall-to-Fall</i>				

### III. Goal #2- Comparison of College to District

<b>Goal #2- Teaching and Learning for Success</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2013 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
<b>Objective 1. Provide a learner-centered learning environment</b>						
<i>1.1 Measure of active learning/project learning</i>			%	%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			%	%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			%	%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			%	%	NA	NA
<b>Objective 2. Improve student outcomes*</b>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	%	%	%	%	%	%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	%	%	%	%	%	%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	%	%	%	%	%	%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	%	%	%	%	%	%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	%	%	%	%	%	%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	%	%	%	%	%	%

\*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2013 is final year for the three year measurement period beginning in 2010.

<b>Goal #2- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<b>Measure 2.1.1:</b> <i>Active /project learning</i>				
<b>Measure 2.1.1:</b> <i>Student engagement in and out of class</i>				
<b>Measure 2.1.1:</b> <i>Self-efficacy/self-directed learning</i>				

<b>Measure 2.1.3:</b> <i>Technology is being used to improve student learning and engagement</i>				
<b>Measure 2.2.1</b> <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>				
<b>Measure 2.2.2</b> <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i>				
<b>Measure 2.2.3</b> <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>				

#### **IV. Institutional Efficiency- Comparison of College to District**

<b>Institutional Efficiency</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2013 District</b>	<b>3 year change College</b>	<b>3 year change District</b>
Average Class Size in Credit Classes					%	%
Cost/FTES (annual)	\$	\$	\$	\$	%	%

<b>Institutional Efficiency- College Analysis and Response</b>				
<b>District Measure</b>	<b>Strength or Weakness</b>	<b>College Response</b>	<b>Plans for Improvement</b>	<b>Expected Improvement(s)</b>
<i>Average class size in credit classes</i>				
<i>Cost/FTES (annual)</i>				