



INTEGRATED STRATEGIC MASTER PLAN 2019–2024



Approved by the LACCD Board of Trustees
September 2, 2020

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MISSION STATEMENT, VISION AND CORE VALUES

Mission Statement

Los Angeles Mission College is committed to the success of its students. The College, which awards associate degrees and certificates, provides accessible, affordable, high-quality learning opportunities in a culturally and intellectually supportive environment by:

- Providing services and programs in basic skills, general education, career and technical education, and for transfer;
- Educating students to become critical thinkers and lifelong learners;
- Ensuring that all programs and services are continuously evaluated and improved to support student learning and achievement; and
- Making traditional and distance education learning opportunities available to enhance the health and wellness of the diverse communities it serves.

This mission statement was approved by the LACCD Board of Trustees on October 7, 2015.

Vision

Los Angeles Mission College is committed to maintaining high academic standards, promoting student success, and creating opportunities for life-long learning. The College will inspire students to become informed, active citizens who recognize and appreciate the common humanity of all people through diverse curricula, and through cultural, academic, and artistic events. The college will practice an honest, collegial, and inclusive decision-making process that respects the diversity and interdependence of the college, student body, and community LAMC is privileged to serve.

Core Values

Los Angeles Mission College's core values are:

1. The pursuit of excellence in all our endeavors.
2. Intellectual curiosity and the desire to learn.
3. A global vision that understands and appreciates the common goals and purposes of all people.
4. An appreciation of diversity that nourishes mutual respect and solidarity.
5. Integrity and collegiality in all our interactions.
6. Service to the campus and the local community.

COLLEGE OVERVIEW

Los Angeles Mission College (LAMC) is a two-year community college that serves more than 10,000 students each semester from diverse socioeconomic backgrounds. The College was founded in 1975 as the ninth and newest college in the Los Angeles Community College District (LACCD), and the 100th community college in California. The LACCD is the nation's largest community college district, covering nearly 900 square miles, and it serves a quarter million students each year in more than 36 cities in and around Los Angeles County.

LAMC is located in the scenic foothill community of Sylmar and has strong historical ties to the neighboring communities of San Fernando, Pacoima, Mission Hills, North Hills, Panorama City, and Granada Hills. In recent years, the institution's enrollment base has expanded to include many of the communities throughout the greater San Fernando Valley, as well as Canyon Country and Santa Clarita. In addition, in spring 2017 the College opened a satellite location that serves Sunland-Tujunga and its surrounding communities.

The College provides excellent transfer, basic skills, transitional, and career education programs. Committed to student success, LAMC works closely with local secondary institutions to assist high school students in their transition to higher education, and maintains strong ties to the business community by providing highly-respected job training programs that directly meet the workforce needs of local and regional employers. LAMC prides itself on its commitment to access and diversity, its institutional culture of collegiality and innovation, and its inclusion of the community in its programming.

College Environment

Of the 11,557 students enrolled at Los Angeles Mission College in fall 2018, 90.4% were enrolled in for-credit courses and 9.6% were participating only in the College's non-credit ESL, basic skills, and citizenship programs. This represents a 5% growth in our noncredit program over the past five years.

Over half (57.7%) of non-concurrent enrollment credit students attend classes on-campus only, while 13.1% are online-only students, and the remainder attend hybrid courses and/or a combination of on-campus and hybrid and/or online courses.

LA Mission College is proud to be a Hispanic-Serving Institution (HSI). Over three-fourths (77.5%) of the student body is Hispanic, one of the highest percentages in California and in the United States. Mirroring national trends, 62.0% of our student body is female, and two-thirds (65.0%) are traditional college-aged (25 years old or younger).

LAMC's primary service area has a lower median household income, a higher poverty rate, and lower educational attainment than both Los Angeles County and the State of California. Over half (55.4%) of LAMC credit students are receiving financial aid, and 56.1% work while attending school, with 13.7% working full-time (40 hours or more per week) and 24.2% working between 20 and 39 hours per week. To accommodate their work and family obligations, over three-quarters (78.7%) of credit students attend part-time and 34.1% attend evening classes.



LAMC'S NEW INTEGRATED PLANNING MODEL

The 2019-2024 LAMC Integrated Strategic Master Plan (ISMP) updates and replaces the College's 2013-2018 Strategic Master Plan (SMP). LAMC's SMP revision cycle is scheduled so that each time the LACCD creates a new District Strategic Plan (DSP), LAMC updates/recreates its SMP the following year to be in alignment with the new DSP goals and objectives.

Beginning with its 2019-2024 SMP, and as described in LAMC's Quality Focus Essay of its 2016 Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation, the College decided to undertake a new, more integrated approach to planning. The impetus for this approach stemmed from the realization that having all of the College's various master plans (Educational Master Plan, Facilities Master Plan, Student Success and Support Services Plan, Technology Master Plan, and Strategic Master Plan) as separate documents created by different committees led to duplication in the College's planning and utilization of resources.

To support the College's desired outcome of integrating planning to maximize College resources in order to enable the College to better fulfil its mission, the Integrated Planning Committee (IPC) was established in 2016 to oversee the realignment of college planning. The IPC is a campus-wide committee with representation from various constituent groups including, among others, the co-chairs of all of the College's shared governance planning committees.

After researching best practices in integrated planning, the IPC developed a new integrated planning model to simplify and streamline the College's planning documentation and procedures. The new model aligns LAMC's Integrated SMP with the DSP and the State Chancellor's Office plans and initiatives, and it additionally incorporates substantial feedback and input from the campus community and committees. Importantly, under the new model, instead of maintaining separate master planning documents, each shared governance planning committee is annually responsible for creating activities to support the attainment of the goals/objectives that are housed within the ISMP.

In this way, LAMC's ISMP incorporates and replaces the College's previous master planning documents, and does so via the following process:

- The shared governance planning committees that previously oversaw each of the College's master planning documents annually review/update/create activities designed to achieve the LAMC ISMP goals and objectives.
- Activities should be S.M.A.R.T. (Specific, Measurable, Achievable, Relational, and Time-bound) and should align with and support ISMP goals and objectives.
- Committees submit their activity lists to IPC for review, consolidation/streamlining, and prioritization of budget requests. The final list of activities from each committee is included as an appendix of the LAMC ISMP (see Appendix 6), and they will be reviewed/updated annually by the shared governance planning committees responsible for them.

Oversight of the LAMC ISMP will be provided by the Integrated Planning Committee and by College Council. On an annual basis, the shared governance planning committees will each review and evaluate their action plans, and they will submit any changes to the IPC for documentation, and for prioritization of any resource requests arising from the action plans. In addition, the College Council will track and discuss the College's progress in meeting the ISMP goals and performance measure targets at its annual College Council Retreat that takes place every August.

ISMP DEVELOPMENT AND STRATEGIC PLANNING CONSIDERATIONS

The development of the 2019-2024 LAMC Integrated Strategic Master Plan goals and objectives was informed by data from multiple sources and with input from all college constituencies. The planning process began in spring 2018 when members of the IPC conducted focus group sessions with each of the College's shared governance committees and with the executive board of the Academic Senate. In addition, a Town Hall was held in fall 2018 with the campus community to solicit feedback on planning for LAMC's future. The ideas and themes emerging from these activities informed the final goals and objectives in the ISMP.

The ISMP goals and objectives are also fully aligned with the LACCD 2018-2023 District Strategic Plan (DSP) and the California Community College Chancellor's Office (CCCCO) Vision for Success and Student Success Metrics (Simplified Metrics). The College additionally considered the CCCCCO's new funding formula and focus on accountability, student completion, and equity in the formulation of its ISMP. The College's performance on previous strategic plan metrics (see Appendix 4) as well as the previous DSP metrics were also taken into account, as well as updated external and internal scans conducted by the College's Office of Institutional Effectiveness (OIE) (see Appendices 1-3).

The College Council finalized and approved the 2019-2024 ISMP goals/objectives, performance measures, and targets at its August 2019 planning retreat. In the fall 2019 semester, the College's shared governance planning committees developed action plans to support attainment of the goals/objectives via the process described in the section above.



California Community College Chancellor's Office Vision for Success and Student Success Metrics

On July 17, 2017, the California Community Colleges Board of Governors announced a new strategic plan focusing on increasing the number of students transferring to University of California or California State University campuses, eliminating achievement gaps, and improving training for in-demand jobs.

The strategic goals in the Vision for Success are:

- Increasing by 35 percent the number of California community college students transferring annually to a UC or CSU campus by mid-2022.
- Increasing the percentage of career education program graduates who find a job in their field of study from 60 to 76 percent by 2022.
- Increasing the number of students annually who earn associate degrees, credentials, certificates or acquire specific skill sets that prepare them for an in-demand job by at least 20 percent by 2022.
- Reducing the average number of units accumulated by students who earn an associate degree from 87 to 79.
- Reducing achievement gaps by 40 percent within 5 years and fully closing all gaps within 10 years.

To track progress toward Vision for Success goals, a set of simplified Student Success Metrics was developed that integrate the various metrics used for different initiatives and funding streams. These new metrics focus on Successful Enrollment, Learning Progress, Momentum, Success, Employment, and Earnings. The College's performance on these metrics can be tracked on the CCCCO's Student Success Metrics Dashboard (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>).

LACCD DISTRICT STRATEGIC PLAN (DSP) 2018-2023

LACCD's DSP sets the priorities that will guide the District through 2023. The following strategic goals were identified during a six-part, year-long strategic planning process:

- **Goal 1: Access to Educational Opportunities:** We will increase the college going rate for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.
- **Goal 2: Premier Learning Environments:** We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.
- **Goal 3: Student Success and Equity:** We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic success.
- **Goal 4: Organizational Effectiveness:** We will improve organizational effectiveness at the ESC and among the colleges through streamlined processes, minimized duplication of efforts, and enhanced communication and training.
- **Goal 5: Fiscal Integrity:** We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.

As in the previous DSP, associated objectives and performance metrics were developed to assess progress toward each DSP goal. Given that the College is held accountable for fulfilling the goals and objectives of the DSP, the DSP was used as a framework to guide the development of the College's Integrated Strategic Master Plan. However, as the DSP was developed prior to announcement of several new initiatives at the State level, such as the new funding formula and Simplified Metrics, the LAMC Integrated Strategic Master Plan additionally takes these new initiatives into account. Thus, the 2019-2024 LAMC Integrated Strategic Master Plan goals align with both the DSP and State planning goals, which also align with the needs of the students and communities served by LAMC.

State and National Trends

The goals and objectives in the new LAMC ISMP are strongly influenced by trends at the State level, including Assembly Bill (AB) 86, AB 705, AB 2248, Guided Pathways, California College Promise/AB 19, Strong Workforce Program (SWP), the new funding formula, and the continuing interest in greater accountability, program completion, and student equity.

AB 86 provides funds to regional consortia of K-12 and community college districts to expand and improve adult education services, including provision of courses in basic skills, English as a second language, citizenship, workforce preparation, programs for adults with disabilities, short-term Career Education programs with high employment potential, and programs for apprentices. The bill focuses on the creation of partnerships between K-12 and community college systems to provide a seamless transition for students.

AB 705 was signed into law on October 13, 2017 and took effect on January 1, 2018. The bill requires California community colleges to maximize the probability that a student will enter and complete transfer-level English and math coursework within a one-year timeframe, and to use high school GPA, coursework, and grades for placement. Under this new bill, colleges cannot require students to enroll in a pre-transfer level course in English or math unless the student is highly unlikely to succeed in the transfer-level course, and enrolling in the pre-transfer level course will increase the likelihood of success in the transfer-level course. All colleges must be in compliance with AB 705 by fall 2019.



As a result of AB 705, we can expect to see a great shift in the number of students being placed directly into, and enrolling in, transfer-level English and math courses.

Assembly Bill (AB) 2248 became law on September 26, 2018 and requires colleges to notify students during orientation that they need to take 15 units per semester, or 30 units per academic year, in order to complete a bachelor's degree in four years, and that Cal Grant awards are limited to four years. Additionally, during registration, students must be notified again in writing, and those who choose to enroll in fewer units will be required to acknowledge in writing that they have received the above information. Colleges must be in compliance as of January 1, 2019.

California Guided Pathways is part of a nationwide community college reform movement whose goal is to increase student completions and decrease equity gaps in student achievement. In California, Guided Pathways integrates a number of previous initiatives under one umbrella, including the Student Success and Support Program (SSSP) and Student Equity, while implementing reforms in pedagogy, advising, and student support.

There are four main pillars within the Guided Pathways Model:

- Clarify paths to student end goals,
- Help students choose and enter a pathway,
- Help students stay on their chosen path,
- Ensure that students are learning.

On October 13, 2017, AB 19 was signed into law, creating the California College Promise. The bill provides free community college tuition for first-time students who are enrolled in 12 or more units. In addition, the Los Angeles College Promise (LACP) began with the high school class of 2017, providing free tuition and priority enrollment to full-time students graduating from LAUSD and charter high schools. The program is funded jointly by the LACCD Foundation in partnership with the Office of Los Angeles Mayor Eric Garcetti.

In 2016, the Strong Workforce Program was created to support Career Education (CE) workforce development for middle-skill workers to attain a living wage. The program is outcomes- and innovation-oriented, encouraging colleges to be more responsive to changing labor market conditions.

In May 2018, the Chancellor of the California Community Colleges, Eloy Oakley, announced a new Student Centered Funding Formula (SCFF) beginning in 2018-19 that focuses on Access, Equity, and Success rather than on enrollment levels alone. Initially, about 70 percent of the total funds allocated statewide will be for the Base Allocation (based on enrollment levels), 20 percent for the Supplemental Allocation (based on participation in programs such as Pell grants, AB540, and Promise), and 10 percent for the Student Success Allocation (based on performance metrics). Eventually these percentages will shift such that 60 percent will go toward the Base Allocation, 20 percent to the Supplemental Allocation, and 20 percent to the Student Success Allocation.

Noncredit, incarcerated, and Special Admit student enrollments retain the current funding formula rates in the new formula. Performance metrics include: Associates Degrees awarded, Associates Degrees for Transfer, Certificates +18 Units, 9+ CTE Units Completion, Transfer, Transfer Level Math and English Completion within one year, and Regional Living Wage Attainment. Additional funding is awarded for Pell and Promise Grant recipient achievement of these outcomes.

LAMC External and Internal Scan

LAMC's primary service area consists of the three main zip codes of 91342, 91331, and 91340, which cover the Southern California communities of Sylmar, Pacoima, and the city of San Fernando, respectively (figure 1.1, Appendix 1). In addition, the Sunland-Tujunga campus, opened in spring 2017, serves the communities of Sunland (zip code 91040), Tujunga (91042), Lakeview Terrace (91342) and Sun Valley (91352). As the data in figure 1.3 (Appendix 1) indicate, LAMC's service area has a lower median household income, a higher poverty rate, and lower educational attainment than both Los Angeles County and the State of California. It is notable that nearly two-thirds (65.1%) of the adult population aged 25 and older in LAMC's primary service area has never attended college. This figure is only 41.5% for Los Angeles County and 37.5% for the State of California.

Given these characteristics of the areas that LAMC serves, it is important to ensure that all eligible students receive financial aid as a matter of access. Furthermore, according to LAMC's Fall 2018 Student Survey, 79.8% of students reported that the cost of textbooks was a problem for them, and 72.6% reported that financial factors have been a problem for them in reaching their academic goals.

Another aspect of access is the college's shift toward offering more online (distance education) classes. These types of classes allow students more flexibility to complete coursework in ways that fit with their schedules and living situations, which may involve family obligations, job responsibilities, transportation challenges, etc. Indeed, there has been an increased demand for these types of classes, as enrollments in online classes have more than tripled in the last five years – in 2014-2015 there were 4,379 enrollments in online classes at LAMC, and in 2018-2019 there were 13,357 enrollments in online classes. The College plans to continue to increase online course offerings, where appropriate, to meet students' needs.

In order to ensure that underprepared students attain their educational goals, the ISMP also contains objectives that will increase the number of students who reach early educational milestones, which historically have been proven to be associated with increased student completion. First semester milestones include receiving orientation and creating an educational plan. Successfully completing transfer-level English and math in the first year has also been shown to greatly increase the chances of completing a degree, certificate, or transfer, and is the focus of AB 705. Other objectives in the ISMP related to milestones focus on increasing student persistence from term-to-term and year-to-year, and on increasing successful course completion rates.



As an open access institution of higher education, LAMC is dedicated to increasing community engagement and partnerships so as to better serve its service area by becoming a venue through which its students and the community members at large can learn and become active contributors to the community.

