2014 - 2020

Los Angeles Southwest College
Strategic Plan
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Los Angeles Southwest College Mission
In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.

Los Angeles Southwest College Vision
We strive to inspire, enrich, and transform our students to become active participants in shaping our local community and the changing global world.

Los Angeles Southwest College Core Values
1. Accountability and Integrity: We are accountable to our community through the ethical implementation and assessment of our mission and vision, and in the responsible management of our resources.
2. Collegiality: We work actively to create communities of mutual respect and shared concern that support and sustain open debate and progressive discourse.
3. Excellence and Innovation: We strive to create a culture of excellence and continuous improvement through the use of innovative pedagogy and technologies that challenge our students, faculty, staff, and administrators to meet the highest educational and professional standards.
4. Student Learning and Success: We respond to the needs of students by creating a learner-centered environment that promotes student success and academic excellence.
5. Civic Engagement: We provide quality services and opportunities to tomorrow’s leaders by encouraging public awareness and participation in the community.

Los Angeles Southwest College Strategic Goals
1. Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.
2. Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. Collaboration and Partnerships: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.
Los Angeles Southwest College Strategic Goals and Measures

Goal 1. Access and Preparation for Success.
Measure A1: Maximize annual FTES funding.
Measure A2: Percent of courses offered in evenings, on weekends and online.
Measure A3: Percent of new students who complete orientation, English and Math assessment, and an Educational Plan in their first semester.
Measure A4: Percent of new students who enroll in assessed English and Math course in their first year.
Measure A5: Percent of eligible students who receive financial aid.
Measure A6: New student persistence (Fall-to-Spring, Fall-to-Fall).
Measure A7: Racial/Ethnic demographics of credit student population are similar to our service area.

Goal 2. Success.
Measure S1: Increase the number of Associate’s degrees awarded.
Measure S2: Increase the number of certificates awarded.
Measure S3: Increase the number of transfers to 4-year universities.
Measure S4: Increase the number of ARCC-defined transfer-prepared students.
Measure S5: Increase course success rate in basic-skills English and Math classes.

Goal 3. Institutional Effectiveness and Accountability.
Measure IE1: All institutional plans are evaluated annually.
Measure IE2: Performance on ACCJC Institution-Set Standards for Achievement is evaluated annually.
Measure IE3: Responsibility is assigned for institutional plan implementation.
Measure IE4: 100% of instructional, student service and administrative service programs complete program review, develop annual unit plans, and evaluate annual unit plans.
Measure IE5: All governance committees and subcommittees regularly post operating agreements, agendas, and minutes on college website.
Measure IE6: Committees incorporate data from annual assessments to improve their effectiveness.
Measure IE7: Assess 100% of course, program, institutional, student service, and administrative service outcomes.

Goal 4. Resources.
Measure R1: Annual Full-Time to Part-Time Faculty Ratio
Measure R2: All employee evaluations are completed by assigned deadlines.
Measure R3: Unit resource allocation requests follow a widely-disseminated process that ensures that they are linked to institutional plans.
Measure R4: Annual College ending balance.
Measure R5: Annual Cost per Full-Time Equivalent Student (FTES).
Measure R6: Annual FTES/FTEF ratio.
Measure R7: Number, type, and amount of new external sources of revenue.

Goal 5. Collaboration and Partnerships:
Measure CP1: Number of formal academic partnerships.
Measure CP2: Number of formal industry partnerships.
Measure CP3: Number of formal community partnerships.
Measure CP4: Number of intra-college collaborations.
Measure CP5: Number of students involved in service learning activities, as measured on the LACCD Student Survey.
Process for Developing the 2014-2020 LASC Strategic Plan

2013 LASC Annual Strategic Planning Retreat – November 15, 2013
29 faculty, staff, administrators, and students attended an all-day retreat to discuss the strategic planning process at LASC. At this retreat, attendees assessed the progress made on the 2011-2014 LASC Integrated Strategic Plan, and discussed its effectiveness. The Plan was noted to have some shortcomings, the most notable of which being the difficulty in measuring a number of indicators of progress towards strategic plan goals. Attendees also developed draft 2014-2020 LASC Mission Statements, and began setting targets for the LACCD Strategic Plan goals.

Strategic Planning Committee Taskforce – December 2013 to January 2014
At both the Strategic Planning Retreat and the December 5th Strategic Planning Committee meeting, Dean Phillip Briggs asked for volunteers to serve on a taskforce that would develop the Draft 2014-2020 LASC Strategic Plan. Those who volunteered and served on the taskforce were Lynn Bebelle, Phillip Briggs, Oscar Cobian, Felicia Duenas, Tamura Howard, and Angelica Ramirez. The taskforce developed the Draft 2014-2020 LASC Strategic Plan over five meetings held between December 11th, 2013 and January 29th, 2014.

