

## 2019-2024 Integrated Strategic Master Plan (ISMP) Performance Measures - August 2023 Update

Goal/Objective	Performance Measure	Baseline (2017-18)	2019-20 Performance	2020-21 Performance	2021-2022 Performance	2022-2023 Performance	Target/Benchmark	
<b>Goal 1: Expand access to educational programs and services that meet community and student needs through enhanced outreach and course offerings.</b>								
1.1. Expand educational opportunities to local high school students by increasing dual enrollment.	1.1.1. 25% increase in the number of students who are dual-enrolled	2,350	3,026	3,073	3,702	3,132	2,938	★
1.2. Expand the LA College Promise program and enrollments.	1.2.1. 25% increase in the number of new students who are enrolled in the LA College Promise Program	440 (Fall 2017)	656 (Fall 2019)	405 (Fall 2020)	515 (Fall 2021)	629 (Fall 2022)	550	★
1.3. Expand noncredit adult education courses/programs focused on skills improvement and vocational training.	1.3.1. 25% increase in the number of students enrolled in noncredit adult education courses	1,931	2,032	766	1,091	1,964	2,414	▲
1.4. Expand online offerings and online pathways in accordance with Guided Pathways.	1.4.1. 10% increase in the number of online sections offered	258	362	1,522 (99% of classes online due to Covid pandemic)	1,302	1,192	284	★
	1.4.2. 15% increase in the number of online enrollments	11,627	15,249	47,445	35,560	32,259	13,371	★
1.5. Improve outreach through effective marketing and branding strategies.	1.5.1. 25% increase in the number of first-time students	1,736 (Fall 2017)	1,478 (Fall 2019)	1,037 (Fall 2020)	1,277 (Fall 2021)	1,463 (Fall 2022)	2,170	▲
	1.5.2. 25% increase in the number of AB540 students	646	622	589	562	543	808	▼
	1.5.3. 25% of students endorsing very much or quite a bit when asked how much their decision to enroll was impacted by newspaper, radio, or television advertisements	16.7% (Spring 2017)	19.4% indicated Very much or Some in Fall 2018	24.9% indicated Very much or Some in Spring 2021	<i>No new data</i>	29.4% indicated Very much or Some in Fall 2022	25%	★
	1.5.4. 25% of students endorsing very much or quite a bit when asked how much their decision to enroll was impacted by social media	20.2% (Spring 2017)	22.3% indicated Very much or Some in Fall 2018	30.2% indicated Very much or Some in Spring 2021	<i>No new data</i>	35.3% indicated Very much or Some in Fall 2022	25%	★
<b>Goal 2: Student-centered institution that effectively supports students in attaining educational goals.</b>								
2.1. Offer student services with a high standard for customer service.	2.1.1. 90% of student services having high satisfaction ratings (defined as 80% of students indicating that they are Very satisfied or Satisfied)	100% (Spring 2017)	95% (19/20) had 80% rate Very satisfied or Satisfied in Fall 2018	100% had 80% rate Very satisfied or Satisfied in Spring 2021	<i>No new data</i>	100% had 80% rate Very satisfied or Satisfied in Fall 2020 (both in-person and online modalities)	90%	★

Goal/Objective	Performance Measure	Baseline (2017-18)	2019-20 Performance	2020-21 Performance	2021-2022 Performance	2022-2023 Performance	Target/Benchmark	
2.2. Foster an environment that embraces inclusion and the diversity found in a global society.	2.2.1. ≥3.5 survey rating (out of 4) when students are asked: At this college (or, “Since the beginning of the term” in the 2021 and 2022 surveys), how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background?	3.17 (79.6% reported Often or Sometimes in Spring 2017)	70.7% reported Often or Sometimes in Fall 2018	51.1% reported Often or Sometimes in Spring 2021	<i>No new data</i>	64.9% reported Often or Sometimes in Fall 2022	3.5 (87.5%)	