The Sunland-Tujunga (ST) Campus offers classes and services for residents of Sunland-Tujunga, Shadow Hills, Lake-View Terrace and surrounding communities. The campus is open for day and evening classes six days a week and offers outreach and inreach services for students, including admissions, financial aid and counseling. The campus is currently offering Credit and Non-Credit classes, in 8-week, 14-week and 16-week formats. The campus has focused scheduling to begin developing “tracks of study” to assist students in meeting their educational goals. Currently, tracks are being offered in Credit and Non-Credit ESL, general education (GE), and community needs (e.g., computer classes, CPR, a small business entrepreneurship class, etc.). The ST site has focused outreach efforts on the high schools and within the community. In addition, LAMC is active in the Sunland-Tujunga community and participates in many local events.

ISMP GOALS/OBJECTIVES, PERFORMANCE MEASURES, AND ACTIVITIES

The purpose of the ISMP is to guide the College in fulfilling its mission by specifying the College’s goals and objectives over the next five years. It also specifies activities that have been developed by the College’s shared governance planning committees to fulfill these goals and objectives, performance measures and targets/benchmarks that will be used to assess progress on them, and the units/parties responsible for overseeing completion of the planned activities.

The goals developed for the ISMP serve as broad planning objectives that all areas of the institution should strive to meet. In this manner, the goals serve as guidance as each shared governance planning committee creates planned actions that will lead to the fulfillment of the ISMP goals. In addition, all College programs and services link their planning objectives and resource requests to the ISMP goals in their annual program reviews to ensure alignment of college planning efforts. The College will assess its progress in achieving the ISMP goals by collecting data for each of the performance measures in the Plan and comparing performance to the target or benchmark.

The five goals of the 2019-2024 Los Angeles Mission College Integrated Strategic Master Plan are:

- **Goal 1:** Expand access to educational programs and services that meet community and student needs through enhanced outreach and course offerings.
- **Goal 2:** Student-centered institution that effectively supports students in attaining educational goals.
- **Goal 3:** Increase student success and equity.
- **Goal 4:** Enhance organizational effectiveness through improved infrastructure and expanded communication and training.
- **Goal 5:** Improve financial stability by eliminating inefficiencies, enhancing resource development, and developing partnerships.

This section details the specific, measurable objectives for each goal, their associated performance measures, and the planned activities from each shared governance planning committee, including those already in progress, that are being undertaken to meet the objectives and performance measures of the Integrated Strategic Master Plan. Appendix 5 shows the baseline level of the College's performance on each measure, and it also shows the performance levels the College needs to reach to achieve its targets/benchmarks. Appendix 6 details each activity, including costs, responsible units/parties, and target completion dates, and the activities are grouped by the shared governance planning committee from which they originated.

While the ISMP contains planned activities for each of the goals, the Plan is a living document, and as such additional and/or alternative actions may be taken to achieve the goals and objectives based upon review of College performance, feasibility, and emerging best practices in relevant areas. Likewise, while initial targets for improvement on the performance measures have been established (Appendix 5), these may also be revised as new data become available and/or external factors outside the College's control arise.

The following abbreviations are used in the planning chart below:

- ASO**Associated Student Organization
- C-SEP**Comprehensive Student Educational Plan
- EPC**Educational Planning Committee
- FPC**Facilities Planning Committee
- LRC**.....Learning Resource Center
- PDC**Professional Development Committee
- SIS**Student Information System
- SSSC**Student Support Services Committee
- Tech**Technology Committee

2019-2024 GOALS/OBJECTIVES, PERFORMANCE MEASURES, AND ACTIVITIES

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|---|--|---|
| Goal 1: Expand access to educational programs and services that meet community and student needs through enhanced outreach and course offerings. | | |
| 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 | EPC-01: Conduct regular orientations/meetings for faculty and high school personnel (counselors, etc.) engaging in Dual Enrollment |
| 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 | EPC-02: Institutionalize an annual review of the Summer Bridge Program regarding its cost & efficacy |
| 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 | EPC-03: Create two non-credit Computer Applications and Office Technology equivalent certificates EPC-04: Create new Vocational Education Certificate |
| 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 | EPC-05: Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study) EPC-07: Explore and adopt scheduling changes to best meet student needs (i.e., short-session, online/hybrid, block scheduling) |
| | 1.4.2. 15% increase in the number of online enrollments | |
| 1.5. Improve outreach through effective marketing and branding strategies. | 1.5.1. 25% increase in the number of first-time students | EPC-06: Develop a 3-year marketing plan EPC-08: Use Program Review to recommend that department chairs/disciplines identify success stories for use as recruitment tools EPC-19: Complete the Strategic Enrollment Management Plan SSSC-01: Conduct a Mission Open House to increase community interest/enrollment |
| | 1.5.2. 25% increase in the number of AB540 students | |
| | 1.5.3. 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by newspaper, radio, or television advertisements | |
| | 1.5.4. 25% of students answering very much or quite a bit when asked whether their decision to enroll was impacted by social media | |
| Goal 2: Student-centered institution that effectively supports students in attaining educational goals. | | |
| 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 somewhat or very satisfied) | FPC-04: Complete construction of new Student Services and Administration Building SSSC-02: Gather data (Obtaining Student Feedback: Focus Groups; Panels; Surveys) to identify areas to improve in student engagement SSSC-03: Develop Action Plans to improve collaboration within the Student Services Division based on the Employee Focus Group Report |

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|--|---|--|
| 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, how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background? | FPC-01: Replace defective feminine hygiene dispensers FPC-03: Install ASO bulletin boards in the Center for Math and Science PDC-01: Conduct Professional Development activities aligned with Student Equity goals SSSC-02: Gather data (Obtaining Student Feedback: Focus Groups; Panels; Surveys) to identify areas to improve in student engagement |
| | 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? | |
| 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 | EPC-07: Explore and adopt scheduling changes to best meet student needs (i.e., short-session, on-line/hybrid, block scheduling) EPC-12: Create Program Maps and list them in Program Mapper and the catalog EPC-19: Complete the Strategic Enrollment Management Plan SSSC-01: Conduct a Mission Open House to increase community interest/enrollment |
| | 2.3.2. See also student success metrics under objectives 3.2 through 3.5 | |
| 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) | EPC-10: Institutionalize implementation of key Advisory Board Committee recommendations EPC-11: Conduct biennial review of Perkins program Labor Market Information to validate the needs of the programs EPC-12: Create Program Maps and list them in Program Mapper and the catalog EPC-18: Conduct regular campus networking sessions to improve faculty coordination with industry SSSC-10: Promote Eagle Jobs and Jobspeaker |
| 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? | FPC-04: Complete construction of new Student Services and Administration Building Tech-02: Compile and annually update a list of available technology district-wide for faculty to use in and out of the classroom, including technology specifically designed to assist DSP&S students, and make recommendations to the Professional Development Committee regarding possible trainings to offer Tech-03: Provide training to faculty/staff on available technology (platforms/software). Develop a flow chart of where to go for help with specific technology-related issues, including self-help instructional videos for common issues wherever possible |
| | 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? | |
| | 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? | |

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|---|---|---|
| | | Tech-04: Reach out to other committees, to faculty (via Chairs & Deans meeting), and to Student Services (via SSSC committee) to assess their technology needs |
| 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 | EPC-05: Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study) |
| | 2.6.2. 10% increase in the number of students receiving a California Promise Grant | FPC-04: Complete construction of new Student Services and Administration Building |
| | 2.6.3. ≥95% of new students completing orientation | SSSC-03: Develop Action Plans to improve collaboration within the Student Services Division based on the Employee Focus Group Report |
| | 2.6.4. ≥95% of new students completing an educational plan | SSSC-04: Institutionalize twice-yearly Financial Aid Jamboree |
| 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% by 2022) | EPC-07: Explore and adopt scheduling changes to best meet student needs (i.e., short-session, online/hybrid, block scheduling) |
| | 2.7.2. Increase fall-to-spring student persistence by 5% | FPC-02: Install 2 new hydration stations SSSC-05: Implement and promote use of Early Support System SSSC-11: Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers) |
| 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. | FPC-03: Install ASO bulletin boards in the Center for Math and Science |
| | 2.8.2. 100% of campus shared governance committees will have an active student member | SSSC-02: Gather data (Obtaining Student Feedback: Focus Groups; Panels; Surveys) to identify areas to improve in student engagement SSSC-06: Establish a Student Activities Club to increase student engagement on campus (Eagle Mascot costume; cultural events) SSSC-07: Add Shared Governance Student Participation Acknowledgment to ASO Banquet |
| Goal 3: Increase student success and equity. | | |
| 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 | EPC-05: Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study) EPC-07: Explore and adopt scheduling changes to best meet student needs (i.e., short-session, online/hybrid, block scheduling) EPC-12: Create Program Maps and list them in Program Mapper and the catalog |

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|--|--|---|
| | | <p>EPC-14: Explore assigning designated counselors to programs/ disciplines/pathways</p> <p>EPC-17: Increase number of C-SEPs completed by end of the Fall semester of the first year</p> |
| 3.2. Increase completion of degrees and certificates. | <p>3.2.1. 20% increase in the number of students who receive an AA /AS/ADT degree</p> <p>3.2.2. 20% increase in the number of students who receive a Chancellor's Office Approved Credit Certificate</p> | <p>EPC-05: Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study)</p> <p>EPC-07: Explore and adopt scheduling changes to best meet student needs (i.e., short-session, online/hybrid, block scheduling)</p> <p>EPC-12: Create Program Maps and list them in Program Mapper and the catalog</p> <p>EPC-13: Establish a Degree Audit/Degree Progress Report in SIS</p> <p>EPC-14: Explore assigning designated counselors to programs/ disciplines/pathways</p> <p>EPC-17: Increase number of C-SEPs completed by end of the Fall semester of the first year</p> <p>EPC-19: Complete the Strategic Enrollment Management Plan</p> <p>FPC-04: Complete construction of new Student Services and Administration Building</p> |
| 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 | <p>EPC-12: Create Program Maps and list them in Program Mapper and the catalog</p> <p>EPC-14: Explore assigning designated counselors to programs/disciplines/ pathways</p> <p>EPC-15: Encourage faculty to promote the transfer fair (e.g., by announcing their class/posting information on Canvas; encouraging their students to attend the event, and meeting with a minimum of one four-year university representative</p> <p>EPC-16: Each fall semester recommend to all eligible (transfer) students that they submit at least one university-transfer application</p> <p>EPC-19: Complete the Strategic Enrollment Management Plan</p> <p>SSSC-08: Conduct Transfer Workshops to assist students with transfer preparation (create visibility with campus signage to promote workshops)</p> |
| 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 | <p>EPC-07: Explore and adopt scheduling changes to best meet student needs (i.e., short-session, on-line/hybrid, block scheduling)</p> |

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|--|--|---|
| | | <p>EPC-12: Create Program Maps and list them in Program Mapper and the catalog</p> <p>EPC-17: Increase number of C-SEPs completed by end of the Fall semester of the first year</p> <p>EPC-19: Complete the Strategic Enrollment Management Plan</p> <p>SSSC-09: Complete the Completion Awareness Project (CAP)</p> <p>SSSC-11: Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers)</p> |
| 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 | <p>EPC-10: Institutionalize implementation of key Advisory Board Committee recommendations</p> <p>EPC-18: Conduct regular campus networking sessions to improve faculty coordination with industry</p> <p>SSSC-10: Promote Eagle Jobs and Jobspeaker</p> |
| 3.6. Reduce equity gaps in student achievement. | 3.6.1. 40% decrease in identified achievement gaps in metrics used by the State | <p>EPC-14: Explore assigning designated counselors to programs/disciplines/pathways</p> <p>EPC-19: Complete the Strategic Enrollment Management Plan</p> <p>FPC-01: Replace defective feminine hygiene dispensers</p> <p>FPC-03: Install ASO bulletin boards in CMS</p> <p>PDC-01: Conduct Professional Development activities aligned with Student Equity goals</p> <p>SSSC-11: Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers)</p> |
| Goal 4: Enhance organizational effectiveness through improved infrastructure and expanded communication and training. | | |
| 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? | <p>FPC-01: Replace defective feminine hygiene dispensers</p> <p>FPC-02: Install 2 new hydration stations</p> <p>FPC-04: Complete construction of new Student Services and Administration Building</p> |
| | 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? | <p>FPC-06: Install new flooring in Instructional Building in classrooms 1003, 1004, 1005, 1008, 1010, 1012, 1013 and 1015</p> |
| | 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? | <p>FPC-07: Replace carpet in Campus Center</p> <p>FPC-08: Repair the HFAC Emergency Lighting Inverter</p> |
| | 4.1.4. Establishment of list of essential services to be available at all campus locations | <p>FPC-09: Install "shelter in place" door hardware upgrade</p> <p>FPC-10: Replace boilers in LRC</p> |

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|---|--|--|
| 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? | Tech-01: Send email reminders to department chairs and unit directors reminding them to update their college webpages |
| | 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? | |
| 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 | <p>EPC-09: Develop annual calendar of events for Professional Development</p> <p>PDC-01: Conduct Professional Development activities aligned with Student Equity goals</p> <p>SSSC-03: Develop Action Plans to improve collaboration within the Student Services Division based on the Employee Focus Group Report</p> <p>Tech-02: Compile and annually update a list of available technology district-wide for faculty to use in and out of the classroom, including technology specifically designed to assist DSP&S students, and make recommendations to the Professional Development Committee regarding possible trainings to offer</p> <p>Tech-03: Provide training to faculty/staff on available technology (platform/software). Develop a flow chart of where to go for help with specific technology-related issues, including self-help instructional videos for common issues wherever possible</p> |
| 4.4. Ensure timely evaluations | 4.4.1. 100% of evaluations completed on time per their respective contracts | (Responsibility of President and Vice Presidents to ensure timely evaluations) |
| Goal 5: Improve financial stability by eliminating inefficiencies, enhancing resource development, and developing partnerships. | | |
| 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 amount of grants awarded | <p>EPC-06: Develop a 3-year marketing plan</p> <p>EPC-18: Conduct regular campus networking sessions to improve faculty coordination with industry</p> <p>EPC-19: Complete the Strategic Enrollment Management Plan</p> <p>SSSC-11: Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers)</p> |
| | 5.1.2. 10% increase in amount of revenue generated through other sources of revenue | |
| 5.2. Develop community and business partnerships. | 5.2.1. 10% increase in community and business partnerships | <p>EPC-18: Conduct regular campus networking sessions to improve faculty coordination with industry</p> <p>SSSC-11: Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers)</p> |

| Goal/Objective | Performance Measure and Target/Benchmark | Activities |
|---|---|---|
| 5.3. Enhance the College Foundation. | 5.3.1. 10% increase in the amount of funds raised by the Foundation | EPC-18: Conduct regular campus networking sessions to improve faculty coordination with industry SSSC-01: Conduct a Mission Open House to increase community interest/enrollment SSSC-11: Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers) |
| | 5.3.2. 10% increase in the amount of scholarships dispersed by the Foundation | |
| 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 | EPC-19: Complete the Strategic Enrollment Management Plan EPC-20: Explore creating a committee to routinely review and improve the College's policies and procedures FPC-04: Complete construction of new Student Services and Administration Building FPC-05: Bring new Central Plant including Fuel Cells online (including new air handlers at the LRC, Campus Center and Campus Services buildings) FPC-10: Replace boilers in LRC |
| | 5.4.2. ≥36 average class size | |
| | 5.4.3. Capitalization Load Ratio (CAP Load) (the ratio of Net Operating Income to property asset value) of 150% for lecture and laboratory spaces | |



FUTURE OUTLOOK

Los Angeles Mission College has come a long way since its early years, beginning in 1975, when students attended classes in high schools, churches, office buildings, shopping centers, and other locations scattered throughout the San Fernando Valley due to the lack of a permanent campus at the time. LAMC has since evolved into a comprehensive college, on 33 acres of dedicated land, that offers transfer to four-year institutions, preparation for workforce entry, and development of basic skills.

The intent of the 2019-2024 Integrated Strategic Master Plan is to focus the College's current collective efforts and resources to fulfill the College's mission and ensure success for all students through common goals, objectives, planned activities, and defined performance measures and targets/benchmarks to gauge the College's progress. As the College continues to grow, LAMC is well-positioned to provide the highest quality educational programs and services to its students and community for decades to come.

American community colleges are educating a large share of tomorrow's workforce and, as its mission statement asserts, LAMC takes great pride in providing accessible, affordable, high quality learning opportunities for our community. The five-year goals, objectives, and actions specified in this planning document will go far toward supporting the success of our students, and in fulfilling the nation's need for increased college graduates, in the coming years.