The taskforce used the following sources of information to develop the Draft 2014-2020 LASC Strategic Plan:

1. The 2011-2014 Los Angeles Southwest College Integrated Strategic Plan.
2. The 2012-2017 Los Angeles Community College District Strategic Plan.
3. The 2013 System Strategic Plan for the California Community Colleges.
4. Strategic Plans from 18 different California Community Colleges.
6. The 2013 California Community College Student Success Scorecard.
7. The 2013 White House College Scorecard.
8. Data on 16 measures of student access and success for both LASC and the LACCD for the last 5 years.

Campus-wide Vetting
The Draft Strategic Plan was presented to the LASC Strategic Planning Committee on February 6, 2014, where committee members and guests discussed the draft and made suggestions for improvements. This meeting was held as a breakout session of the Spring 2014 Faculty FLEX Day, and 16 faculty
members who were not members of the committee came to the meeting and offered valuable input on the plan. This input was incorporated and an updated draft was presented to the Strategic Planning Committee on March 6, 2014. Minor changes were made and the committee moved to open the draft up to vetting throughout the campus community. A link to the draft was emailed to the campus community on March 12, 2014, and a campus-wide forum was held on March 14, 2014. Feedback was also received at College Council on March 24, 2014 and the Academic Senate on March 25, 2014.

**Final Campus and District Approval**
The input from the campus-wide vetting process was incorporated into the draft, and a final version of the plan was approved at the Academic Senate on April 22, 2014, the Strategic Planning Committee on May 1, 2014, the College Council on May 5, 2014, and. The College President approved the plan on May 14, 2014. It was approved by the LACCD Board of Trustees on January 28, 2015.

**External Initiatives that Impact the 2014-2020 LASC Strategic Plan**

**LACCD Strategic Plan 2012-2017**
LASC’s strategic planning agenda is guided by the 2012-2017 LACCD Strategic Plan. This plan sets priorities that will guide the district through 2017, and also aligns those priorities with those of the California Community College System Strategic Plan. In line with state and national trends, it places student success and completion as the highest strategic priority for the district.

The 2012-2017 LACCD Strategic Plan is centered around four goals:

- Goal 1: Access and Preparation for Success
- Goal 2: Teaching and Learning for Success
- Goal 3: Organizational Effectiveness
- Goal 4: Resources and Collaboration

Performance measures were developed to assess progress towards each goal. For each measure, LACCD colleges established a baseline and a 6-year target. Each year, LASC assesses its progress towards each target and provides a report to the LACCD Board of Trustees.

The LACCD Plan was used as a template during the development of the LASC Plan. This ensures that the College Plan is in full alignment with the District Plan, and that there is no unnecessary duplication of reporting efforts. Further, this ensures that LASC faculty and staff speak in a single voice with the LACCD when working to plan the future of the college.

**A National and Statewide Focus on Student Completion**
Across the U.S., there has been a call by employers, researchers, legislators, and accrediting agencies for community colleges to improve the rate at which students obtain a degree, certificate, or transfer. In 2020, nearly 70% of U.S. jobs will require some postsecondary education. However, if the current U.S.
college graduation rate does not improve, there will be a nationwide shortage of 5.1 million postsecondary-educated workers.

In response, the Obama administration has called for an additional five million community college graduates by 2020. This has resulted in a renewed emphasis on college accountability when it comes to student completion. On February 13, 2013, the White House released its first scorecard for each college in the U.S. This scorecard includes information about graduation rates, costs of attendance, and loan default rates at each college. It is designed to be used by prospective students and their parents when deciding which college to attend.

In addition to this new level of federal scrutiny, the state of California has also bolstered its focus on student success. In January 2011, the California Community College Board of Governors convened a 20-person task force of community college constituents to examine and identify best practices for improving student success. The task force developed a set of recommendations that were released in January 2012. On February 12, 2012, California State Senate Bill 1456 was introduced by Senators Lowenthal and Liu. This bill was signed into law on September 27, 2012 by Governor Jerry Brown. The major provisions of the “Student Success and Support Program Act” as it came to be known, were that colleges would receive funding based on the number of students who completed early educational milestones. New students will now be required to state an educational goal, participate in an orientation, take a math and English assessment test, and develop a formal educational plan. Colleges will receive what were formally matriculation funds based on how many new students complete each of these early milestones. As a further effort to improve college transparency and accountability, California released the Student Success Scorecard for all community colleges in the state on April 9, 2013. This scorecard includes measures on student completion rates and student persistence rates, among others.