	2.2.2. ≥3.5 survey rating (out of 4) when students are asked: How much have your experiences at this college, both in and out of class, improved your ability to understand people of other racial, cultural, or religious backgrounds?	3.33 (82.9% reported Very much or Quite a bit in Spring 2017)	75.0% reported Very much or Quite a bit in Fall 2018	76.8% reported Very much or Quite a bit in Spring 2021	<i>No new data</i>	79.5% reported Very much or Quite a bit in Fall 2022	3.5 (87.5%)	
2.3. Increase full-time enrollment through flexible scheduling and program offerings. In addition, ensure scheduled class offerings meet the needs of students and align with Guided Pathways.	2.3.1. 26% of students enrolled full time	21.6% 24.1% (excl. Dual Enrl.) (Fall 2017)	20.3% 23.7% (excl. Dual Enrl.) (Fall 2019)	16.7% 19.6% (excl. Dual Enrl.) (Fall 2020)	16.1% 19.2% (excl. Dual Enrl.) (Fall 2021)	17.4% 21.0% (excl. Dual Enrl.) (Fall 2022)	26%	
	2.3.2. See also student success metrics under objectives 3.2 through 3.5	see below	see below	see below	see below	see below	see below	<i>see below</i>
2.4. Review and refine curriculum and programs to ensure that they are responsive to student and industry needs.	2.4.1. No programs with zero annual completions (excluding programs for the first four years they are offered)	6 programs	2 programs	4 programs	5 programs	10 credit programs	<i>Zero programs</i>	
2.5. Provide technology to effectively serve students.	2.5.1. ≥3.5 survey rating (out of 4) when students are asked: To what extent do you agree with the statement "This college's Wi-Fi is reliable"?	3.21 (83.6% reported Strongly agree or Agree in Spring 2017)	80.6% reported Strongly agree or Agree in Fall 2018	N/A - all classes were online (question not asked on 2021 Survey)	<i>No new data</i>	79.4% reported Strongly agree or Agree in Fall 2022	3.5 (87.5%)	
	2.5.2. ≥3.5 survey rating (out of 4) when students are asked: In general, to what extent do you agree with the statement "My instructors adequately use available technology in and out of the classroom"?	3.49 (96.7% reported Strongly agree or Agree in Spring 2017)	95.6% reported Strongly agree or Agree in Fall 2018	89.6% reported Strongly agree or Agree in Spring 2021	<i>No new data</i>	92.7% reported Strongly agree or Agree in Fall 2022	3.5 (87.5%)	
	2.5.3. ≥3.5 survey rating (out of 4) when students are asked: How often do you use email, social media, text messaging, or this college's website to keep informed about college events? (Canvas and Cranium Café were added to the question in Spring 2021 and Fall 2022)	3.11 (74.9% reported Often or Sometimes in Spring 2017)	88.2% reported Often or Sometimes in Fall 2018	81.7% reported Often or Sometimes in Spring 2021	<i>No new data</i>	85.1% reported Often or Sometimes in Fall 2022	3.5 (87.5%)	

Goal/Objective	Performance Measure	Baseline (2017-18)	2019-20 Performance	2020-21 Performance	2021-2022 Performance	2022-2023 Performance	Target/Benchmark	
2.6. Ensure that all students have access to financial aid, orientation, educational planning, and proactive counseling.	2.6.1. 10% increase in the number of students receiving a Pell Grant	2,783	2,741	2,096	2,146	2,292	3,061	
	2.6.2. 10% increase in the number of students receiving a California Promise Grant	8,374	7,647	7,159	6,935	7,502	9,211	
	2.6.3. ≥95% of new students completing orientation	79.7%	77.0%	65.3%	59.0%	59.5%	95%	
	2.6.4. ≥95% of new students completing an educational plan	74.1%	78.4%	66.3%	60.8%	65.8%	95%	
2.7. Increase student persistence and successful course completion through effective practices in the classroom and by being responsive to student needs.	2.7.1. Meet institution-set target for successful course completion rate (currently 67%)	66.5% (Fall 2017)	65.8% (Fall 2019)	67.5% (Fall 2020)	65.8% (Fall 2021)	66.6% (Fall 2022)	67%	