While the performance measures and targets/benchmarks listed in this document are important in assessing our progress, we also hope to achieve our goals while upholding our core values of:

1. The pursuit of excellence in all our endeavors.
2. Intellectual curiosity and the desire to learn.
3. A global vision that understands and appreciates the common goals and purposes of all people.
4. An appreciation of diversity that nourishes mutual respect and solidarity.
5. Integrity and collegiality in all our interactions.
6. Service to the campus and the local community.

At Los Angeles Mission College, Our Mission is Your Success.

APPENDIX 1: EXTERNAL SCAN

Figure 1.1: Los Angeles Mission College's Primary Service Area

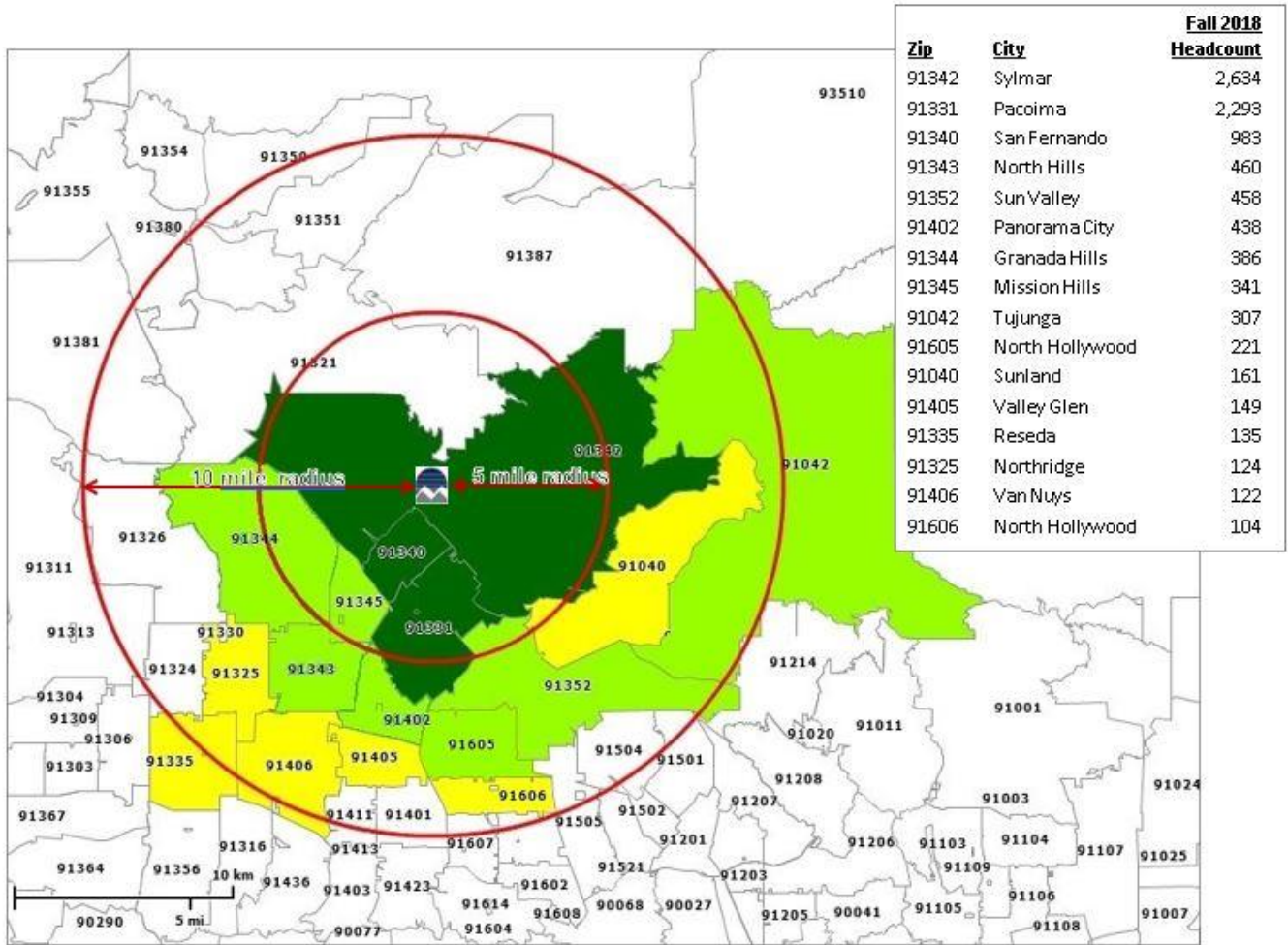


Figure 1.2: Demographic Information

| Gender | Primary Service Area (ACS 2017) | Sunland-Tujunga (ACS 2017) | LAMC (Fall 2018) |
|-------------------|---------------------------------|----------------------------|------------------|
| Female | 50.0% | 50.5% | 62.0% |
| Male | 50.0% | 49.5% | 37.9% |
| Ethnicity | | | |
| Hispanic | 83.3% | 63.2% | 77.5% |
| White | 8.0% | 26.4% | 10.4% |
| Asian/Pacific Is. | 4.7% | 6.1% | 4.7% |
| Black | 3.4% | 2.8% | 2.9% |
| Multiethnic | 2.1% | 2.6% | 0.9% |
| Native American | 0.7% | 0.7% | 0.2% |
| Unknown | - | - | 3.4% |
| Age | | | |
| Under 18 | 25.8% | 23.6% | 13.0% |
| 18-24 | 10.9% | 9.9% | 48.4% |
| 25-44 | 29.7% | 27.7% | 29.6% |
| 45-54 | 13.2% | 14.2% | 5.0% |
| 55-64 | 10.6% | 12.5% | 2.8% |
| 65 and over | 9.8% | 12.1% | 1.3% |

Source: LAMC Office of Institutional Effectiveness; American Community Survey (ACS), U.S. Census Bureau

Figure 1.3: Income, Poverty Level, and Educational Attainment

| Income | Service Area | Sunland-Tujunga | LA County | California |
|--|--------------|-----------------|-----------|------------|
| Median Household Income | \$61,516 | \$63,361 | \$65,006 | \$71,805 |
| Percentage Whose Income in the Past Year Was Below the Poverty Level | 16.6% | no data | 14.9% | 13.3% |
| Educational Attainment (Adults 25 and over) | | | | |
| Less than high school graduate | 37.7% | no data | 20.7% | 16.7% |
| High school graduate (includes equivalency) | 27.4% | no data | 20.8% | 20.8% |
| Some college or associate's degree | 21.8% | no data | 26.2% | 28.9% |
| Bachelor's degree | 9.8% | no data | 21.1% | 21.1% |
| Graduate or professional degree | 3.2% | no data | 11.1% | 12.6% |

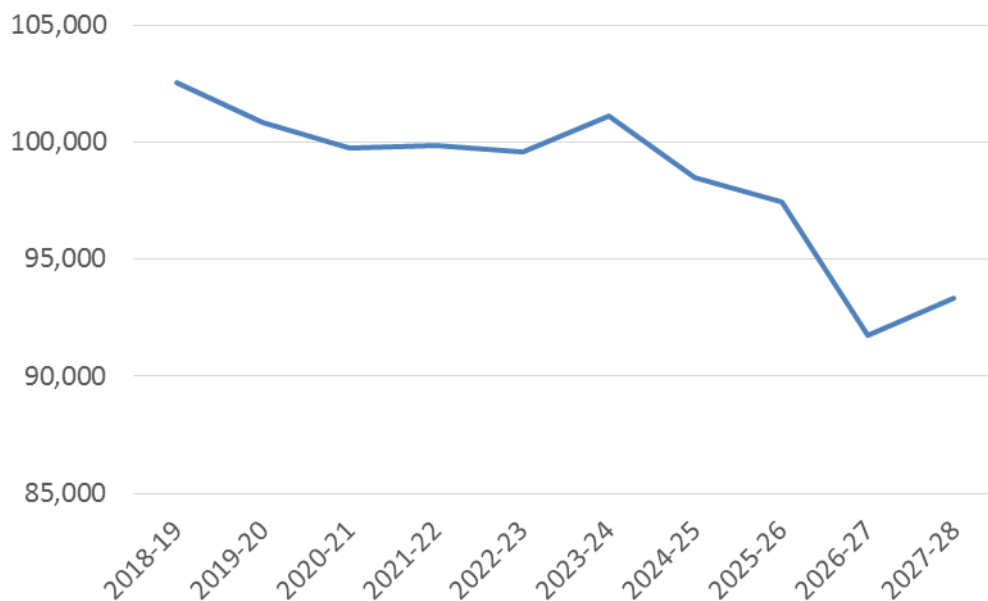
Source: American Community Survey (ACS 2017), U.S. Census Bureau

Figure 1.4: Number of Graduates from Top 10 Public Feeder High Schools, 2010-11 to 2017-18

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Sylmar Charter High | 600 | 565 | 528 | 443 | 442 | 354 | 364 | 431 |
| San Fernando Senior High | 479 | 484 | 479 | 483 | 398 | 481 | 465 | 442 |
| John F. Kennedy High | 520 | 545 | 485 | 435 | 408 | 407 | 450 | 433 |
| John H. Francis Polytechnic | 587 | 608 | 548 | 583 | 634 | 565 | 608 | 580 |
| James Monroe High | 416 | 475 | 408 | 462 | 460 | 483 | 416 | 375 |
| Granada Hills Charter High | 879 | 862 | 967 | 947 | 996 | 1,001 | 1,072 | 1,117 |
| Verdugo Hills Senior High | 417 | 407 | 332 | 388 | 295 | 275 | 309 | 286 |
| Van Nuys Senior High | 489 | 513 | 474 | 493 | 533 | 507 | 463 | 503 |
| Birmingham Charter High | 470 | 553 | 520 | 593 | 592 | 668 | 703 | 649 |
| North Hollywood Senior High | 581 | 584 | 555 | 563 | 562 | 545 | 532 | 528 |

Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division

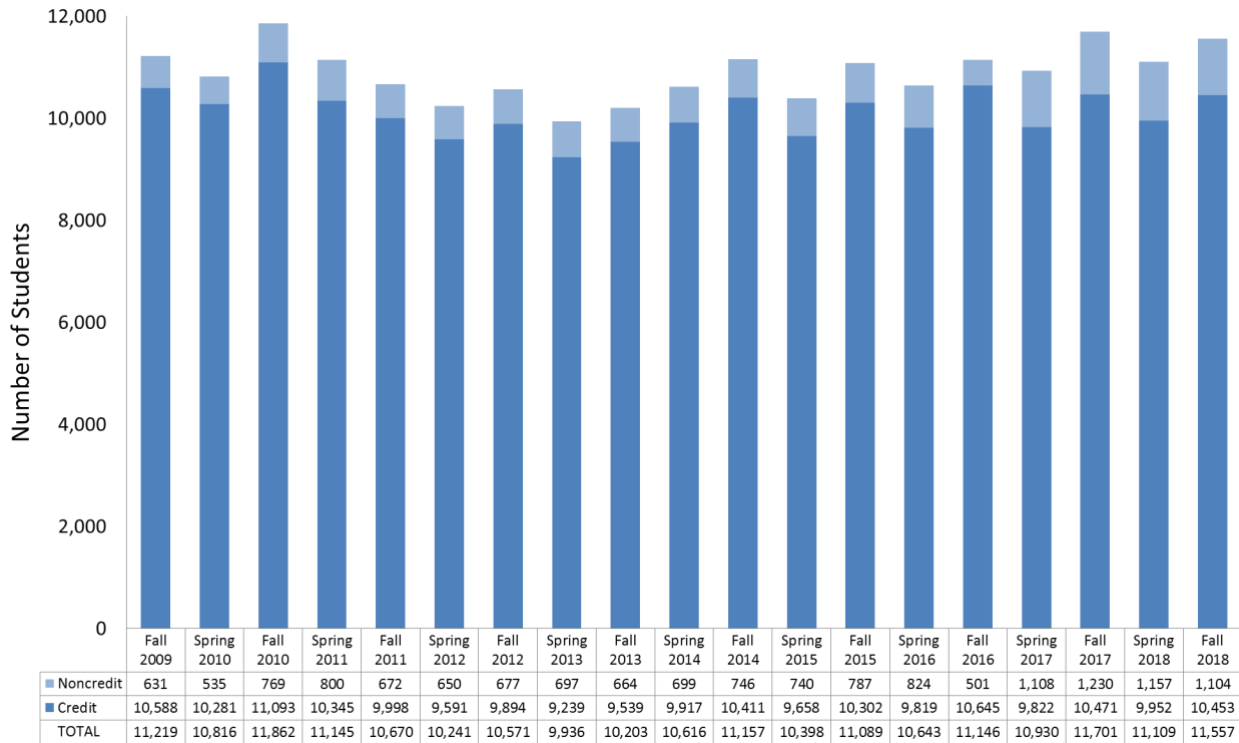
Figure 1.5: Projected Number of High School Graduates in Los Angeles County



Source: http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/, 1/2019

APPENDIX 2: INTERNAL SCAN

Figure 2.1: LAMC Credit and Non-Credit Headcount, Fall 2009 – Fall 2018



Note: Headcount figures are based on graded enrollment for credit courses (students enrolled past the no-penalty drop date, including students who withdraw with a W grade) and any attendance in non-credit courses.

Figure 2.2: Student Demographic Changes, Fall 2009 - Fall 2018

| | Fall 09 | Fall 10 | Fall 11 | Fall 12 | Fall 13 | Fall 14 | Fall 15 | Fall 16 | Fall 17 | Fall 18 |
|------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total Headcount | 11,219 | 11,862 | 10,670 | 10,571 | 10,203 | 11,199 | 11,089 | 11,146 | 11,701 | 11,557 |
| Gender | | | | | | | | | | |
| Female | 62.6% | 62.3% | 61.3% | 60.7% | 60.2% | 60.2% | 61.3% | 61.2% | 62.4% | 62.0% |
| Male | 37.4% | 37.7% | 38.7% | 39.3% | 39.8% | 39.8% | 38.7% | 38.8% | 37.5% | 37.9% |
| Ethnicity | | | | | | | | | | |
| Hispanic | 71.8% | 72.4% | 73.2% | 74.3% | 75.8% | 77.0% | 78.3% | 79.3% | 76.5% | 77.5% |
| White | 9.5% | 10.2% | 10.2% | 10.7% | 11.0% | 11.0% | 10.9% | 10.4% | 9.1% | 10.4% |
| Asian/Pacific Is. | 5.8% | 6.3% | 6.9% | 6.8% | 5.7% | 5.0% | 4.8% | 4.4% | 4.1% | 4.7% |
| Black | 4.2% | 4.1% | 3.6% | 3.1% | 3.2% | 3.2% | 2.8% | 2.6% | 2.3% | 2.9% |
| Multiethnic | 0.9% | 1.3% | 1.3% | 1.4% | 1.6% | 1.5% | 1.4% | 1.5% | 0.8% | 0.9% |
| Native American | 0.4% | 0.3% | 0.3% | 0.2% | 0.2% | 0.1% | 0.1% | 0.1% | 0.2% | 0.2% |
| Unknown | 7.5% | 5.4% | 4.4% | 3.5% | 2.6% | 2.1% | 1.7% | 1.7% | 7.1% | 3.4% |
| Age | | | | | | | | | | |
| Under 18 | 8.9% | 7.2% | 3.8% | 3.8% | 3.9% | 6.9% | 7.8% | 10.8% | 11.2% | 13.0% |
| 18-21 | 37.4% | 39.5% | 42.2% | 42.4% | 40.2% | 37.3% | 36.2% | 35.2% | 33.3% | 34.0% |
| 22-25 | 17.6% | 17.5% | 18.4% | 19.8% | 22.0% | 21.8% | 22.4% | 20.7% | 18.9% | 18.0% |
| 26-30 | 11.2% | 10.7% | 10.2% | 10.3% | 10.8% | 10.8% | 11.2% | 11.8% | 11.8% | 11.6% |
| 31-40 | 12.1% | 11.6% | 11.7% | 10.8% | 10.7% | 11.3% | 11.0% | 10.2% | 11.7% | 11.4% |
| 41-50 | 8.0% | 8.4% | 8.1% | 7.7% | 7.3% | 6.8% | 6.4% | 6.4% | 7.1% | 6.3% |
| Over 50 | 4.8% | 5.1% | 5.5% | 5.1% | 5.2% | 5.2% | 5.0% | 4.9% | 5.9% | 5.7% |

APPENDIX 3: STUDENT SUCCESS INDICATORS

Figure 3.1: Successful Course Completion by Demographic Group, Fall 2013 to Fall 2018