Finally, the Accrediting Commission for Junior Colleges (ACCJC) has developed a revised set of Accreditation Standards that will be released in the summer of 2014. These Standards place a much stronger emphasis on student learning and student completion data than their predecessors. Beginning in 2013, the ACCJC also began requiring its member institutions to set standards for student achievement indicators. Each year, LASC will be required to publish our standards for student achievement, as well as our current performance against those standards. If our performance falls below our standards, we will need to develop a comprehensive plan for improvement.

In sum, there is a renewed focus on student completion at nearly all levels of higher education. This focus will require that colleges shift their priorities away from student access and towards student success. LASC’s student outcomes will now be scored and made public by the federal government, the state government, the LACCD (through the 2012-2017 Strategic Plan), and the ACCJC. Thus, over the six years of the LASC Strategic Plan, the college will need to closely examine its policies and procedures that impact student completion. This examination will not only bring LASC into alignment with these external agencies, but it will also result in changes that will bring about substantial benefits to our students and community.
**An Improving Economy**

As California climbs out of the Great Recession, LASC will likely find it harder to attract new students to campus. Past fluctuations in the state economy have resulted in predictable fluctuations in community college enrollment. During recessions and other economic downswings, community colleges typically see enrollment increases. This is thought to occur because unemployed workers return to college for additional training, and because high school graduates may find it more difficult to find a job without some level of college education. During economic upswings, on the other hand, community colleges typically see enrollment decreases. This is hypothesized to occur because there are more jobs available for high school graduates, and the need to re-train unemployed workers is not as high.

However, the irony is that during economic downturns, state funding for higher education is typically reduced. So, colleges are required to cut sections at the exact time when students need them the most. During economic upswings, however, state education funding is typically increased. This occurs at a time when student demand for higher education is reduced. This funding increase coupled with a decrease in student demand typically results in lower institutional efficiency. Some recent analyses by the LACCD Office of Institutional Effectiveness bear out these assertions.

As illustrated in the graph above, there were major section cuts from 2008 to 2012, as state funding was reduced. However, enrollment during that time period did not follow the same pattern. Instead, it actually increased between 2008 and 2010, which were the worst years of the recession.
In contrast, the graphs below illustrate the opposite trend as the economy improves. Districts now have funding to offer more sections than in previous years, but as more sections are offered, there is not a corresponding increase in enrollment. In Fall 2013, the LACCD offered 7% more sections than in Fall 2012, but enrollment only increased by 1%. This trend is on par with many other districts in the state.

However, it should be noted that LASC’s credit headcount increased substantially from Fall 2012 to Fall 2013. It may be the case that the community that LASC serves will still have a substantial need for community college education even as the economy improves.

### LASC Fall Credit Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>7,726</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>7,375</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>6,608</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>6,790</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>8,072</td>
</tr>
</tbody>
</table>
A Changing Community

LASC serves a socioeconomically and ethnically diverse community. In addition to southwest Los Angeles, our service area includes the communities of Gardena, Hawthorne, Inglewood, Compton, and Lynwood. Our service area has a lower median household income and a higher rate of poverty than both Los Angeles County and the state of California.

Our service area is experiencing demographic changes that will impact the college over the course of the 2014-2020 Strategic Plan. The ethnic composition of the area has gradually changed over the past 20 years, and is projected to continue changing into the next decade. In the early years of LASC’s existence, the LASC service area was composed of a predominantly African American population. Over the past 20 years, this community has become predominantly Hispanic. According to the 2000 U.S. Census, 49.7% of

### Median Household Income (Dollars)

<table>
<thead>
<tr>
<th>LASC Service Area</th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38,115</td>
<td>$56,266</td>
<td>$61,632</td>
</tr>
</tbody>
</table>

Source: 2007-2011 American Community Survey, U.S. Census Bureau

### Percentage of All People Whose Income in the Past 12 Months was Below the Poverty Level

<table>
<thead>
<tr>
<th>LASC Service Area</th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.9%</td>
<td>16.3%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

Source: 2007-2011 American Community Survey, U.S. Census Bureau
our service area’s residents were Hispanic. In 2010, this number increased to 58.9%. Population projections suggest that this trend will continue over the course of the 2014-2020 LASC Strategic Plan.

**Ethnicity of Residents in LASC Service Area**

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.

Over the past five years, LASC’s African American student population has declined, while the Hispanic student population has increased. However, the trends in the student population have not reached the magnitude of the change in the LASC service area. In 2013, the LASC service area population was 61% Hispanic and 30% Black. However, LASC’s 2013 credit student population was 36% Hispanic and 54% Black. Thus, over the course of the 2014-2020 LASC Strategic Plan, it is likely that the LASC student population will continue to change until it more closely resembles that of our service area.