	2.7.2. Increase fall-to-spring student persistence to State-level of performance (currently 64.3%)	60.0% (Fall 2016 to Spring 2017)	56.6% (Fall 2018 to Spring 2019)	55.5% (Fall 2019 to Spring 2020)	53.9% (Fall 2020 to Spring 2021)	49.2% (Fall 2021 to Spring 2022)	64.3%	
2.8. Increase student participation in activities, including Athletics and arts, and in governance and decision-making.	2.8.1. 10% increase in the percentage of students that report that they have participated in a College activity and/or event outside the classroom.	45.6% (Spring 2017)	47.6% (Fall 2018)	N/A - all classes were online (question not asked on 2021 survey)	No new data	43.0%	50.2%	
	2.8.2. 100% of campus shared governance committees will have an active student member	57.1%	100%	100%	71.4%	100%	100%	
<b>Goal 3: Increase student success and equity.</b>								
3.1. Increase the percentage of students successfully completing transfer-level English and mathematics in their first year within the district.	3.1.1. Meet statewide performance on this metric (currently 12.8%)	3.0% (2016-17)	6.7% (2018-19)	8.7% (2019-20)	11.5% (2020-2021)	10.9% (2021-2022)	12.8%	
3.2. Increase completion of degrees and certificates.	3.2.1. 20% increase in the number of students who receive an AA/AS/ADT degree	586	755	804	778	641	702	
	3.2.2. 20% increase in the number of students who receive a Chancellor's Office Approved Credit Certificate	650	750	768	861	770	778	
3.3. Increase the number of students transferring to four-year institutions.	3.3.1. 35% increase in the number students who receive an ADT degree	273	411	445	384	335	369	
3.4. Decrease time to completion.	3.4.1. 10% decrease in the average number of units accumulated by students earning an associate's degree	93 (2016-17)	90 (2018-19)	87 (2019-20)	85 (2020-21)	84 (2021-22)	84	
3.5. Increase career and job placement rates.	3.5.1. 10% increase in the percentage of exiting CE students who report being employed in their field of study	69.5% (CTEOS 2017)	61.2% (CTEOS 2019)	65.2% (CTEOS 2020)	69.5% (CTEOS 2021)	63.0% (CTEOS 2022)	76.5%	

Goal/Objective	Performance Measure	Baseline (2017-18)	2019-20 Performance	2020-21 Performance	2021-2022 Performance	2022-2023 Performance	Target/Benchmark
3.6. Reduce equity gaps in student achievement.	3.6.1. 40% decrease in identified achievement gaps in metrics used by the State		See Student Equity Plan				
<b>Goal 4: Enhance organizational effectiveness through improved infrastructure and expanded communication and training.</b>							
4.1. Provide campus facilities that are clean, safe, and responsive to staff and student needs.	4.1.1. <3.6% of students indicating that they disagree or strongly disagree with the question: To what extent do you agree with the statement, I feel safe and secure at this college?	2.9% reported Strongly disagree or Disagree in Spring 2017	3.1% reported Strongly disagree or Disagree in Fall 2018	N/A - all classes were online (question not asked on 2021 survey)	No new data	5.5% reported Strongly disagree or Disagree in Fall 2022	<3.6%
	4.1.2. ≥3.5 survey rating (out of 4) when students are asked: To what extent do you agree with the statement "Buildings are clean and well maintained"?	3.29 (88.2% reported Strongly agree or Agree in Spring 2017)	93.4% reported Strongly agree or Agree in Fall 2018	N/A - all classes were online (question not asked on 2021 survey)	No new data	95.7% reported Strongly agree or Agree in Fall 2022	3.5 (87.5%)
	4.1.3. ≥3.5 survey rating (out of 4) when students are asked: To what extent do you agree with the statement "Learning facilities (equipment, classrooms, and labs) are adequate and up-to-date"?	3.25 (92.1% reported Strongly agree or Agree in Spring 2017)	92.4% reported Strongly agree or Agree in Fall 2018	N/A - all classes were online (question not asked on 2021 survey)	No new data	91.3% reported Strongly agree or Agree in Fall 2022	3.5 (87.5%)