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Successful Course Completion | 66.6% | 64.8% | 64.9% | 64.9% | 66.5% | 66.9% |
| Gender | | | | | | |
| Female | 68.1% | 66.7% | 66.9% | 67.4% | 69.3% | 69.6% |
| Male | 64.5% | 62.1% | 62.1% | 61.3% | 62.3% | 63.1% |
| Ethnicity | | | | | | |
| Hispanic | 64.5% | 63.3% | 63.2% | 63.4% | 64.6% | 64.9% |
| White | 77.4% | 75.0% | 72.7% | 74.8% | 78.7% | 78.5% |
| Asian | 73.0% | 73.3% | 76.4% | 74.1% | 77.7% | 80.0% |
| Black | 59.6% | 51.5% | 60.8% | 54.3% | 60.1% | 63.9% |
| Multiethnic | 75.4% | 68.7% | 65.4% | 67.5% | 59.1% | 71.4% |
| Native American | 71.0% | 68.6% | 62.5% | 76.2% | 50.0% | 53.8% |
| Pacific Islander | | | 43.8% | 58.8% | 60.0% | 59.1% |
| Age | | | | | | |
| Under 18 | 81.8% | 66.4% | 72.5% | 66.1% | 68.2% | 71.4% |
| 18-21 | 63.2% | 61.9% | 60.8% | 61.4% | 62.6% | 61.1% |
| 22-25 | 64.2% | 63.2% | 63.4% | 62.3% | 64.3% | 68.0% |
| 26-30 | 70.0% | 66.1% | 69.0% | 69.0% | 68.7% | 70.6% |
| 31-40 | 74.0% | 72.7% | 72.6% | 73.2% | 75.2% | 77.8% |
| 41-50 | 77.3% | 75.1% | 77.5% | 76.9% | 81.2% | 80.3% |
| Over 50 | 74.9% | 75.0% | 74.2% | 76.8% | 80.8% | 80.4% |
| Entering Status | | | | | | |
| First-time Student | 61.7% | 60.9% | 61.2% | 60.7% | 60.6% | |
| New Transfer | 64.5% | 61.9% | 64.2% | 66.9% | 66.0% | |
| Continuing Student | 67.7% | 66.5% | 65.8% | 66.7% | 68.4% | |
| Returning Student | 63.6% | 65.4% | 64.6% | 63.7% | 66.3% | |
| Dual Enrollment | 85.9% | 63.1% | 75.1% | 63.7% | 68.0% | 74.3% |
| Educational Goal | | | | | | |
| Transfer | 64.9% | 63.9% | 63.3% | 64.0% | 65.4% | |
| Career/Workforce | 70.9% | 70.1% | 70.8% | 70.0% | 73.1% | |
| General Education | 67.5% | 63.2% | 64.8% | 64.7% | 69.3% | |
| College Prep | 72.4% | 71.3% | 67.6% | 65.1% | 66.7% | |
| Special Populations | | | | | | |
| CalWORKS | 73.6% | 72.8% | 66.0% | 73.5% | 74.6% | 76.5% |
| CARE | 81.0% | 81.1% | 70.6% | 74.8% | 69.9% | 79.8% |
| DSPS | 70.3% | 59.3% | 61.0% | 63.8% | 66.5% | 71.4% |
| EOPS | 72.8% | 71.6% | 72.9% | 73.4% | 74.0% | 74.2% |
| First Generation | 61.0% | 60.8% | 62.7% | 63.8% | | |
| Foster Youth | 45.2% | 52.4% | 46.6% | 50.8% | 50.5% | 66.8% |
| Incarcerated | | 0.0% | | 50.0% | 39.7% | |
| Veteran | 77.5% | 73.3% | 71.2% | 72.9% | 72.3% | 69.3% |

Figure 3.2: Successful Course Completion by Discipline, Fall 2013 to Fall 2018

| Discipline | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACCTG | 51.6% | 57.0% | 63.2% | 62.6% | 58.7% | 57.5% |
| ADM JUS | 64.2% | 72.4% | 73.7% | 71.5% | 73.1% | 65.6% |
| AFRO AM | 85.1% | 67.4% | 65.0% | 61.4% | 82.1% | 42.0% |
| ALD HTH | | | | 100.0% | 100.0% | 100.0% |
| ANATOMY | 71.6% | 70.8% | 78.7% | 76.7% | 68.9% | 73.3% |
| ANTHRO | 48.6% | 63.6% | 47.7% | 57.9% | 58.5% | 70.6% |
| ART | 70.1% | 63.9% | 61.8% | 64.3% | 71.1% | 64.3% |
| ARTHIST | | | | 48.0% | | |
| ASTRON | 66.7% | 77.9% | 56.6% | 63.0% | 67.6% | 85.6% |
| BIOLOGY | 59.7% | 66.9% | 66.5% | 59.0% | 64.6% | 64.3% |
| BIOTECH | | | | | 76.1% | 72.1% |
| BUS | 69.5% | 69.8% | 75.5% | 68.2% | 74.6% | 74.4% |
| CAOT | 70.8% | 70.0% | 70.7% | 75.0% | 80.3% | 83.8% |
| CH DEV | 77.3% | 80.0% | 75.0% | 82.9% | 80.9% | 80.0% |
| CHEM | 62.2% | 51.0% | 53.9% | 56.9% | 54.9% | 56.3% |
| CHICANO | 66.8% | 58.7% | 67.8% | 66.3% | 67.0% | 70.8% |
| CINEMA | 57.8% | 57.1% | 59.9% | 57.8% | 62.5% | 48.8% |
| CLN ART | 86.7% | 82.8% | 82.5% | 79.9% | 77.4% | 85.9% |
| CO SCI | 56.6% | 56.3% | 58.8% | 61.7% | 65.0% | 62.6% |
| COMM | 63.5% | 61.0% | 59.3% | 57.8% | 72.1% | 72.6% |
| COUNSEL | 83.5% | 71.9% | 76.0% | 66.3% | 69.1% | 78.1% |
| DANDEST | | | | 44.4% | 60.0% | 58.6% |
| DANCETQ | 78.4% | 80.3% | 61.1% | 69.2% | 84.6% | 80.8% |
| DEV COM | 54.6% | 50.2% | 48.7% | 48.7% | 53.0% | |
| ECON | 61.2% | 60.5% | 70.7% | 54.4% | 84.4% | 65.2% |
| EDUC | | | 90.0% | 80.8% | 74.7% | 69.2% |
| ENG GEN | | | | | | 80.6% |
| ENGLISH | 68.5% | 64.4% | 63.6% | 66.0% | 60.9% | 60.0% |
| ENV SCI | | | | | 65.1% | 63.9% |
| ESL/E.S.L. | 81.2% | 80.4% | 73.9% | 80.4% | 63.2% | 84.1% |
| FAM &CS | 81.3% | 69.3% | 59.9% | 62.3% | 81.7% | 32.3% |
| FINANCE | 60.5% | 50.0% | 69.2% | 75.8% | 83.3% | 65.5% |
| FRENCH | 66.7% | 66.0% | 62.8% | 73.7% | 65.4% | 73.2% |
| GEOG | 53.8% | 58.6% | 60.3% | 65.6% | 54.5% | 64.0% |
| GEOLOGY | | | | | | 45.9% |
| HEALTH | 66.5% | 67.9% | 68.5% | 66.9% | 60.4% | 61.3% |
| HISTORY | 56.1% | 57.5% | 60.2% | 52.2% | 62.2% | 58.4% |
| HLTHOCC | | | 88.6% | 83.4% | 56.8% | 82.3% |
| HUMAN | 75.5% | 74.0% | 77.9% | 71.3% | 74.6% | 81.9% |
| INTRDGN | 71.2% | 40.0% | 66.7% | 72.2% | 78.7% | 96.6% |
| ITALIAN | 86.2% | 73.7% | 73.5% | 68.6% | 78.3% | 61.1% |
| JOURNAL | | | 48.1% | | | |

Figure 3.2: Successful Course Completion by Discipline, Fall 2013 to Fall 2018 (cont.)

| Discipline | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| KIN | 79.5% | 76.4% | 76.2% | 78.6% | 85.0% | 78.1% |
| KINATH | 96.1% | 92.4% | 88.5% | 88.7% | 93.2% | 94.7% |
| KIN MAJ | | | | 64.3% | 70.2% | 75.6% |
| LAW | 70.2% | 57.6% | 60.5% | 51.0% | 57.3% | 70.4% |
| LIB SCI | 68.4% | 68.6% | 64.6% | 83.3% | | 80.0% |
| LING | 85.4% | 65.1% | 81.8% | 80.4% | 86.1% | 81.3% |
| MARKET | 74.4% | 75.0% | 71.2% | 65.7% | 68.9% | 54.2% |
| MATH | 48.8% | 47.7% | 48.7% | 44.6% | 48.3% | 45.2% |
| MGMT | 66.4% | 56.2% | 50.0% | 59.6% | 65.3% | 66.1% |
| MICRO | 82.6% | 74.2% | 79.5% | 80.2% | 82.1% | 84.3% |
| MULTIMD | 82.1% | 81.8% | 78.9% | 77.7% | 80.0% | 82.0% |
| MUSIC | 63.0% | 58.2% | 72.5% | 56.7% | 60.5% | 62.0% |
| NURSING | | | | 97.6% | 97.7% | 97.9% |
| NUTRTN | | | | | 65.7% | 72.6% |
| OCEANO | | | | | | 76.8% |
| PHILOS | 77.7% | 73.5% | 76.1% | 73.8% | 62.4% | 67.2% |
| PHOTO | 88.0% | 53.8% | 71.4% | 75.0% | 82.9% | 83.1% |
| PHRMCTK | | | | | 84.8% | 74.5% |
| PHYS SC | 71.4% | 59.4% | 68.4% | 67.2% | 63.5% | 75.0% |
| PHYSICS | 68.3% | 68.7% | 75.6% | 57.9% | 78.1% | 78.4% |
| PHYSIOL | 71.4% | 74.2% | 69.8% | 88.1% | 72.4% | 86.3% |
| POL SCI | 66.5% | 65.7% | 64.8% | 70.5% | 66.8% | 78.5% |
| PROFBKG | | 81.0% | 87.3% | 86.0% | 78.9% | 83.3% |
| PSYCH | 68.1% | 66.0% | 66.4% | 66.0% | 69.6% | 70.2% |
| SOC | 64.6% | 66.0% | 62.2% | 64.6% | 62.5% | 65.7% |
| SPANISH | 75.2% | 72.6% | 71.4% | 75.9% | 75.0% | 74.1% |
| THEATER | 74.8% | 60.7% | 70.9% | 74.5% | 70.9% | 71.1% |
| Overall | 66.6% | 64.8% | 64.9% | 64.9% | 66.5% | 66.9% |

Figure 3.3: Successful Course Completion by Mode of Delivery, Fall 2018*

* Only courses offered as an online and/or hybrid course in Fall 2018 are included. If there was more than one section, the number of course sections is indicated in parentheses.

| Course | On-Campus | Online | Hybrid | ITV | Dual Enrollment |
|-------------|------------|-----------|-----------|-------|-----------------|
| ADM JUS 001 | 60.7% (2) | 48.6% | | | 75.0% |
| ADM JUS 005 | 82.1% (2) | | | | 92.0% |
| AFRO AM 004 | 50.0% | 33.3% | | | |
| ANATOMY 001 | 77.9% (3) | | 60.4% | | |
| ANTHRO 101 | 70.8% | 72.4% | | 53.7% | |
| ART 101 | 57.7% (2) | 50.0% (2) | | 75.0% | 53.8% |
| ART 102 | 66.7% | 41.4% | | 56.1% | |
| ART 103 | | 70.7% | | | |
| ART 105 | | 83.3% | | | |
| ART 201 | 65.7% (6) | | | | 87.0% |
| BIOLOGY 033 | 62.6% (7) | 91.2% | | | |
| BIOTECH 002 | 71.0% (2) | | | | 68.8% |
| BUS 001 | 73.7% (4) | | | | 75.0% |
| BUS 005 | 81.4% | 64.0% | 81.8% (2) | | 95.7% |
| CAOT 078 | | | 78.6% | | |
| CH DEV 001 | 70.4% (11) | 61.9% (5) | | | 74.8% (4) |
| CH DEV 010 | 91.2% | 76.5% | | | |
| CHICANO 002 | 38.2% (2) | 61.2% (2) | 22.2% | | 24.3% (2) |
| CHICANO 007 | 80.9% (2) | 50.0% | | | 76.5% |
| CHICANO 008 | 79.7% (2) | 78.7% (3) | | | |
| CHICANO 037 | 58.6% (2) | 75.2% (2) | | | |
| CHICANO 044 | 43.8% | | | 75.0% | |
| CHICANO 052 | 85.7% (2) | 90.7% (2) | | | |
| CO SCI 401 | 46.8% (2) | 69.2% | | | |
| CO SCI 407 | 61.3% (3) | | | | 61.1% |
| CO SCI 411 | | 35.3% | | | |
| CO SCI 434 | | | 77.8% | | |
| CO SCI 436 | | | 64.5% | | |
| CO SCI 450 | | 45.2% | | | |
| CO SCI 452 | | 89.7% | | | |
| CO SCI 453 | 64.9% (2) | | | | 68.8% |
| CO SCI 462 | | 66.7% | | | |
| CO SCI 487 | 63.8% (2) | | | | 66.7% |
| CO SCI 488 | | 100.0% | | | |
| COMM 101 | 70.8% (17) | 66.7% | | 72.3% | 79.1% (3) |
| COUNSEL 004 | 78.1% (4) | | | | 92.3% |
| COUNSEL 017 | 80.5% (3) | | | | 89.7% |
| DANCEST 805 | | 58.6% | | | |
| EARTH 001 | | | | 66.7% | |

Figure 3.3: Successful Course Completion by Mode of Delivery, Fall 2018 (cont.)

| Course | On-Campus | Online | Hybrid | ITV | Dual Enrollment |
|-------------|------------|-----------|-----------|-----------|-----------------|
| ECON 001 | 83.0% | 53.6% | | 89.3% | |
| ECON 002 | 45.2% | | | 79.4% | |
| ENGLISH 021 | 62.5% (9) | 25.9% | | | 25.9% |
| ENGLISH 028 | 61.1% (12) | 48.7% (4) | | 26.2% | 33.3% |
| ENGLISH 101 | 59.7% (16) | 63.2% (3) | | 48.9% | |
| ENGLISH 102 | 69.9% (8) | 32.4% (2) | | 87.1% | |
| ENGLISH 240 | | 33.3% | | | |
| ENV SCI 002 | | 63.9% | | | |
| FAM &CS 031 | 20.0% | | | | 20.0% |
| FINANCE 008 | | 65.5% | | | |
| FRENCH 001 | 73.2% (2) | | | | 82.8% |
| GEOG 001 | 62.7% (4) | | | | 70.0% |
| HEALTH 011 | 56.3% (10) | 62.7% (6) | | | 75.9% (3) |
| HISTORY 011 | 58.5% (5) | | | 100.0% | |
| HLTHOCC 062 | 97.3% (2) | | | | 100.0% |
| HLTHOCC 064 | 84.7% (5) | | | | 86.4% (4) |
| HLTHOCC 065 | 78.8% (2) | | | | 80.0% |
| LAW 001 | | 69.0% | 81.8% | | |
| LAW 002 | | 64.5% | | | |
| LAW 010 | | | 68.2% (2) | | 100.0% |
| LAW 011 | | 48.4% | | | |
| LAW 012 | | 72.7% | 94.3% (2) | | 94.3% (2) |
| LAW 013 | | 57.7% | | | |
| LAW 016 | | 65.6% | | | |
| LAW 017 | | | 50.0% | | |
| LAW 018 | | | 76.2% (2) | | 70.8% |
| LAW 019 | | 83.9% | | | |
| LAW 020 | | 78.6% | | | |
| LAW 034 | | 61.3% | | | |
| MARKET 021 | | 41.4% | | | |
| MATH 115 | 36.1% (12) | 24.8% (2) | | 36.8% (2) | |
| MATH 125 | 33.2% (10) | 46.7% (2) | | 39.8% (2) | |
| MATH 134 | | 18.8% | | | |
| MATH 227 | 56.8% (17) | 47.1% (3) | | 39.6% (2) | |
| MATH 265 | 45.7% (2) | 24.3% | | | |
| MATH 266 | 42.6% (2) | 47.6% | | | |
| MGMT 002 | | | 78.9% | | |
| MGMT 013 | 44.4% | 67.6% | | | |
| MGMT 033 | | 68.4% | | | |
| MULTIMD 110 | | 86.0% | | | |
| MULTIMD 600 | 80.7% (2) | | | | 92.0% |