**2009-2013 LASC Credit Student Ethnicity**

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.
In order to best serve the needs of our community, LASC must ensure that we are meeting the needs of our Hispanic and African American student population. This includes offering programs and services that can provide the most benefit to this community.

In spite of the ethnic changes occurring in both the service area and student population, there is little change in the relative percentage of males and females in both our service area and student population. For the last five years, males have been under-represented in our student population. In 2013, males made up 48.4% of the service area population, but they only composed 31% of our student population.

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.
Our community is experiencing changes to the age of its residents. Across the U.S. and California, baby boomers are reaching retirement age as the birth rate is declining. As a result, our community is aging. This trend is expected to continue well into the future.

### Age of Residents in LASC Service Area

![Graph of age distribution among residents in LASC Service Area](image)

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.

There are expected to be fewer 20-29 year olds in 2020 (the last year of the Strategic Plan) than in 2014 (the first year of the plan). Further, the school-age population (i.e. age 10 to 19) is projected to decrease by 11% between 2014 and 2020. Thus, in each successive year of the 2014-2020 LASC Plan, there will be a smaller pool of potential students for LASC to draw its enrollment from. This trend is also supported by the State of California’s high school graduate projections for Los Angeles County.

### Projected Number of L.A. County High School Graduates

![Graph of projected high school graduates in LAC](image)

Source: CA Dept of Finance, December 2013 California Public K-12 High School Graduate Projections by County.
In isolation, this pattern would suggest that LASC will face more competition from other local community colleges when trying to recruit new students. However, this pattern is not occurring in isolation. The improving economy will likely compound the effects of this trend. Thus, LASC is facing a short-term future where there is a smaller total pool of potential students who also have viable employment alternatives to community college.

Although the LASC service area is aging, the LASC student population has not shown a similar pattern. A number of analyses, however, have demonstrated that younger LACCD students are more likely to complete a degree, certificate, and/or transfer than older students.

In spite of all of these changes, LASC’s service area still has a great need for higher education. The educational attainment in our service area is lower than the Los Angeles County and California averages.

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### Educational Attainment (Population 25 years and older)

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>LASC Service Area</th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>20.4%</td>
<td>13.8%</td>
<td>10.4%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>14.7%</td>
<td>10.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>25.4%</td>
<td>20.8%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>20.9%</td>
<td>19.2%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>6.3%</td>
<td>6.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>8.8%</td>
<td>19.1%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>3.5%</td>
<td>10.1%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: 2007-2011 American Community Survey, U.S. Census Bureau
Further compounding this problem is that many high schools in our service area have some of the lowest Academic Performance Index (API) scores in the state. The API is a single number that measures academic performance of a school. It ranges from 200 to 1,000, and the target for each school is 800. The Statewide API rank is a decile rank that ranges from 1 to 10. Schools with a rank of 1 have an API score that is in the bottom 10% of the state. Schools with a rank of 10 have an API score in the top 10% of the state.

The table below shows the API scores and rankings for 21 high schools in our service area. 12 of the 21 schools in the LASC service area rank in the bottom 10% of the state. Further, only two schools scored above 50% of schools in the state. This means that the majority of students who come to LASC did not receive adequate college preparation while in high school. As a result, LASC needs to spend a large portion of its time and resources on remediation. However, this also means that LASC is in a position to truly transform the lives of its students by providing them with a high-quality education.