	4.1.4. Establish list of essential services to be available at all campus locations	Not established	Not established	Not established	List established and applied	List established and applied	Establish list
4.2. Ensure the College website is up-to-date, dynamic, and user- and mobile-friendly.	4.2.1. ≥3.5 survey rating (out of 4) when students are asked: To what extent do you agree with the statement "I can easily find the information I need on the college website"?	3.34 (90.9% reported Strongly agree or Agree in Spring 2017)	92.0% reported Strongly agree or Agree in Fall 2018	88.1% reported Strongly agree or Agree in Spring 2021	No new data	88.3% reported Strongly agree or Agree in Fall 2022	3.5 (87.5%)
	4.2.2. ≥3.5 survey rating (out of 4) when students are asked: To what extent do you agree with the statement "Information on the college website is current and accurate"?	3.38 (92.7% reported Strongly agree or Agree in Spring 2017)	92.8% reported Strongly agree or Agree in Fall 2018	89.9% reported Strongly agree or Agree in Spring 2021	No new data	89.4% reported Strongly agree or Agree in Fall 2022	3.5 (87.5%)
4.3. Increase professional development opportunities for faculty, staff, and administrators.	4.3.1. At least 20 events annually that provide professional development opportunities for faculty, staff, and administrators	41	> 33	> 62	30 (LAMC facilitated); 170+ (LACCD facilitated)	35 (LAMC facilitated); ~500 (LACCD facilitated)	20
4.4. Ensure timely evaluations	4.4.1. 100% of evaluations completed on time per their respective contracts	47.6% (2017)	On hold due to Covid pandemic	On hold due to Covid pandemic	56% (2021)	TBD	100%



Goal/Objective	Performance Measure	Baseline (2017-18)	2019-20 Performance	2020-21 Performance	2021-2022 Performance	2022-2023 Performance	Target/Benchmark
<b>Goal 5: Improve financial stability by eliminating inefficiencies, enhancing resource development, and developing partnerships.</b>							
5.1. Increase funding brought in through alternative sources, such as by enhancing grant development processes for curricular and student support programs.	5.1.1. 10% increase in the number of grants awarded	No data	No data	6 grants	9 grants	14 grants	7 grants (if use 2020-21 as baseline)
	5.1.2. 10% increase in amount of revenue generated through other sources (dedicated revenues)	\$330,556 (dedicated revenues)	\$281,586 (dedicated revenues)	\$330,868 (dedicated revenues)	\$391,769 (dedicated revenues)	\$409,611 (dedicated revenues)	\$363,612 in dedicated revenues
5.2. Develop community and business partnerships.	5.2.1. 10% increase in community and business partnerships	25 (2015-16)	No data	No data	31	47+	28
5.3. Enhance the College Foundation.	5.3.1. 10% increase in the amount of funds raised by the Foundation	~\$20,000	\$0	\$0	\$50,926	\$66,828	\$22,000
	5.3.2. 10% increase in the amount of scholarships dispersed by the Foundation	\$16,622	\$17,300	\$26,285	\$19,711	\$16,265 (+\$10,000 in emergency student relief funds)	\$18,284
5.4. Identify and implement strategies to eliminate inefficiencies and streamline processes, including the efficient use of facilities and resources.	5.4.1. Maintain expenditures per FTES	\$5,453	\$6,152	\$6,264	\$7,446	\$8,084	\$5,453
	5.4.2. ≥36 average class size	34.0 (Fall 2017)	34.7 (Fall 2019)	32.4 (Fall 2020)	26.2 (Fall 2021)	25.5 (Fall 2022)	>36
	5.4.3. Capitalization Load Ratio (CAP Load) (the total capacity of a space divided by the actual or projected usage of the space) of 150% for lecture and laboratory spaces	Lecture: 185% Lab: 260%	Lecture: 175% Lab: 255%	Lecture: 150% Lab: 200%	Lecture: 147% Lab: 196%	Lecture: 144% Lab: 192%	150% for lecture and for lab