Figure 3.3: Successful Course Completion by Mode of Delivery, Fall 2018 (cont.)

| Course | On-Campus | Online | Hybrid | ITV | Dual Enrollment |
|----------------|--------------|--------------|--------------|--------------|-----------------|
| MUSIC 101 | 59.4% (2) | | | | 70.8% |
| MUSIC 111 | 48.8% | 51.4% | | | |
| NUTRTN 021 | 69.2% (2) | 74.6% (2) | | | |
| NUTRTN 026 | | | 66.7% | | |
| OCEANO 001 | 76.8% (2) | | | | 92.3% |
| PHILOS 001 | 64.9% (3) | 54.3% | | | |
| PHILOS 006 | 83.0% | 72.7% | | | |
| PHYS SCI 001 | 71.7% (2) | | | | 43.8% |
| POL SCI 001 | 77.8% (10) | 81.6% (3) | | 48.8% | 88.9% |
| PSYCH 001 | 67.6% (13) | 65.4% (3) | | 72.4% | 73.2% (5) |
| PSYCH 014 | | 74.7% (2) | | | |
| PSYCH 041 | 63.8% (2) | 80.2% (2) | | 71.1% | |
| SOC 001 | 56.9% (9) | 63.8% (5) | | | 79.2% (2) |
| SOC 002 | 73.5% | 54.1% | | | |
| SOC 004 | 80.0% | 82.5% | | | |
| SOC 011 | 88.6% | 62.9% (2) | | | |
| SOC 031 | | 81.7% (2) | | | |
| SPANISH 002 | 72.9% (3) | | | | 73.9% |
| THEATER 100 | 57.7% (2) | 62.1% | | | |
| OVERALL | 63.5% | 63.2% | 65.1% | 54.1% | 74.3% |

Figure 3.4: Course Retention by Demographic Group, Fall 2013 to Fall 2018

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Course Retention Rate | 85.2% | 85.3% | 83.6% | 83.5% | 84.7% | 85.7% |
| Gender | | | | | | |
| Female | 85.5% | 86.1% | 84.6% | 84.5% | 85.4% | 86.5% |
| Male | 84.8% | 84.3% | 82.0% | 81.9% | 83.5% | 84.5% |
| Ethnicity | | | | | | |
| Hispanic | 84.5% | 84.7% | 83.2% | 83.1% | 83.9% | 85.1% |
| White | 89.0% | 89.8% | 85.7% | 86.2% | 89.9% | 89.3% |
| Asian | 88.2% | 87.8% | 87.0% | 87.1% | 88.7% | 90.3% |
| Black | 82.2% | 79.6% | 81.3% | 77.4% | 78.8% | 82.6% |
| Multiethnic | 87.7% | 87.1% | 80.8% | 81.3% | 82.3% | 84.5% |
| Native American | 83.9% | 94.3% | 91.7% | 95.2% | 84.2% | 89.7% |
| Pacific Islander | | | 50.0% | 70.6% | 85.0% | 77.3% |
| Age | | | | | | |
| Under 18 | 93.7% | 92.3% | 89.9% | 88.1% | 87.2% | 88.6% |
| 18-21 | 85.0% | 85.7% | 83.3% | 83.7% | 84.8% | 84.8% |
| 22-25 | 82.1% | 82.5% | 81.0% | 79.7% | 80.8% | 84.5% |
| 26-30 | 84.4% | 80.5% | 83.1% | 83.4% | 83.2% | 84.3% |
| 31-40 | 87.1% | 87.7% | 83.7% | 84.2% | 86.6% | 88.1% |
| 41-50 | 88.9% | 88.2% | 89.2% | 86.4% | 90.6% | 91.1% |
| Over 50 | 91.7% | 91.0% | 87.7% | 89.0% | 91.3% | 89.5% |
| Entering Status | | | | | | |
| First-time Student | 85.7% | 86.3% | 84.2% | 83.3% | 84.3% | |
| New Transfer | 83.4% | 84.7% | 82.2% | 84.0% | 81.7% | |
| Continuing Student | 85.1% | 84.8% | 83.4% | 83.4% | 85.1% | |
| Returning Student | 82.2% | 84.2% | 79.7% | 80.2% | 81.8% | |
| Dual Enrollment | 96.3% | 91.3% | 88.4% | 87.3% | 87.0% | 88.8% |
| Educational Goal | | | | | | |
| Transfer | 83.9% | 84.7% | 83.0% | 82.8% | 83.9% | |
| Career/Workforce | 87.5% | 86.4% | 85.2% | 85.8% | 86.3% | |
| General Education | 86.5% | 85.5% | 83.0% | 83.4% | 86.7% | |
| College Prep | 88.0% | 90.2% | 83.2% | 84.0% | 84.0% | |
| Special Populations | | | | | | |
| CalWORKS | 91.0% | 89.4% | 87.4% | 87.8% | 89.1% | 90.8% |
| CARE | 94.1% | 91.0% | 91.7% | 90.8% | 87.9% | 91.1% |
| DSPS | 89.3% | 86.6% | 87.3% | 86.1% | 87.8% | 89.7% |
| EOPS | 89.8% | 91.6% | 89.5% | 89.2% | 88.0% | 91.1% |
| First Generation | 84.5% | 84.6% | 83.0% | 83.4% | | |
| Foster Youth | 77.4% | 80.2% | 75.9% | 75.6% | 75.4% | 85.5% |
| Incarcerated | | 0.0% | | 87.5% | 81.9% | |
| Veteran | 91.4% | 91.0% | 86.1% | 86.2% | 84.3% | 85.7% |

Figure 3.5: Course Retention by Discipline, Fall 2013 to Fall 2018

| Discipline | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACCTG | 72.3% | 81.0% | 80.1% | 75.9% | 79.3% | 73.8% |
| ADM JUS | 88.6% | 92.4% | 88.9% | 91.5% | 93.6% | 84.1% |
| AFRO AM | 89.6% | 84.8% | 82.5% | 70.2% | 89.3% | 76.8% |
| ALD HTH | | | | 100.0% | 100.0% | 100.0% |
| ANATOMY | 83.5% | 83.6% | 84.6% | 85.5% | 79.1% | 84.7% |
| ANTHRO | 82.0% | 81.4% | 77.6% | 84.2% | 81.7% | 81.2% |
| ART | 83.3% | 85.8% | 77.5% | 79.5% | 86.3% | 85.8% |
| ARTHIST | | | | 76.0% | | |
| ASTRON | 86.8% | 91.2% | 77.9% | 86.1% | 79.3% | 92.8% |
| BIOLOGY | 79.7% | 82.0% | 84.1% | 84.5% | 86.1% | 85.8% |
| BIOTECH | | | | | 87.0% | 86.0% |
| BUS | 89.7% | 92.4% | 89.1% | 90.7% | 90.6% | 94.8% |
| CAOT | 86.4% | 84.1% | 83.1% | 85.8% | 88.2% | 90.5% |
| CH DEV | 91.0% | 91.4% | 89.2% | 91.5% | 90.1% | 91.9% |
| CHEM | 83.1% | 76.7% | 72.3% | 75.5% | 77.9% | 79.7% |
| CHICANO | 85.7% | 87.8% | 87.5% | 86.3% | 80.1% | 85.0% |
| CINEMA | 85.7% | 91.8% | 83.6% | 76.7% | 89.6% | 87.0% |
| CLN ART | 93.9% | 90.5% | 91.6% | 92.0% | 90.6% | 93.7% |
| CO SCI | 85.9% | 81.0% | 78.8% | 80.5% | 79.5% | 80.2% |
| COMM | 84.8% | 83.3% | 82.7% | 82.9% | 83.1% | 89.1% |
| COUNSEL | 89.2% | 91.9% | 92.7% | 90.1% | 91.5% | 96.2% |
| DANEST | | | | 66.7% | 71.4% | 82.8% |
| DANCETQ | 83.8% | 83.3% | 77.8% | 80.8% | 84.6% | 88.5% |
| DEV COM | 90.1% | 90.3% | 84.1% | 87.2% | 92.9% | |
| ECON | 83.6% | 80.5% | 87.2% | 81.1% | 94.8% | 78.6% |
| EDUC | | | 100.0% | 80.8% | 87.0% | 84.6% |
| ENG GEN | | | | | | 83.3% |
| ENGLISH | 83.4% | 81.0% | 81.0% | 80.6% | 76.1% | 83.4% |
| ENV SCI | | | | | 84.3% | 86.1% |
| ESL/E.S.L. | 93.3% | 95.3% | 90.2% | 92.1% | 84.2% | 96.3% |
| FAM &CS | 92.4% | 86.7% | 78.1% | 73.9% | 93.5% | 61.3% |
| FINANCE | 89.5% | 85.0% | 76.9% | 84.8% | 93.3% | 86.2% |
| FRENCH | 71.1% | 85.1% | 79.1% | 92.1% | 88.5% | 91.5% |
| GEOG | 81.0% | 77.0% | 78.6% | 89.3% | 72.7% | 86.3% |
| GEOLOGY | | | | | | 75.7% |
| HEALTH | 89.7% | 91.2% | 87.8% | 88.8% | 80.2% | 87.6% |
| HISTORY | 76.9% | 78.3% | 82.4% | 74.9% | 87.0% | 78.2% |
| HLTHOCC | | | 96.6% | 92.8% | 81.4% | 89.6% |
| HUMAN | 92.3% | 93.5% | 91.6% | 90.4% | 86.1% | 92.8% |
| INTRDGN | 91.8% | 77.8% | 80.0% | 84.7% | 94.4% | 97.3% |
| ITALIAN | 87.9% | 84.2% | 88.2% | 82.9% | 81.9% | 77.8% |
| JOURNAL | | | 96.3% | | | |

Figure 3.5: Course Retention by Discipline, Fall 2013 to Fall 2018 (cont.)

| Discipline | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| KIN | 88.8% | 88.8% | 84.4% | 88.1% | 90.8% | 87.1% |
| KIN ATH | 96.9% | 93.9% | 88.5% | 88.7% | 95.5% | 94.7% |
| KIN MAJ | | | | 88.1% | 95.7% | 97.8% |
| LAW | 81.6% | 77.1% | 81.4% | 75.2% | 77.5% | 82.9% |
| LIB SCI | 84.2% | 94.3% | 98.8% | 91.7% | | 93.3% |
| LING | 93.8% | 88.4% | 88.6% | 80.4% | 86.1% | 85.4% |
| MARKET | 85.4% | 82.1% | 84.6% | 85.7% | 83.6% | 72.9% |
| MATH | 76.9% | 77.5% | 76.5% | 72.7% | 75.9% | 74.6% |
| MGMT | 85.1% | 87.7% | 80.5% | 85.1% | 85.4% | 83.0% |
| MICRO | 89.5% | 85.4% | 85.2% | 85.2% | 89.3% | 91.8% |
| MULTIMD | 88.8% | 89.1% | 87.3% | 86.1% | 89.3% | 91.0% |
| MUSIC | 83.9% | 85.2% | 85.1% | 84.6% | 87.4% | 88.6% |
| NURSING | | | | 97.6% | 97.7% | 97.9% |
| NUTRTN | | | | | 78.3% | 88.2% |
| OCEANO | | | | | | 96.3% |
| PHILOS | 86.2% | 85.8% | 89.1% | 88.5% | 82.7% | 84.5% |
| PHOTO | 92.0% | 96.2% | 85.7% | 82.1% | 97.6% | 93.8% |
| PHRMCTK | | | | | 91.3% | 85.1% |
| PHYS SC | 88.0% | 88.0% | 86.3% | 79.1% | 65.9% | 96.3% |
| PHYSICS | 83.3% | 83.1% | 82.6% | 70.2% | 85.9% | 83.8% |
| PHYSIOL | 91.1% | 90.9% | 84.9% | 95.4% | 86.7% | 96.6% |
| POL SCI | 86.5% | 89.0% | 86.5% | 91.4% | 91.3% | 93.3% |
| PROFBKG | | 90.5% | 95.2% | 89.5% | 93.0% | 91.7% |
| PSYCH | 84.7% | 85.3% | 85.9% | 84.5% | 86.5% | 90.3% |
| SOC | 82.7% | 84.3% | 78.4% | 83.6% | 87.8% | 86.5% |
| SPANISH | 91.2% | 91.2% | 87.0% | 88.8% | 86.0% | 90.4% |
| THEATER | 83.0% | 76.8% | 84.6% | 86.4% | 93.9% | 90.5% |
| Overall | 85.2% | 85.3% | 83.6% | 83.5% | 84.7% | 85.7% |

Figure 3.6: Course Retention by Mode of Delivery, Fall 2018*

* Only courses offered as an online and/or hybrid course in Fall 2018 are included. If there was more than one section, the number of course sections is indicated in parentheses.

| Course | On-Campus | Online | Hybrid | ITV | Dual |
|-------------|------------|-----------|-----------|-------|-----------|
| ADM JUS 001 | 97.8% (2) | 68.6% | | | 100.0% |
| ADM JUS 005 | 100.0% (2) | | | | 100.0% |
| AFRO AM 004 | 77.8% | 75.8% | | | |
| ANATOMY 001 | 86.6% (3) | | 79.2% | | |
| ANTHRO 101 | 83.3% | 86.2% | | 83.6% | |
| ART 101 | 84.6% (2) | 84.2% (2) | | 85.0% | 92.3% |
| ART 102 | 88.9% | 79.3% | | 73.2% | |
| ART 103 | | 88.0% | | | |
| ART 105 | | 91.7% | | | |
| ART 201 | 87.0% (6) | | | | 95.7% |
| BIOLOGY 033 | | 97.1% | | | |
| BIOTECH 002 | 87.1% (2) | | | | 75.0% |
| BUS 001 | 96.1% (4) | | | | 95.8% |
| BUS 005 | 97.7% | 92.0% | 93.5% (2) | | 95.7% |
| CAOT 078 | | | 92.9% | | |
| CH DEV 001 | 91.5% (11) | 83.6% (5) | | | 87.4% (4) |
| CH DEV 010 | 94.1% | 88.2% | | | |
| CHICANO 002 | 67.6% (2) | 73.1% (2) | 57.4% | | 56.8% (2) |
| CHICANO 007 | 91.5% (2) | 63.3% | | | 97.1% |
| CHICANO 008 | 91.4% (2) | 87.2% (3) | | | |
| CHICANO 037 | 81.0% (2) | 89.4% (2) | | | |
| CHICANO 044 | 68.8% | | | 79.2% | |
| CHICANO 052 | 93.9% (2) | 92.0% (2) | | | |
| CO SCI 401 | 80.6% (2) | 76.9% | | | |
| CO SCI 407 | 84.0% (3) | | | | 61.1% |
| CO SCI 411 | | 55.9% | | | |
| CO SCI 434 | | | 83.3% | | |
| CO SCI 436 | | | 74.2% | | |
| CO SCI 450 | | 61.3% | | | |
| CO SCI 452 | | 94.9% | | | |
| CO SCI 453 | 86.0% (2) | | | | 96.9% |
| CO SCI 462 | | 66.7% | | | |
| CO SCI 487 | 85.1% (2) | | | | 85.7% |
| CO SCI 488 | | 100.0% | | | |
| COMM 101 | 89.3% (17) | 70.0% | | 89.1% | 96.7% (3) |
| COUNSEL 004 | 97.4% (4) | | | | 100.0% |
| COUNSEL 017 | 96.1% (3) | | | | 100.0% |
| DANCEST 805 | | 82.8% | | | |
| EARTH 001 | | | | 76.7% | |

Figure 3.6: Course Retention by Mode of Delivery, Fall 2018 (cont.)