<table>
<thead>
<tr>
<th>High School</th>
<th>High School Type</th>
<th>2012-2013 Graduation Rate</th>
<th>2012 Base API Score</th>
<th>2012 Statewide API Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alain Locke 3 College Preparatory</td>
<td>Charter</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Animo Locke I Charter</td>
<td>Charter</td>
<td>NR</td>
<td>675</td>
<td>2</td>
</tr>
<tr>
<td>Animo Locke II Charter</td>
<td>Charter</td>
<td>NR</td>
<td>541</td>
<td>1</td>
</tr>
<tr>
<td>Animo Locke Technology Charter</td>
<td>Charter</td>
<td>NR</td>
<td>611</td>
<td>1</td>
</tr>
<tr>
<td>Centennial High School</td>
<td>HS</td>
<td>NR</td>
<td>553</td>
<td>1</td>
</tr>
<tr>
<td>Crenshaw Senior High School</td>
<td>HS</td>
<td>41.0%</td>
<td>566</td>
<td>1</td>
</tr>
<tr>
<td>David Starr Jordan High School</td>
<td>HS</td>
<td>52.1%</td>
<td>609</td>
<td>1</td>
</tr>
<tr>
<td>Gardena Senior High School</td>
<td>HS</td>
<td>59.7%</td>
<td>633</td>
<td>1</td>
</tr>
<tr>
<td>George Washington Preparatory</td>
<td>HS</td>
<td>51.8%</td>
<td>580</td>
<td>1</td>
</tr>
<tr>
<td>Huntington Park Senior High School</td>
<td>HS</td>
<td>64.0%</td>
<td>651</td>
<td>2</td>
</tr>
<tr>
<td>Inglewood High School</td>
<td>HS</td>
<td>NR</td>
<td>597</td>
<td>1</td>
</tr>
<tr>
<td>John C. Fremont Senior High School</td>
<td>HS</td>
<td>52.7%</td>
<td>582</td>
<td>1</td>
</tr>
<tr>
<td>King Drew Medical Magnet</td>
<td>HS</td>
<td>70.9%</td>
<td>781</td>
<td>6</td>
</tr>
<tr>
<td>Leuzinger High School</td>
<td>HS</td>
<td>NR</td>
<td>696</td>
<td>3</td>
</tr>
<tr>
<td>Manual Arts Senior High School</td>
<td>HS</td>
<td>53.6%</td>
<td>593</td>
<td>1</td>
</tr>
<tr>
<td>Middle College High School</td>
<td>HS</td>
<td>87.5%</td>
<td>801</td>
<td>7</td>
</tr>
<tr>
<td>Morningside High School</td>
<td>HS</td>
<td>NR</td>
<td>636</td>
<td>1</td>
</tr>
<tr>
<td>South East High School</td>
<td>HS</td>
<td>64.8%</td>
<td>678</td>
<td>2</td>
</tr>
<tr>
<td>South Gate Senior High School</td>
<td>HS</td>
<td>72.3%</td>
<td>693</td>
<td>3</td>
</tr>
<tr>
<td>Susan Miller Dorsey Senior High</td>
<td>HS</td>
<td>51.6%</td>
<td>625</td>
<td>1</td>
</tr>
<tr>
<td>Westchester Senior High School</td>
<td>HS</td>
<td>62.9%</td>
<td>702</td>
<td>3</td>
</tr>
</tbody>
</table>

Sources: California Department of Education Data Quest: http://dq.cde.ca.gov/dataquest/, LAUSD Data Summary Reports Graduation and Dropout Rates: http://notebook.lausd.net/schoolsearch/selector.jsp
Although our students come from low-performing high schools, they are increasingly stating that their educational goal is to transfer to a 4-year university. Thus, many students view LASC as one step along a longer educational path.

The path to transfer, however, is not a short one. 88% of students require remediation in English, and 92% require remediation in math. Further, 81% of students assess into the noncredit levels of the math sequence.
A student who assesses into noncredit math and English will require three semesters of remedial English and Math before they are able to enroll in transfer-level English and Math. However, remedial Math courses have the lowest course success rates in the college. Thus, it is more likely that a student will require at least four semesters, or two years, of remedial English and Math courses before even attempting transfer-level English and Math. Thus, the odds of transferring to a 4-year university within two years are very low. Further, students with remedial English and Math skills are less likely to pass other courses that require college-level English and/or Math. A student with an 8th grade reading level, for instance, will likely not perform well in a college-level Political Science course. Thus, it is important that LASC moves students through the remedial sequences as efficiently as possible, so that students are able to achieve their goals in a reasonable timeframe.

LASC students also face external pressures that impact the length of time they are able to devote to their studies. A spring 2012 survey indicated that nearly 40% of LASC students work more than 20 hours per week. In addition, 52% of students said that financial factors were a moderate or major problem in their academic success. Further, 26% of LASC students have children under the age of 5, and 30% of LASC students have children between the ages of 6 and 18. As a result of these many external demands, only 23% LASC students attended full time in Fall 2013. Thus, the vast majority of attend part time, which means that they are not able to accumulate units as quickly. This further increases the length of time it takes LASC students to reach their educational goals.
In sum, LASC is composed of a changing student population that faces many obstacles along the path to their educational goals. Many students have a goal of transferring to a 4-year university, but over 90% are unprepared for college when they arrive at LASC. Further, our students have financial issues and/or family obligations that make it difficult for them to devote the majority of their time to their studies. In order to improve outcomes for our students, we have to be aware of these issues and keep them in mind when designing programs and scheduling courses. By focusing on methods to ensure that our students overcome these obstacles, we have a tremendous opportunity to truly transform their lives for the better.