| Course | On-Campus | Online | Hybrid | ITV | Dual |
|-------------|------------|-----------|-----------|-----------|-----------|
| ECON 001 | 88.7% | 57.1% | | 92.9% | |
| ECON 002 | 80.6% | | | 79.4% | |
| ENGLISH 021 | 89.9% (9) | 59.3% | | | 59.3% |
| ENGLISH 028 | 85.8% (12) | 78.9% (4) | | 57.4% | 81.0% |
| ENGLISH 101 | 82.2% (16) | 77.4% (3) | | 72.8% | |
| ENGLISH 102 | 85.8% (8) | 69.1% (2) | | 88.7% | |
| ENGLISH 240 | | 73.3% | | | |
| ENV SCI 002 | | 86.1% | | | |
| FAM &CS 031 | 56.0% | | | | 56.0% |
| FINANCE 008 | | 86.2% | | | |
| FRENCH 001 | 91.5% (2) | | | | 89.7% |
| GEOG 001 | 84.0% (4) | | | | 100.0% |
| HEALTH 011 | 85.6% (10) | 88.8% (6) | | | 94.9% (3) |
| HISTORY 011 | 74.5% (5) | | | 100.0% | |
| HLTHOCC 062 | 97.3% (2) | | | | 100.0% |
| HLTHOCC 064 | 92.9% (5) | | | | 92.6% (4) |
| HLTHOCC 065 | 94.8% (2) | | | | 84.4% |
| LAW 001 | | 82.8% | 95.5% | | |
| LAW 002 | | 93.5% | | | |
| LAW 010 | | | 70.5% (2) | | 100.0% |
| LAW 011 | | 83.9% | | | |
| LAW 012 | | 72.7% | 94.3% (2) | | 94.3% (2) |
| LAW 013 | | 65.4% | | | |
| LAW 016 | | 78.1% | | | |
| LAW 017 | | | 66.7% | | |
| LAW 018 | | | 92.9% (2) | | 100.0% |
| LAW 019 | | 96.8% | | | |
| LAW 020 | | 92.9% | | | |
| LAW 034 | | 64.5% | | | |
| MARKET 021 | | 69.0% | | | |
| MATH 115 | 73.5% (12) | 56.4% (2) | | 79.6% (2) | |
| MATH 125 | 69.4% (10) | 78.9% (2) | | 63.8% (2) | |
| MATH 134 | | 50.0% | | | |
| MATH 227 | 79.5% (17) | 68.4% (3) | | 65.7% (2) | |
| MATH 265 | 79.0% (2) | 67.6% | | | |
| MATH 266 | 67.6% (2) | 71.4% | | | |
| MGMT 002 | | | 78.9% | | |
| MGMT 013 | 77.8% | 89.2% | | | |
| MGMT 033 | | 81.6% | | | |
| MULTIMD 110 | | 92.0% | | | |
| MULTIMD 600 | 91.2% (2) | | | | 100.0% |

Figure 3.6: Course Retention by Mode of Delivery, Fall 2018 (cont.)

| Course | On-Campus | Online | Hybrid | ITV | Dual |
|----------------|--------------|--------------|--------------|--------------|--------------|
| MUSIC 101 | 82.8% (2) | | | | 75.0% |
| MUSIC 111 | 87.8% | 89.2% | | | |
| NUTRTN 021 | 89.2% (2) | 88.4% (2) | | | |
| NUTRTN 026 | | | 77.8% | | |
| OCEANO 001 | 96.3% (2) | | | | 100.0% |
| PHILOS 001 | 80.8% (3) | 91.4% | | | |
| PHILOS 006 | 91.5% | 87.9% | | | |
| PHYS SCI 001 | 95.0% (2) | | | | 100.0% |
| POL SCI 001 | 91.8% (10) | 96.3% (3) | | 79.8% | 96.3% |
| PSYCH 001 | 91.3% (13) | 80.8% (3) | | 82.8% | 86.6% (5) |
| PSYCH 014 | | 92.0% (2) | | | |
| PSYCH 041 | 87.0% (2) | 95.0% (2) | | 73.7% | |
| SOC 001 | 87.0% (9) | 84.2% (5) | | | 79.2% (2) |
| SOC 002 | 87.8% | 71.6% | | | |
| SOC 004 | 96.0% | 95.0% | | | |
| SOC 011 | 93.2% | 87.1% (2) | | | |
| SOC 028 | | | | | |
| SOC 031 | | 86.0% (2) | | | |
| SPANISH 002 | 91.4% (3) | | | | 95.7% |
| THEATER 100 | 93.6% (2) | 86.2% | | | |
| OVERALL | 85.8% | 82.3% | 81.4% | 75.9% | 88.8% |

Figure 3.7: Fall-to-Spring Persistence, Fall 2012-Spring 2013 to Fall 2017-Spring 2018

| | F12 to S13 | F13 to S14 | F14 to S15 | F15 to S16 | F16 to S17 | F17 to S18 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Fall-to-Spring | 66.8% | 70.0% | 66.4% | 67.6% | 65.5% | 64.1% |
| Gender | | | | | | |
| Female | 67.8% | 70.6% | 67.2% | 67.4% | 65.3% | 64.2% |
| Male | 65.3% | 69.1% | 65.3% | 67.8% | 65.7% | 64.1% |
| Ethnicity | | | | | | |
| Hispanic | 67.3% | 71.0% | 67.9% | 68.4% | 66.8% | 66.0% |
| White | 66.9% | 67.6% | 66.3% | 65.8% | 65.3% | 62.3% |
| Asian | 65.6% | 70.0% | 63.0% | 68.0% | 58.9% | 54.7% |
| Black | 62.9% | 60.6% | 49.6% | 53.8% | 46.8% | 46.8% |
| Multiethnic | 58.7% | 64.1% | 54.5% | 60.7% | 50.5% | 56.2% |
| Native American | 84.2% | 69.2% | 81.3% | 63.6% | 73.3% | 47.1% |
| Pacific Islander | | | | 71.4% | 40.0% | 55.6% |
| Age | | | | | | |
| Under 18 | 75.4% | 81.5% | 69.3% | 76.4% | 75.0% | 61.5% |
| 18-21 | 71.7% | 75.2% | 72.0% | 72.9% | 73.4% | 72.1% |
| 22-25 | 60.4% | 64.8% | 62.8% | 63.0% | 60.3% | 59.0% |
| 26-30 | 59.4% | 61.6% | 58.8% | 61.5% | 54.6% | 56.8% |
| 31-40 | 60.1% | 64.8% | 59.4% | 63.3% | 60.4% | 55.8% |
| 41-50 | 68.9% | 72.2% | 65.2% | 66.2% | 62.7% | 62.5% |
| Over 50 | 71.7% | 72.7% | 68.7% | 67.9% | 64.3% | 61.2% |
| Entering Status | | | | | | |
| First-time Student | 60.7% | 65.7% | 62.5% | 64.8% | 61.0% | 69.8% |
| New Transfer | 52.2% | 56.3% | 45.8% | 46.3% | 45.2% | 54.8% |
| Continuing | 70.8% | 73.6% | 71.0% | 72.0% | 69.9% | 65.2% |
| Returning Student | 56.6% | 58.5% | 54.5% | 48.8% | 52.7% | 46.9% |
| Educational Goal | | | | | | |
| Transfer | 68.4% | 72.3% | 68.6% | 69.7% | 67.1% | |
| Career/Workforce | 64.8% | 67.7% | 62.8% | 92.8% | 59.9% | |
| General Education | 63.2% | 67.1% | 64.0% | 62.3% | 63.9% | |
| College Prep | 67.3% | 65.2% | 66.3% | 69.7% | 62.6% | |
| Unit Load | | | | | | |
| Less than 6 Units | 45.3% | 48.1% | 44.5% | 46.9% | 43.5% | 43.6% |
| 6 to 11.5 Units | 70.4% | 72.8% | 69.1% | 75.0% | 68.8% | 67.9% |
| 12 or More Units | 84.8% | 87.6% | 85.5% | 87.4% | 83.6% | 84.2% |

Figure 3.8: Fall-to-Fall Persistence, Fall 2012-Fall 2013 to Fall 2017-Fall 2018

| | F12 to F13 | F13 to F14 | F14 to F15 | F15 to F16 | F16 to F17 | F17 to F18 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Fall-to-Fall | 52.4% | 52.5% | 50.2% | 51.3% | 50.3% | 46.7% |
| Gender | | | | | | |
| Female | 53.5% | 53.6% | 51.9% | 52.1% | 50.5% | 47.4% |
| Male | 50.6% | 50.7% | 47.6% | 50.2% | 50.0% | 45.7% |
| Ethnicity | | | | | | |
| Hispanic | 54.2% | 54.2% | 52.1% | 53.3% | 52.5% | 49.0% |
| White | 48.8% | 49.1% | 46.2% | 45.5% | 46.1% | 41.0% |
| Asian | 46.2% | 48.5% | 44.0% | 46.4% | 43.2% | 38.6% |
| Black | 41.8% | 43.1% | 36.9% | 37.8% | 30.3% | 33.3% |
| Multiethnic | 44.4% | 42.0% | 40.6% | 39.3% | 45.1% | 33.7% |
| Native American | 63.2% | 61.5% | 56.3% | 72.7% | 26.7% | 29.4% |
| Pacific Islander | | | | 42.9% | 20.0% | 33.3% |
| Age | | | | | | |
| Under 18 | 62.3% | 64.6% | 60.4% | 58.5% | 62.0% | 39.3% |
| 18-21 | 57.1% | 59.0% | 57.3% | 58.3% | 58.1% | 54.9% |
| 22-25 | 45.1% | 45.6% | 45.0% | 45.7% | 43.2% | 40.7% |
| 26-30 | 43.5% | 44.0% | 41.2% | 42.3% | 41.7% | 38.9% |
| 31-40 | 48.3% | 46.6% | 41.6% | 44.6% | 43.6% | 42.5% |
| 41-50 | 55.4% | 51.6% | 49.6% | 52.4% | 49.1% | 44.4% |
| Over 50 | 58.8% | 56.1% | 50.1% | 51.6% | 54.0% | 42.2% |
| Entering Status | | | | | | |
| First-time Student | 50.0% | 51.8% | 49.6% | 50.2% | 47.9% | 51.8% |
| New Transfer | 39.3% | 40.8% | 33.1% | 28.9% | 33.9% | 34.9% |
| Continuing | 55.2% | 54.5% | 53.3% | 54.7% | 53.3% | 48.2% |
| Returning Student | 41.8% | 40.9% | 39.0% | 38.5% | 41.9% | 29.9% |
| Educational Goal | | | | | | |
| Transfer | 53.5% | 53.5% | 51.6% | 53.7% | 52.1% | |
| Career/Workforce | 49.7% | 49.4% | 45.8% | 46.6% | 44.5% | |
| General Education | 50.8% | 51.9% | 47.5% | 45.8% | 48.7% | |
| College Prep | 50.7% | 50.3% | 53.0% | 51.5% | 50.9% | |
| Unit Load | | | | | | |
| Less than 6 Units | 34.5% | 33.0% | 32.9% | 33.9% | 32.9% | 28.7% |
| 6 to 11.5 Units | 54.9% | 54.8% | 52.7% | 56.8% | 52.7% | 48.4% |
| 12 or More Units | 68.0% | 68.3% | 64.6% | 69.4% | 64.9% | 66.8% |

Figure 3.9: Degrees Awarded, 2012-13 to 2017-18

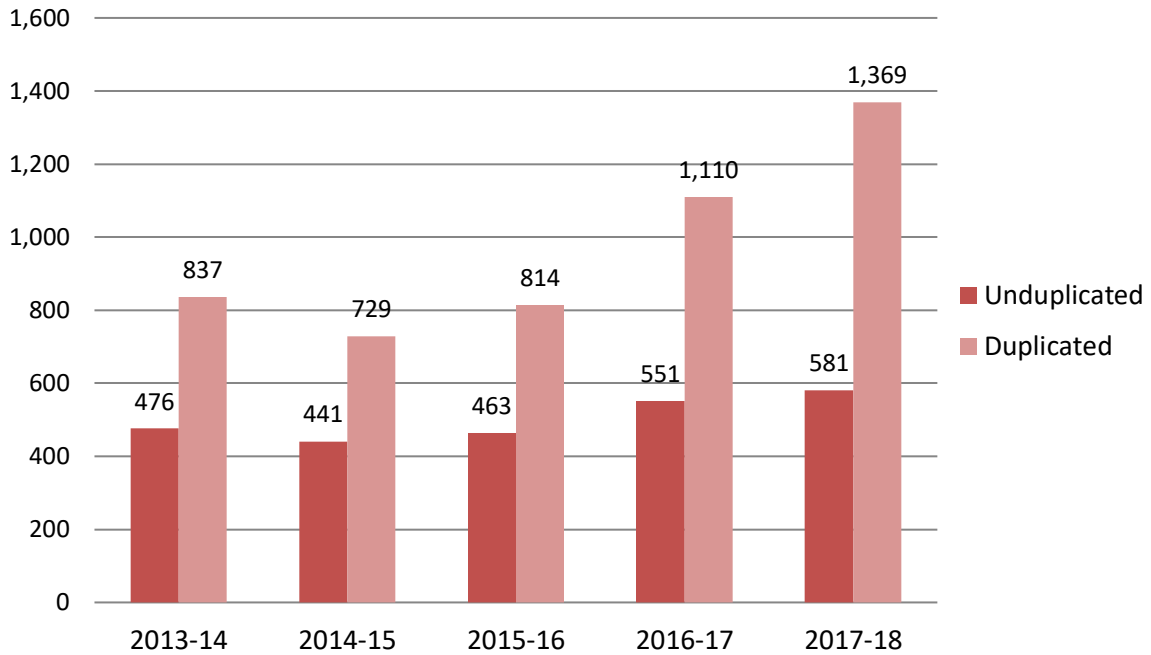


Figure 3.10: Certificates Awarded, 2012-13 to 2017-18

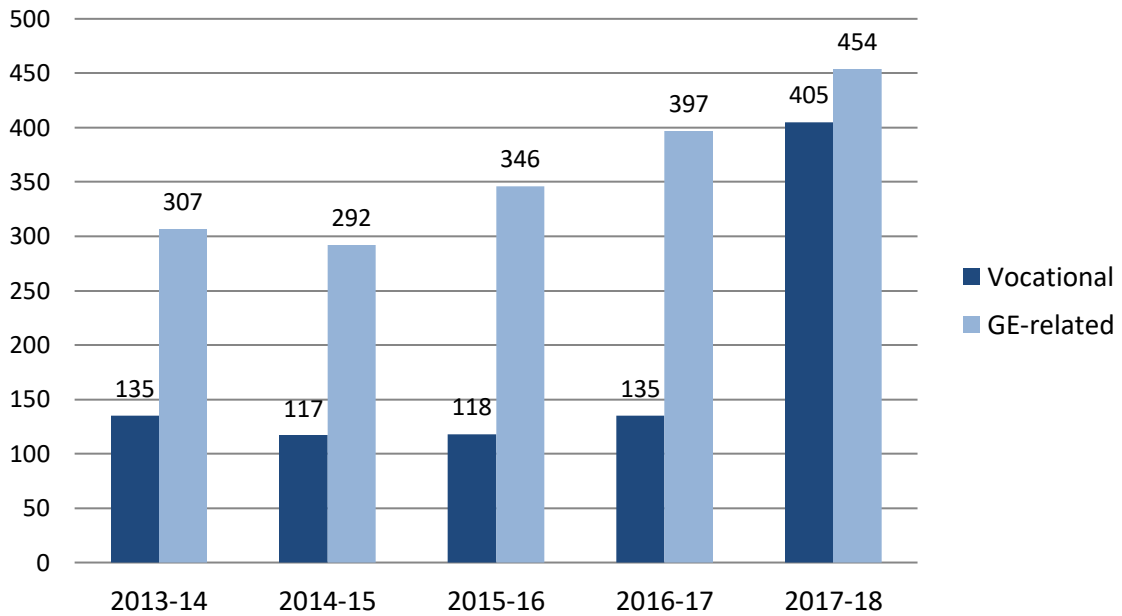


Figure 3.11: Students Attaining Degrees by Demographic Group, 2013-14 to 2017-18

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|---------|---------|
| Gender | | | | | |
| Female | 71.1% | 65.6% | 68.1% | 68.9% | 69.2% |
| Male | 28.9% | 34.4% | 31.9% | 31.1% | 30.8% |
| Ethnicity | | | | | |
| Hispanic | 79.5% | 82.6% | 76.4% | 82.4% | 76.1% |
| White | 9.9% | 8.9% | 8.1% | 9.3% | 10.8% |
| Asian/Pacific | 4.2% | 4.4% | 7.9% | 3.5% | 4.5% |
| Black | 2.5% | 1.1% | 2.4% | 1.8% | 1.4% |
| Multiethnic | 1.1% | 1.4% | 1.5% | 0.5% | 1.2% |
| Native American | 0.6% | 0.0% | 0.4% | 0.0% | 0.2% |
| Unknown | 2.1% | 1.6% | 3.1% | 2.5% | 5.7% |
| Age | | | | | |
| Under 18 | 0.0% | 0.2% | 0.4% | 0.2% | 0.3% |
| 18-21 | 27.8% | 26.6% | 21.1% | 22.4% | 21.0% |
| 22-25 | 35.9% | 38.3% | 37.9% | 34.9% | 31.8% |
| 26-30 | 15.4% | 15.4% | 17.0% | 19.1% | 19.4% |
| 31-40 | 11.2% | 11.5% | 13.2% | 15.6% | 16.4% |
| 41-50 | 6.1% | 5.5% | 6.6% | 5.6% | 8.3% |
| Over 50 | 3.6% | 2.5% | 3.7% | 2.2% | 2.8% |