**Student Completion**

LASC students complete their educational goals at a lower rate than students at nearly every other community college in California. As noted earlier, the State of California recently released the Student Success Scorecard as a way to improve transparency and accountability related to student completion. In 2013, LASC’s 6-year completion rate was 35.4%, which means that only 35.4% of students completed a degree, certificate, transfer, or became eligible for transfer within 6 years. Our 6-year completion rate ranked 106th out of the 112 community colleges in California.

However, this result should be interpreted with caution. The college with the highest completion rate was De Anza College, which is located in an affluent region of California’s Silicon Valley. 70% of De Anza’s students were unprepared for college, compared to 90% of LASC’s students. Further, 46% of De Anza students attend full time, compared to just 23% of LASC students. The substantial differences in student populations thus make it very difficult to compare community colleges on this measure. In spite
of these issues, there is no doubt that the Student Success Scorecard provides the campus with motivation to improve outcomes for our students.

In 2012-2013, LASC awarded a total of 308 Associate’s Degrees. This was a reduction of 18% from 2008-2009. Based on some preliminary analyses performed by the LACCD Office of Institutional Effectiveness, it appears as though the increased English and Math Associate’s Degree requirements that were put in place in 2009 may have played a role in this decrease. Prior to 2009, students needed to complete English 28 and Math 115 to obtain an Associate’s Degree. However, students entering after 2009 needed to complete English 101 and Math 125. This appears to have increased the length of time it takes students to complete a degree. As a result, fewer total degrees have been awarded in recent years. Thus, it is important to move students through the basic skills English and Math sequences as quickly as possible, so that they can complete their degree requirements in a reasonable timeframe.

The demographics of degree and certificate completers are similar to those of the credit student population. In recent years, the percent of African American degree and certificate completers has decreased, while the percent of Hispanic completers has increased. Further, the majority of students who received degrees and certificates were female. It should also be noted that the percent of males who completed a degree or certificate has declined in recent years. To combat this decline, LASC has implemented student success interventions (e.g. Passage Program) which are specifically targeted at improving outcomes for men of color.
The number of students who transferred to 4-year universities has declined significantly over the past five years. This is likely due to factors at both LASC and at the 4-year universities. The Great Recession hit the 4-year universities just as hard as it hit the community colleges, and as a result, public universities placed limits on the number of transfer students that they admitted. As the economy
improves and state funding increases, we expect to see more transfers. In fact, in 2012, LASC ranked number two in the state in African American transfers to the CSU system. This is positive news, however, it should be noted that even before the recession, LASC was not sending many students to the UC system. The vast majority of LASC students who transferred to an in-state public university (i.e. 97% in Fall 2012) went to the CSU system as opposed to the UC system.

One method to increase student completion that is gaining traction across the country is to increase the number of students who reach early educational milestones. First semester milestones include completing the English and math assessment test, receiving orientation, and creating an educational plan. The Student Success and Support Program Act will require that all new students complete these steps. Further, successfully completing at least one English and Math course in the first year has been shown to greatly increase the chances of completing a degree, certificate, or transfer. These measures will be included in the 2014-2020 LASC Strategic Plan, and will be assessed regularly.

To fully measure the impact of milestone attainment, however, we will need to wait three years to see how many students complete a certificate, degree, or transfer. In the meantime, one way to measure the early impact of attaining these milestones is by examining the persistence rate. This is the percentage of new fall credit students who enrolled in a credit class in the subsequent spring and/or fall semester(s). 59.5% of students who enrolled in Fall 2012 also enrolled in a credit class in Spring 2013. However, only 44.9% of students who enrolled in Fall 2012 also enrolled in a credit class in Fall 2013.

Currently, LASC’s persistence rate does not compare well with the rest of the LACCD colleges. There was an increase between 2010 and 2011, when the two lowest levels of Math were moved to noncredit. By definition, students who were only taking noncredit coursework are not included in the persistence rate.
calculation. The graphs below include the other LACCD Colleges in order to provide a frame of reference. Although the demographics among colleges in the LACCD are more comparable than those between LASC and De Anza College, caution should be exercised when making comparisons between colleges.
Another commonly used measure to assess student success is the course success rate. This is the percentage of students who pass a credit course with a grade of A, B, C, or P out of all students who received a grade in that course. LASC’s course success rate has consistently been the lowest in the LACCD. After the two lowest levels of Math were moved to noncredit (and thus out of the course success rate equation), the success rate at LASC jumped up by nearly 12% between 2009 and 2011. However, it still remained the lowest rate in the district.

In sum, there is work to do to ensure that all LASC students reach their educational goals in a reasonable timeframe. The number of students who complete a degree, certificate, and/or transfer has declined over the past 5 years. However, the renewed state and national focus on student completion will provide LASC with the tools and motivation to improve student completion. In prior years, students were given the option to complete early educational milestones. The Student Success and Support Program Act will now make those milestones required components of the community college experience. Further, there are a number of campus interventions currently in effect (e.g. Passage Program, Freshman Year Experience Program) or in the planning stages that will ensure that more LASC students meet their educational goals in a reasonable timeframe.
Strategic Plan Implementation

LASC has a number of processes and procedures in place to ensure that we reach our strategic goals. The diagram below illustrates LASC’s integrated planning process.

LASC’s integrated planning process includes both long-term (i.e. six-year) and short term (i.e. annual) goals, activities, and measures. The long-term elements include the mission statement, strategic plan, and the master plans. The mission statement defines our broad educational purposes, intended student population, and our commitment to achieving student learning. The strategic plan provides a blueprint for the future of LASC over the next six years. It serves as a foundation for the campus master plans, and for the allocation of campus resources. The campus master plans (i.e. Education, Technology, Facilities) operationalize the goals established in the strategic plan. They also specify the activities that will be taken to achieve the college’s strategic goals.

The annual elements of this process include program reviews and program plans, the development of the integrated college operational plan, resource allocation, implementation, and evaluation. At the first
Every instructional, student service, and administrative service program completes a program review and program plan. Programs analyze data, provide a narrative about it, and then develop measurable objectives to improve the data. If additional resources are necessary to meet those objectives, they are requested through this process. An excerpt from the Child Development Program's 2014-2015 annual program review is shown below:

### Child Development Awards

<table>
<thead>
<tr>
<th>Award Type</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Change from 2011-2012 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development - AA Degree</td>
<td>17</td>
<td>18</td>
<td>21</td>
<td>23.5%</td>
</tr>
<tr>
<td>Child Development - ST Degree</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Liberal Arts: Child Development - AA Degree</td>
<td>13</td>
<td>11</td>
<td>19</td>
<td>46.2%</td>
</tr>
</tbody>
</table>

### LASC College Awards

<table>
<thead>
<tr>
<th>Award Type</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Change from 2011-2012 to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>306</td>
<td>323</td>
<td>469</td>
<td>53.3%</td>
</tr>
<tr>
<td>Certificates</td>
<td>30</td>
<td>20</td>
<td>23</td>
<td>-23.3%</td>
</tr>
<tr>
<td>CSU GE Cert</td>
<td>51</td>
<td>45</td>
<td>102</td>
<td>100.0%</td>
</tr>
<tr>
<td>IGETC GE Cert</td>
<td>9</td>
<td>9</td>
<td>19</td>
<td>111.1%</td>
</tr>
</tbody>
</table>

The data for the Child Development Awards reflects a small, yet steady increase in Child Development AA degrees and Liberal Arts: Child Development degrees. Over the three years there was a 23.5% increase in CD degrees and 46.2% in Liberal Arts degrees based on the data that is available. Unfortunately, LASC award data may not be as current as necessary to reflect accurate successes.

Many students are able to complete Child Development courses without English prerequisites during their first year at LASC. However, once those courses are complete, the pace slows down as students strive to complete English prerequisite courses in order to move forward with required courses for the AA degree, AS-T and AA Liberal Arts degrees. The percentage in Liberal Arts degrees may be higher due to the student teaching requirement for receiving the AA Child Development degree. Child Development 22/Practicum is the essential difference between the Child Dev and Liberal Arts: Child Dev degrees. CD22 is offered once a semester with limited enrollment of 26 students. This class is taught by full-time faculty and makes up 8 of 15 units of a CD FT faculty load. Additional full-time faculty is required to increase the offering of CD22.

2.2. Explain the findings regarding the degrees and/or certificates awarded in your program. Also, discuss your program's impact on the number of Liberal Arts AA Degrees, CSU General Education Certificates, and IGETC General Education Certificates awarded at LASC.