Figure 3.12: Students Awarded Certificates by Demographic Group, 2013-14 to 2017-18

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|---------|---------|
| Gender | | | | | |
| Female | 72.4% | 69.5% | 71.0% | 73.2% | 73.5% |
| Male | 27.6% | 30.5% | 29.0% | 26.8% | 26.5% |
| Ethnicity | | | | | |
| Hispanic | 75.5% | 82.2% | 75.3% | 80.9% | 72.2% |
| White | 12.1% | 9.7% | 9.6% | 10.7% | 13.2% |
| Asian/Pacific | 5.2% | 4.9% | 6.7% | 4.0% | 5.7% |
| Black | 2.9% | 1.6% | 3.1% | 1.7% | 1.2% |
| Multiethnic | 1.4% | 0.3% | 1.7% | 0.7% | 1.2% |
| Native American | 0.2% | 0.0% | 0.2% | 0.1% | 0.3% |
| Unknown | 2.6% | 1.4% | 3.4% | 1.9% | 6.1% |
| Age | | | | | |
| Under 18 | 0.0% | 0.0% | 0.5% | 3.9% | 5.7% |
| 18-21 | 26.4% | 27.6% | 22.3% | 20.1% | 19.4% |
| 22-25 | 33.7% | 33.5% | 36.2% | 31.7% | 27.5% |
| 26-30 | 13.5% | 14.3% | 18.0% | 16.5% | 19.4% |
| 31-40 | 13.3% | 14.9% | 14.6% | 14.3% | 13.8% |
| 41-50 | 5.9% | 5.4% | 5.5% | 8.7% | 8.7% |
| Over 50 | 7.1% | 4.3% | 2.9% | 4.8% | 5.4% |

Figure 3.13: Degrees Awarded by Discipline, 2013-14 to 2017-18

| Degree | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|----------------|----------------|
| Accounting | 5 | 5 | 3 | 10 | 6 |
| Administration of Justice | 37 | 26 | 21 | 15 | 13 |
| Administration of Justice for Transfer | 0 | 0 | 6 | 19 | 35 |
| Art | 3 | 7 | 8 | 5 | 3 |
| Biology, General | 10 | 9 | 11 | 12 | 2 |
| Biology for Transfer | 0 | 0 | 0 | 7 | 10 |
| Business Administration | 3 | 2 | 1 | 11 | 8 |
| Business Administration for Transfer | 0 | 0 | 9 | 41 | 52 |
| Chicano Studies | 7 | 8 | 6 | 5 | 8 |
| Child Development | 44 | 31 | 28 | 18 | 38 |
| Communication Studies for Transfer | 0 | 3 | 6 | 10 | 4 |
| Computer and Office Applications | 1 | 0 | 0 | 0 | 0 |
| Computer Applications and Office | 7 | 5 | 5 | 6 | 9 |
| Computer Science | 2 | 4 | 7 | 3 | 8 |
| Computer Science - Business | 0 | 0 | 2 | 0 | 1 |
| Culinary Arts | 0 | 0 | 0 | 11 | 11 |
| Early Childhood Education for Transfer | 0 | 4 | 7 | 17 | 22 |
| Elementary Teacher Education for Transfer | | | | | 2 |
| English | 8 | 4 | 6 | 1 | 1 |
| English for Transfer | 0 | 0 | 2 | 3 | 5 |
| Finance | 0 | 2 | 0 | 1 | 1 |
| Food Mgmt Prod Services & Related | 20 | 19 | 16 | 9 | 2 |
| Foods and Nutrition | 1 | 0 | 2 | 0 | 1 |
| General Studies: Arts and Humanities | 11 | 2 | 5 | 6 | 6 |
| General Studies: Communication and | 12 | 5 | 4 | 28 | 40 |
| General Studies: Natural Sciences | 24 | 19 | 20 | 63 | 109 |
| General Studies: Social and Behavioral | 108 | 82 | 63 | 187 | 358 |
| Health Science | 46 | 49 | 42 | 66 | 72 |
| Humanities | 2 | 0 | 0 | 0 | 0 |
| Interdisciplinary Studies | 2 | 0 | 0 | 0 | 2 |
| Interior Design | 1 | 1 | 0 | 0 | 2 |
| Kinesiology for Transfer | | | | | 8 |
| Legal Assisting (Paralegal) | 9 | 11 | 14 | 8 | 7 |
| Liberal Arts: Arts and Humanities | 5 | 2 | 9 | 3 | 2 |
| Liberal Arts: Business | 41 | 41 | 45 | 38 | 29 |
| Liberal Arts: Communication and Literature | 40 | 31 | 49 | 33 | 17 |
| Liberal Arts: Natural Sciences | 39 | 46 | 37 | 52 | 36 |
| Liberal Arts: Social and Behavioral Sciences | 241 | 209 | 236 | 207 | 202 |
| Liberal Studies-Multiple Subject Teacher Prep. | 15 | 8 | 13 | 12 | 20 |
| Management | 0 | 1 | 2 | 5 | 4 |
| Marketing | 0 | 1 | 1 | 1 | 2 |
| Marriage and Family Life | 0 | 1 | 0 | 0 | 0 |

Figure 3.13: Degrees Awarded by Discipline, 2013-14 to 2017-18 (cont.)

| Degree | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|----------------|----------------|
| Mathematics | 8 | 9 | 18 | 20 | 10 |
| Mathematics for Transfer | 2 | 3 | 3 | 7 | 7 |
| Multimedia: Animation and 3D Design Conc. | 3 | 1 | 1 | 3 | 1 |
| Multimedia: Design for Anim & Interactive | 0 | 0 | 0 | 0 | 0 |
| Multimedia: Graphic and Web Design | 2 | 9 | 2 | 2 | 3 |
| Multimedia: Video Production Concentration | 2 | 1 | 2 | 0 | 0 |
| Multimedia: Video/Sound Prod Concentration | 0 | 1 | 0 | 0 | 1 |
| Nutrition and Dietetics for Transfer | | | | | 1 |
| Painting | 1 | 0 | 1 | 3 | 1 |
| Philosophy | 2 | 0 | 1 | 0 | 0 |
| Philosophy for Transfer | 0 | 0 | 0 | 1 | 0 |
| Physical Science | 1 | 0 | 0 | 0 | 0 |
| Political Science | 7 | 4 | 6 | 1 | 0 |
| Political Science for Transfer | 0 | 0 | 2 | 6 | 12 |
| Psychology | 37 | 30 | 47 | 31 | 29 |
| Psychology for Transfer | 0 | 0 | 2 | 39 | 57 |
| Restaurant Management | | | | | 8 |
| Sociology | 25 | 30 | 28 | 13 | 9 |
| Sociology for Transfer | 0 | 0 | 11 | 59 | 65 |
| Spanish | 3 | 3 | 3 | 6 | 1 |
| Spanish for Transfer | 0 | 0 | 0 | 4 | 3 |
| Studio Arts for Transfer | 0 | 0 | 1 | 2 | 3 |
| Total Degrees Awarded | 837 | 729 | 814 | 1,110 | 1,369 |

Figure 3.14: Certificates Awarded by Discipline, 2013-14 to 2017-18

| Certificate | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|----------------|----------------|
| Accounting | | | | | 2 |
| Biotechnology Lab Assistant | | | | | 14 |
| Certified Nurse Assistant & Home Health Aide | | | | 16 | 5 |
| Child Development | 0 | 14 | 15 | 18 | 44 |
| Child Development Core | | | | | 93 |
| Child Development: Bilingual/Bicultural | 8 | 4 | 2 | 2 | 4 |
| Child Development: Infant & Toddler | 5 | 3 | 1 | 5 | 10 |
| Child Development: Preschool | 28 | 23 | 22 | 19 | 25 |
| Child Development: School-Age Child Care | 1 | 0 | 0 | 1 | 1 |
| Child Development: Special Needs | 0 | 9 | 10 | 5 | 11 |
| Culinary Arts | 20 | 14 | 5 | 19 | 31 |
| Family Child Care Provider | 0 | 0 | 1 | 1 | 1 |
| Fundamentals of Medical Billing and Coding | | | | | 7 |
| Interior Design | 0 | 0 | 1 | 1 | 3 |
| Legal Assisting (Paralegal) | 57 | 36 | 40 | 20 | 28 |
| Microcomputer Applications Management | 3 | 3 | 0 | 2 | 5 |
| Microcomputer Programming | 5 | 1 | 1 | 2 | 5 |
| Multimedia: Animation and 3D Design | 0 | 1 | 2 | 1 | 3 |
| Multimedia: Graphic and Web Design | 0 | 0 | 9 | 4 | 6 |
| Multimedia: Video Production | 0 | 0 | 5 | 1 | 2 |
| Office Administration | 1 | 4 | 1 | 5 | 0 |
| Office Assistant | 5 | 4 | 3 | 3 | 6 |
| Pharmacy Technician - Basic | | | | | 12 |
| Professional Baking and Patisserie | | | | 5 | 14 |
| Restaurant Management | 0 | 0 | 0 | 4 | 13 |
| Teacher's Assistant | 0 | 1 | 0 | 0 | 0 |
| Teacher's Assistant - Bilingual/Bicultural | 0 | 0 | 0 | 0 | 1 |
| Teacher's Assistant - Exceptional Children | 2 | 0 | 0 | 1 | 0 |
| Total Certificates of Achievement | 135 | 117 | 118 | 135 | 346 |

Figure 3.15: Transfer Numbers, 2008-09 to 2017-18

| Year | CSU | UC | TOTAL |
|-------------|------------|-----------|--------------|
| 2008-09 | 251 | 28 | 279 |
| 2009-10 | 176 | 18 | 194 |
| 2010-11 | 226 | 27 | 253 |
| 2011-12 | 276 | 34 | 310 |
| 2012-13 | 180 | 33 | 213 |
| 2013-14 | 298 | 34 | 332 |
| 2014-15 | 368 | 39 | 407 |
| 2015-16 | 389 | 31 | 420 |
| 2016-17 | 371 | 44 | 415 |
| 2017-18 | 368 | 40 | 408 |

APPENDIX 4: 2013-2018 PERFORMANCE MEASURE INVENTORY

| Strategic Goal | Performance Measure | Most Recent Status | Change since 2013-14 | Target or Benchmark | Status |
|--|--|-----------------------------------|----------------------|---|---------|
| Goal 1: Expand access to educational programs and services and prepare students for success. | 1.1.1. Number of course offerings | 1,651 sections | +221 sections | 5% increase over 5 years to 1,500 by 2017-18 | Met |
| | 1.1.2. Percentage of eligible students receiving financial aid (i.e., Pell Grant) | 68% | -2% | 5% increase over 5 years to 75% | Not met |
| | 1.2.1. Percentage of new students completing: Assessment Orientation Comprehensive ed plan | 90% 87% 87% | +15% +36% +27% | 100% of incoming students with incremental increases over 5 years to reach 100% | Not met |
| | 1.3.1. Percentage of new students successfully completing at least one Math class and one English/ESL/ Dev Com class in their first year | 22% | +9% | 5% increase over 5 years to 18% | Met |
| | 1.3.2. Persistence: Fall-to-Spring Fall-to-Fall | 88% 75% | +5% +2% | 5% increase over 5 yrs to 88% and 78%, respectively | 1/2 met |
| | 1.4.1. Number of sections of courses that accelerate students' transition to college-level English and math | 34 | +18 | 21 | Met |
| | 1.5.1. Number of concurrent enrollment sections | 111 | +64 | 5% increase each year to 55 | Met |
| | 1.6.1. Number of partner high schools | 32 | +22 | 9 | Met |
| Goal 2: Strengthen institutional effectiveness through a culture of evidence-based decision-making, planning, and resource allocation, process assessment, and activities that promote professional development/ collegiality. | 2.1.1. Develop a ranking system for resource requests | New system implemented in 2013-14 | | | Met |
| | 2.2.1. Metric eliminated | | | | |
| | 2.2.2. Annual SGO Committee Effectiveness Report completed | Last completed in 2018 | | Report completed | Met |
| | 2.3.1. Faculty/Staff Survey satisfaction with College governance | 8% dissatisfied | 9% improvement | % dissatisfied will decrease 5% over 5 years to 12% | Met |
| | 2.3.2. Faculty/Staff Survey satisfaction with College communications | 73% satisfied | 4% improvement | % satisfied will increase 5% over 5 years to 74% | Not met |
| | 2.4.1. Faculty/Staff Survey satisfaction with: professional development collegiality | 64% satisfied 63% satisfied | -1% decline | % satisfied will increase 5% over 5 years to 70% and 69%, respectively | Not met |
| | 2.4.2. Number of activities offered that promote professional development and collegiality | 41 | +15 | 20 per year | Met |

2013-2018 Performance Measure Inventory (cont.)

| Strategic Goal | Performance Measure | Most Recent Status | Change since 2013-14 | Target or Benchmark | Status |
|---|---|--------------------------------|---------------------------------------|--|---------|
| Goal 3: Improve quality of educational programs and services so as to increase students' success in attaining their educational goals. | 3.1.1. Student Survey measures of: active learning student engagement self-directed learning | 81% 20% 83% | +17% +4% +14% | 5% increase over 5 years to 69%, 21% and 74%, respectively | 2/3 Met |
| | 3.1.2. Proportion of SLOs/PLOs/ ILOs/service units assessed | 100% | Reached 100% | 100% | Met |
| | 3.1.3. Student Survey question on use of technology to improve student learning and engagement | 84% agree | +18% | 75% | Met |
| | 3.2.1. Successful course completion | 66.5% | -0.1% | 64.0% | Met |
| | 3.2.2. Course retention rate | 84.7% | -0.5% | 85.0% | Not met |
| | 3.3.1. Percentage of new students completing within 3 years: 30 units 60 units | 55% 25% | -2% 0% | 5% increase over 5 years to 62% and 30%, respectively | Not met |
| | 3.3.2. Percentage of new students completing both English 101 and Math 123C/125 within: 3 years 6 years | 24% 31% | +1% +2% | 5% increase over 5 years to 28% and 34%, respectively | Not met |
| | 3.3.3. Completion rate (i.e., degree, certificate or transfer) within: 3 years 6 years | 12% 28% | +4% +2% | 5% increase over 5 years to 13% and 31%, respectively | Not met |
| | 3.3.4. Number of degrees awarded: unduplicated duplicated | 553 unduplic. 1,113 duplic. | +77 +276 | 385 unduplic. 500 duplicated | Met |
| | 3.3.5. Number of certificates unduplicated duplicated | 495 unduplic. 532 duplic. | +67 +90 | 350 unduplic. and duplicated | Met |
| | 3.3.6. Number of students transferring to CSU and UC | 415 | +83 | 350 | Met |
| | 3.4.1. On-time CTE program completion rates | 41% | +34% (methodology changed in 2014-15) | 5% increase over 5 years to 12% | Met |
| | 3.5.1. Student achievement outcomes disaggregated by student demographic characteristics | See Student Equity Plan | Equity Plan completed | Close achievement gaps | Not met |

2013-2018 Performance Measure Inventory (cont.)

| Strategic Goal | Performance Measure | Most Recent Status | Change since 2013-14 | Target or Benchmark | Status |
|---|---|---|----------------------|--|----------|
| Goal 4: Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement. | 4.1.1. (see 2.1.1) | | | | |
| | 4.2.1. Number of revenue sources and amount of revenue generated | 13 sources; \$0 | +5; -\$600K | 5% increase over 5 years to \$628,593 | Not met |
| | 4.3.1. Foundation funds raised | Unknown | Unknown | 5% increase over 5 years to \$46,684 | Not met |
| | 4.3.2. Dollar amount of Foundation endowment | Unknown | Unknown | 5% increase over 5 years to \$127,909 | Not met |
| | 4.3.3. Dollar amount of scholarships awarded | Unknown | Unknown | 5% increase over 5 years to \$96,915 | Not met |
| | 4.4.1. Amount of revenue generated from rentals | \$53,301 | -\$153,474 | 5% increase over 5 years to \$216,524 | Not met |
| | 4.5.1. Maintenance and operations costs/FTES | \$746/FTES | -\$29/FTES | Decrease by 3% to \$750/FTES | Met |
| | 4.6.1. Average class size | 34.0 students | -5.1 | 5% increase over 5 years to | Not met |
| | 4.6.2. FTES targets met | 6,737 FTES | +640 | Meet or exceed FTES target | Exceeded |
| | 4.6.3. Overall ending balance | -\$1,382,068 | -\$1.5 million | Positive | Not met |
| Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff. | 5.1.1. (see 3.1.3) | | | | |
| | 5.1.2. Satisfaction with campus technology on: Student Survey Faculty/Staff Survey | (% satisfied or very satisfied) 84% 75% | +6% +4% | 75% | Met |
| | 5.1.3. Technology Replacement Plan annual review and update | Last updated January 2018 | | Completed | Met |
| | 5.2.1. Number of technology-related accommodation requests fulfilled out of requests made | 100% | +3.7% | 100% | Met |
| Goal 6: Increase community engagement and expand business, community, and civic partnerships. | 6.1.1. Number of community and business partnerships | 25 | +9 | 15 | Met |
| | 6.1.2. Number of CTE advisory meetings and number of participants attending meetings | 10 meetings 192 attendees | +4 +86 | 10% increase over 5 years to 117 attendees | Met |
| | 6.2.1. Number of campus functions benefitting local population | 8 | +1 | 6 | Met |
| | 6.3.1. Number of partnerships that serve at-risk youth | 15 | +5 | 15 | Met |

APPENDIX 5: 2019-2024 PERFORMANCE MEASURES

| Goal/Objective | Performance Measure | Baseline (2017-18) | Target/Benchmark |
|--|---|--|------------------|
| Goal 1: Expand access to educational programs and services that meet community and student needs through enhanced outreach and course offerings | | | |
| 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 | 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) | 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 | 2,414 |
| 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 | 284 |
| | 1.4.2. 15% increase in the number of online enrollments | 11,627 | 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) | 2,170 |
| | 1.5.2. 25% increase in the number of AB540 students | 647 | 809 |
| | 1.5.3. 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by newspaper, radio, or television advertisements | 16.7% | 25% |
| | 1.5.4. 25% of students endorsing very much or quite a bit when asked whether their decision to enroll was impacted by social media | 20.2% | 25% |
| Goal 2: Student-centered institution that effectively supports students in attaining educational goals. | | | |
| 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 somewhat or very satisfied) | 100% | 90% |
| 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, 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) | 3.50 |
| | 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) | 3.50 |

| Goal/Objective | Performance Measure | Baseline (2017-18) | Target/Benchmark |
|--|--|--|------------------|
| 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 | 21.7% | 26% |
| | 2.3.2. See also student success metrics under objectives 3.2 through 3.5 | N/A | N/A |
| 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 degree programs | zero |
| 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) | 3.50 |
| | 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) | 3.50 |
| | 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? | 3.11 (74.9% reported Often or Sometimes) | 3.50 |
| 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 | 3,061 |
| | 2.6.2. 10% increase in the number of students receiving a California Promise Grant | 8,374 | 9,211 |
| | 2.6.3. $\geq 95\%$ of new students completing orientation | 79.7% | 95% |
| | 2.6.4. $\geq 95\%$ of new students completing an educational plan | 74.1% | 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% by 2022) | 66.5% | 67% |
| | 2.7.2. Increase fall-to-spring student persistence to State-level of performance (currently 67.3%) | 58.1% | 67.3% |
| 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% | 50.2% |
| | 2.8.2. 100% of campus shared governance committees will have an active student member | TBD | 100% |

| Goal/Objective | Performance Measure | Baseline (2017-18) | Target/Benchmark |
|--|---|---|------------------|
| Goal 3: Increase student success and equity. | | | |
| 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 8.4%) | 5.7% | 8.4% |
| 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 | 728 | 874 |
| | 3.2.2. 20% increase in the number of students who receive a Chancellor's Office Approved Credit Certificate | 568 | 682 |
| 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 | 254 | 343 |
| 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 | 90 | 81 |
| 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 | 62% | 68.2% |
| 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 | |
| Goal 4: Enhance organizational effectiveness through improved infrastructure and expanded communication and training. | | | |
| 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% | <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) | 3.50 |
| | 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) | 3.50 |
| | 4.1.4. Establish list of essential services to be available at all campus locations | Not established | 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) | 3.50 |
| | 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) | 3.50 |

| Goal/Objective | Performance Measure | Baseline (2017-18) | Target/Benchmark |
|---|---|--------------------|------------------|
| 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 | 20 |
| 4.4. Ensure timely evaluations | 4.4.1. 100% of evaluations completed on time per their respective contracts | <100% | 100% |
| Goal 5: Improve financial stability by eliminating inefficiencies, enhancing resource development, and developing partnerships. | | | |
| 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 amount of grants awarded | TBD | TBD |
| | 5.1.2. 10% increase in amount of revenue generated through other sources of revenue | TBD | TBD |
| 5.2. Develop community and business partnerships. | 5.2.1. 10% increase in community and business partnerships | TBD | TBD |
| 5.3. Enhance the College Foundation. | 5.3.1. 10% increase in the amount of funds raised by the Foundation | TBD | TBD |
| | 5.3.2. 10% increase in the amount of scholarships dispersed by the Foundation | TBD | TBD |
| 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 | \$5,453 |
| | 5.4.2. ≥36 average class size | 34.0 | >36 |
| | 5.4.3. Capitalization Load Ratio (CAP Load) (the ratio of Net Operating Income to property asset value) of 150% for lecture and laboratory spaces | TBD | 150% |

APPENDIX 6: PLANNING COMMITTEE ACTIVITY INVENTORIES

| Educational Planning Committee (EPC) | | | | | | | | |
|--------------------------------------|---|------------------------------|---------------|---------------|--|----------------------------|-------------|---|
| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
| EPC-01 | Conduct regular orientations/ meetings for faculty and high school personnel (counselors, etc.) engaging in Dual Enrollment | 1.1 | | \$2,000 | Dual Enrollment | Dual Enrollment Dean | Spring 2020 | Exit surveys show improved understanding of Dual Enrollment by LAMC faculty, and of LAMC processes by HS counselors |
| EPC-02 | Institutionalize an annual review of the Summer Bridge Program regarding its cost & efficacy | 1.2 | | | OIE, VPSS, VPAA, VPAS | OIE Dean, VPSS, VPAA, VPAS | Fall 2020 | A review is institutionalized |
| EPC-03 | Create two non-credit Computer Applications and Office Technology equivalent certificates | 1.3 | \$3,000 | | Academic Affairs | Adult Ed Dean | Fall 2020 | Certificates approved by CCCCCO |
| EPC-04 | Create new Vocational Education Certificate | 1.3 | \$10,000 | | Academic Affairs | Adult Ed & CWE Deans | Spring 2020 | Certificates approved by CCCCCO |
| EPC-05 | Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study) | 1.4, 2.6, 3.1, 3.2 | | | Academic Affairs, Student Services, DE Committee | VPAA & VPSS | Spring 2020 | Establish a baseline of online resources |
| EPC-06 | Develop a 3-year marketing plan | 1.5, 5.1 | | | President's Office | PIO | Fall 2020 | Completion of the plan |
| EPC-07 | Explore and adopt scheduling changes to best meet student needs (i.e., short-session, on-line/hybrid, block scheduling) | 1.4, 2.3, 2.7, 3.1, 3.2, 3.4 | | | Academic Affairs | VPAA & Department Chairs | Fall 2020 | |

Educational Planning Committee (EPC) Continued

| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
|--------|--|---|---|---------------|---|----------------------------------|-------------|--|
| EPC-08 | Use Program Review to recommend that department chairs/disciplines identify success stories for use as recruitment tools | 1.5 | | \$2,500 | EPC | PIO | Spring 2020 | |
| EPC-09 | Develop annual calendar of events for Professional Development | 4.3 | | \$10,000 | PDC | PDC | Spring 2021 | Completion and implementation of Professional Development calendar of events |
| EPC-10 | Institutionalize implementation of key Advisory Board Committee recommendations. | 2.4, 3.5 | | \$3,000 | Academic Affairs Deans & Career and Workforce Education | Area Deans and Department Chairs | Fall 2020 | 70% of key Advisory Board recommendations implemented. |
| EPC-11 | Conduct twice-yearly/biennial review of Perkins program Labor Market Information to validate the needs of the programs | 2.4 | | | CWE | CWE Faculty | Summer 2020 | 70% of programs reviewed |
| EPC-12 | Create Program Maps and list them in Program Mapper and the catalog | 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 | | \$30,000 | Academic Affairs & Student Services | GPSC | Fall 2020 | 90% programs mapped and listed |
| EPC-13 | Establish a Degree Audit/Degree Progress Report in SIS | 3.2 | Cost of Degree Audit/Degree Progress Report function in SIS | | District | District and VPSS | Fall 2020 | |
| EPC-14 | Explore assigning designated counselors to programs/disciplines/pathways | 3.1, 3.2, 3.3, 3.6 | | | | GPSC | Fall 2020 | |

Educational Planning Committee (EPC) Continued

| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
|--------|--|--|---------------|---------------|---|---|-------------|---|
| EPC-15 | Encourage faculty to promote the transfer fair (e.g., by announcing their class/posting information on Canvas; encouraging their students to attend the event, and meeting with a minimum of one four-year university representative | 3.3 | | | VPAA & VPSS | VPAA & VPSS | Fall 2020 | |
| EPC-16 | Each fall semester recommend to all eligible (transfer) students that they submit at least one university-transfer application | 3.3 | | | Transfer Center & OIE | | Fall 2021 | |
| EPC-17 | Increase number of C-SEPs completed by end of the Fall semester of the first year | 3.1, 3.2, 3.4 | | | Student Services | Counseling Department and Special Programs counselors | Spring 2020 | |
| EPC-18 | Conduct regular campus networking sessions to improve faculty coordination with industry | 2.4, 3.5, 5.1, 5.2, 5.3 | | \$3,200 | Academic Affairs & CWE Deans | CWE Dean | Spring 2020 | Track participants through sign-in sheets |
| EPC-19 | Complete the Strategic Enrollment Management Plan | 1.5, 2.3, 3.2, 3.3, 3.4, 3.6, 5.1, 5.4 | | | campus-wide | VPAA & VPSS | Fall 2021 | |
| EPC-20 | Explore creating a committee to routinely review and improve the College's policies and procedures | 5.4 | | | Possibly Academic Senate and/or College Council | Campus-wide | Spring 2021 | |

| Facilities Planning Committee (FPC) | | | | | | | | |
|-------------------------------------|--|---|---------------|---------------|---------------------|------------------------|-------------|-------------------|
| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
| FPC-01 | Replace defective feminine hygiene dispensers | 2.2, 3.6, 4.1 | \$11,000 | | Facilities | Facilities Manager | Ongoing | |
| FPC-02 | Install 2 new hydration stations | 2.7, 4.1 | \$5,000 | \$200 | Facilities | Facilities Manager | Ongoing | |
| FPC-03 | Install ASO bulletin boards in the Center for Math and Science | 2.2, 2.8, 3.6 | \$3,500 | | Facilities | Facilities Manager | Fall 2020 | |
| FPC-04 | Complete construction of new Student Services and Administration Building | 2.1, 2.5, 2.6, 3.2, 4.1, 5.4 | \$65.7M | | Build LACCD | Facilities Manager | Fall 2021 | |
| FPC-05 | Bring new Central Plant including Fuel Cells online (including new air handlers at the LRC, Campus Center and Campus Services buildings) | 5.4 | \$21,500,000 | | Build LACCD | Facilities Manager | Spring 2021 | |
| FPC-06 | Install new flooring in Instructional Building in classrooms 1003, 1004, 1005, 1008, 1010, 1012, 1013 and 1015. | 4.1 | \$100,000 | | Facilities | Facilities Manager | Ongoing | |
| FPC-07 | Replace carpet in Campus Center | 4.1 | \$85,000 | | Facilities | Facilities Manager | Spring 2020 | |
| FPC-08 | Repair the HFAC Emergency Lighting Inverter | 4.1 | \$30,000 | | Facilities | Facilities Manager | Spring 2021 | |
| FPC-09 | Install "shelter in place" door hardware upgrade | 4.1 | \$1,000,000 | | Facilities | Facilities Manager | Spring 2020 | |
| FPC-10 | Replace boilers in LRC | 4.1, 5.4 | \$300,000 | | Facilities | Facilities Manager | Ongoing | |

| Professional Development Committee (PDC) | | | | | | | | |
|--|---|---------------------|----------------------|----------------------|----------------------------|---------------------------------|--------------------|---|
| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
| PDC-01 | Conduct Professional Development activities aligned with Student Equity goals | 2.2, 3.6, 4.3 | | \$1,000 | PDC | PDC | Spring 2021 | |
| Student Support Services Committee (SSSC) | | | | | | | | |
| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
| SSSC-01 | Conduct a Mission Open House to increase community interest/ enrollment | 1.5, 2.3, 5.3 | | \$4,000 | Student Services | VPSS | Fall 2020 | |
| SSSC-02 | Gather data (Obtaining Student Feedback: Focus Groups; Panels; Surveys) to identify areas to improve in student engagement | 2.1, 2.2, 2.8 | | \$1,000 | Student Services/SSSC | VPSS | Spring 2020 | |
| SSSC-03 | Develop Action Plans to improve collaboration within the Student Services Division based on the Employee Focus Group Report | 2.1, 2.6, 4.3 | \$500 | | ASC/SSSC | VPSS | Summer 2020 | |
| SSSC-04 | Institutionalize twice-yearly Financial Aid Jamboree | 2.6 | | \$1,500 | FA | FA Supervisor | Spring 2023 | |
| SSSC-05 | Implement and promote use of Early Support System | 2.7 | | | Counseling/LR C | Learning Center Director & VPSS | Fall 2021 | Disposition of 100% of Early Support requests |
| SSSC-06 | Establish a Student Activities Club to increase student engagement on campus (Eagle Mascot costume; cultural events) | 2.8 | \$500 | | ASO | ASO Counsellor | Spring 2020 | |

| Student Support Services Committee (SSSC) Continued | | | | | | | | |
|---|---|------------------------------|---------------|---------------|--------------------------------|---------------------------|-------------|---|
| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
| SSSC-07 | Add Shared Governance Student Participation Acknowledgment to ASO Banquet | 2.8 | | \$250 | SSSC &ASO | SSSC co-chairs | Spring 2021 | 100% of campus shared governance will have an active student member |
| SSSC-08 | Conduct Transfer Workshops to assist students with transfer prep (create visibility with campus signage to promote workshops) | 3.3 | | \$1,000 | Transfer Center/Counseling | Counseling Chair | Fall 2020 | |
| SSSC-09 | Complete the Completion Awareness Project (CAP) | 3.4 | | \$1,000 | SEAS CAP Work Group/Counseling | VPSS | Fall 2020 | |
| SSSC-10 | Promote Eagle Jobs and Jobspeaker | 2.4, 3.5 | | \$3,000 | Career Center/CE | Career Center Coordinator | Fall 2020 | |
| SSSC-11 | Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers) | 2.7, 3.4, 3.6, 5.1, 5.2, 5.3 | | 1,500 | Student Services | VPSS | Spring 2020 | Establish 2 new partnerships with CBO's that can assist students with basic needs |

Technology Committee (Tech)

| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
|----------------|---|--------------|---------------|---------------|---------------------|------------------------|-------------|---|
| Tech-01 | Send email reminders to department chairs and unit directors reminding them to update their college webpages | 4.2 | | | Tech Committee | Committee Chairs | Spring 2020 | |
| Tech-02 | Compile and annually update a list of available technology district-wide, including technology specifically designed to assist DSP&S students, and make recommendations to the Professional Development Committee regarding possible trainings to offer | 2.5, 4.3 | | | Tech Committee | Committee Chairs | Fall 2020 | |
| Tech-03 | Provide training to faculty/staff on available technology (platforms/software). Develop a flow chart of where to go for help with specific technology-related issues, including self-help instructional videos for common issues wherever possible | 2.5, 4.3 | | | Tech Committee | Committee Chairs | Spring 2024 | Use analytics and data collection to account for the number of views for the training material. |

Technology Committee (Tech) Continued

| ID | Activity | ISMP Goal(s) | One-time Cost | On-going Cost | Unit(s) Responsible | Responsible Party(ies) | Target Date | Metrics/ Criteria |
|----------------|---|--------------|---------------|---------------|---------------------|------------------------|-------------|---|
| Tech-04 | Reach out to other committees, to faculty (via Chairs & Deans meeting), and to Student Services (via SSSC committee) to assess their technology needs | 2.5 | | | Tech Committee | Committee Chairs | Ongoing | Add a question to faculty/staff survey: The computer hardware and software available at LAMC help me to effectively perform my required duties. |