2.3. Are you able to increase the success of the students in your program?

- Yes
- No

2.4. If yes, please develop one to three objectives below that describe how your program will do this:

<table>
<thead>
<tr>
<th>Program Objective Number</th>
<th>Program Objective</th>
<th>Planned activities to achieve objective</th>
<th>Individual in your program who is responsible for the achievement of this objective</th>
<th>Start Date</th>
<th>End Date</th>
<th>Related Strategic Plan Goal</th>
<th>Additional Resources Required</th>
<th>Description of Resources Required</th>
<th>Resource Type</th>
<th>Funding for Resource</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Provide discipline specific professional development for Child Development Faculty</td>
<td>Arrange for CD faculty to receive training on best practices for student success and professional ethics in CCE. Arrange training on developing and assessing meaningful CD SLOs related to PDP</td>
<td>Lakhnaem Brissett, Monica Juarez</td>
<td>Fall 2014</td>
<td>Fall 2016</td>
<td>Success</td>
<td>Yes</td>
<td>Yes, update comp plan the information to the right.</td>
<td>Trainer/Presenter Professional Expert</td>
<td>Departmental</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>
After all program reviews and plans have been completed, the program objectives are summarized in the integrated college operational plan (ICOP). At the annual planning retreat, the ICOP is then augmented with the activities and strategies from the campus master plans that the college believes are the most important for the coming year. After this step, the ICOP is completed, and contains all annual planning objectives and strategies at both the college and program level for the year.

The budget allocation requests from program reviews and program plans are sent to the LASC Budget Committee. This committee prioritizes these requests using a rubric that assesses how well each request will further the college’s progress towards its strategic goals. Depending on the available college budget, the highest-prioritized requests then receive funding. An excerpt from the list of requests from the 2014-2015 program review is shown below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Objective</th>
<th>SP Goal</th>
<th>Priority</th>
<th>Resource Type</th>
<th>Job Title</th>
<th>Quantity</th>
<th>Resource Description</th>
<th>Funding Period</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Increase community collaborations</td>
<td>Collab and Partner</td>
<td>2</td>
<td>Non-Instructional Supplies</td>
<td></td>
<td>1</td>
<td>Funds to host advisory committee meeting</td>
<td>One-Time</td>
<td>$600.00</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>To maintain an adequate supply of business forms needed to do business.</td>
<td>Collab and Partner</td>
<td>1</td>
<td>Non-Instructional Supplies</td>
<td></td>
<td>10,000</td>
<td>Petition for Review of Grade, Transcript Envelopes, Add Permits, Certificate Paper, Diploma Paper, Diploma Folders, Date Stamps, Student Notification Cards, Transcript Envelopes, Add Permits</td>
<td>One-Time</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Increase the percentage of Latino applicants by 5% over the next year.</td>
<td>Assessment</td>
<td>2</td>
<td>Classified Staff</td>
<td>Admissions and Records Supervisor</td>
<td>1</td>
<td>Hire a bilingual A&amp;R Supervisor</td>
<td>Ongoing</td>
<td>$70,364.16</td>
</tr>
</tbody>
</table>

The program and college objectives are then implemented. After implementation, programs evaluate the effectiveness of their objectives and activities in the next year’s program review. The college-wide goals and activities are evaluated at the next annual planning retreat. As a result of those evaluations and of an analysis of data, programs then continue work on their objectives, or they develop new objectives. Thus, an ongoing cycle of data analysis, planning, resource allocation, implementation, and evaluation occurs annually and ensures that the college is working effectively to meet its short-term and long-term goals.

**Strategies for Meeting Strategic Goals**

The detailed strategies and activities that the college will engage in to meet its strategic goals will be specified in the college master plans and in the annual program plans. However, at the request of the LACCD Board of Trustees, the following broad, overarching strategies will guide the college’s efforts in meeting its strategic goals.
Los Angeles Southwest College Strategic Goals and Strategies

1. **Access and Preparation for Success**: Improve equitable access to a high-quality education that promotes student success.
   - **Strategies**:
     i. Broaden outreach and recruitment efforts.
     ii. Improve enrollment management and course scheduling processes.
     iii. Implement Student Success and Support Program initiatives.

2. **Success**: Increase student success and academic excellence with a focus on student-centered instruction and support services.
   - **Strategies**:
     i. Delineate and streamline completion pathways.
     ii. Improve student success in basic skills course sequences.
     iii. Implement and assess the LASC Educational Master Plan.

3. **Institutional Effectiveness and Accountability**: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
   - **Strategies**:
     i. Implement and assess progress on campus master plans.
     ii. Monitor and evaluate program reviews and program plans.
     iii. Monitor and evaluate LASC’s integrated planning process.
     iv. Monitor and evaluate SLO assessments and improvements.

4. **Resources**: Optimize human, physical, technological, and financial resources to ensure quality services for our students.
   - **Strategies**:
     i. Implement and assess the LASC Facilities Master Plan.
     ii. Implement and assess the LASC Technology Master Plan.
     iii. Improve instructional efficiency.

5. **Collaboration and Partnerships**: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.
   - **Strategies**:
     i. Implement and maintain advisory committees for Career/Technical Education Programs.
     ii. Broaden outreach efforts to relevant industries.
     iii. Broaden articulation agreements with 4-year universities.