



# 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.

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## 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.



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## 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.

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## **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>).

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## 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.

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## **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
<b>Goal 1: Expand access to educational programs and services that meet community and student needs through enhanced outreach and course offerings.</b>		
1.1. Expand educational opportunities to local high school students by increasing dual enrollment.	1.1.1. 25% increase in the number of students who are dual-enrolled	<b>EPC-01:</b> 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	<b>EPC-02:</b> 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	<b>EPC-03:</b> Create two non-credit Computer Applications and Office Technology equivalent certificates <b>EPC-04:</b> 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	<b>EPC-05:</b> Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study) <b>EPC-07:</b> 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	<b>EPC-06:</b> Develop a 3-year marketing plan <b>EPC-08:</b> Use Program Review to recommend that department chairs/disciplines identify success stories for use as recruitment tools <b>EPC-19:</b> Complete the Strategic Enrollment Management Plan <b>SSSC-01:</b> 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	
<b>Goal 2: Student-centered institution that effectively supports students in attaining educational goals.</b>		
2.1. Offer student services with a high standard for customer service.	2.1.1. 90% of student services having high satisfaction ratings (defined as 80% of students indicating that they are somewhat or very satisfied)	<b>FPC-04:</b> Complete construction of new Student Services and Administration Building <b>SSSC-02:</b> Gather data (Obtaining Student Feedback: Focus Groups; Panels; Surveys) to identify areas to improve in student engagement <b>SSSC-03:</b> 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?	<b>FPC-01:</b> Replace defective feminine hygiene dispensers <b>FPC-03:</b> Install ASO bulletin boards in the Center for Math and Science <b>PDC-01:</b> Conduct Professional Development activities aligned with Student Equity goals <b>SSSC-02:</b> 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	<b>EPC-07:</b> Explore and adopt scheduling changes to best meet student needs (i.e., short-session, on-line/hybrid, block scheduling) <b>EPC-12:</b> Create Program Maps and list them in Program Mapper and the catalog <b>EPC-19:</b> Complete the Strategic Enrollment Management Plan <b>SSSC-01:</b> 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)	<b>EPC-10:</b> Institutionalize implementation of key Advisory Board Committee recommendations <b>EPC-11:</b> Conduct biennial review of Perkins program Labor Market Information to validate the needs of the programs <b>EPC-12:</b> Create Program Maps and list them in Program Mapper and the catalog <b>EPC-18:</b> Conduct regular campus networking sessions to improve faculty coordination with industry <b>SSSC-10:</b> 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?	<b>FPC-04:</b> Complete construction of new Student Services and Administration Building <b>Tech-02:</b> 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 <b>Tech-03:</b> 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
		<b>Tech-04:</b> 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	<b>EPC-05:</b> 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	<b>FPC-04:</b> Complete construction of new Student Services and Administration Building
	2.6.3. ≥95% of new students completing orientation	<b>SSSC-03:</b> 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	<b>SSSC-04:</b> 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)	<b>EPC-07:</b> 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%	<b>FPC-02:</b> Install 2 new hydration stations <b>SSSC-05:</b> Implement and promote use of Early Support System <b>SSSC-11:</b> 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.	<b>FPC-03:</b> Install ASO bulletin boards in the Center for Math and Science <b>SSSC-02:</b> Gather data (Obtaining Student Feedback: Focus Groups; Panels; Surveys) to identify areas to improve in student engagement
	2.8.2. 100% of campus shared governance committees will have an active student member	<b>SSSC-06:</b> Establish a Student Activities Club to increase student engagement on campus (Eagle Mascot costume; cultural events) <b>SSSC-07:</b> Add Shared Governance Student Participation Acknowledgment to ASO Banquet
<b>Goal 3: Increase student success and equity.</b>		
3.1. Increase the percentage of students successfully completing transfer-level English and mathematics in their first year within the district.	3.1.1. Meet statewide performance on this metric	<b>EPC-05:</b> Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study) <b>EPC-07:</b> Explore and adopt scheduling changes to best meet student needs (i.e., short-session, online/hybrid, block scheduling) <b>EPC-12:</b> Create Program Maps and list them in Program Mapper and the catalog

Goal/Objective	Performance Measure and Target/Benchmark	Activities
		<p><b>EPC-14:</b> Explore assigning designated counselors to programs/ disciplines/pathways</p> <p><b>EPC-17:</b> 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><b>EPC-05:</b> Expand resources for students taking online courses (i.e., tutoring, counseling, and orientation for online study)</p> <p><b>EPC-07:</b> Explore and adopt scheduling changes to best meet student needs (i.e., short-session, online/hybrid, block scheduling)</p> <p><b>EPC-12:</b> Create Program Maps and list them in Program Mapper and the catalog</p> <p><b>EPC-13:</b> Establish a Degree Audit/Degree Progress Report in SIS</p> <p><b>EPC-14:</b> Explore assigning designated counselors to programs/ disciplines/pathways</p> <p><b>EPC-17:</b> Increase number of C-SEPs completed by end of the Fall semester of the first year</p> <p><b>EPC-19:</b> Complete the Strategic Enrollment Management Plan</p> <p><b>FPC-04:</b> 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><b>EPC-12:</b> Create Program Maps and list them in Program Mapper and the catalog</p> <p><b>EPC-14:</b> Explore assigning designated counselors to programs/disciplines/ pathways</p> <p><b>EPC-15:</b> 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><b>EPC-16:</b> Each fall semester recommend to all eligible (transfer) students that they submit at least one university-transfer application</p> <p><b>EPC-19:</b> Complete the Strategic Enrollment Management Plan</p> <p><b>SSSC-08:</b> 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><b>EPC-07:</b> 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><b>EPC-12:</b> Create Program Maps and list them in Program Mapper and the catalog</p> <p><b>EPC-17:</b> Increase number of C-SEPs completed by end of the Fall semester of the first year</p> <p><b>EPC-19:</b> Complete the Strategic Enrollment Management Plan</p> <p><b>SSSC-09:</b> Complete the Completion Awareness Project (CAP)</p> <p><b>SSSC-11:</b> 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><b>EPC-10:</b> Institutionalize implementation of key Advisory Board Committee recommendations</p> <p><b>EPC-18:</b> Conduct regular campus networking sessions to improve faculty coordination with industry</p> <p><b>SSSC-10:</b> 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><b>EPC-14:</b> Explore assigning designated counselors to programs/disciplines/pathways</p> <p><b>EPC-19:</b> Complete the Strategic Enrollment Management Plan</p> <p><b>FPC-01:</b> Replace defective feminine hygiene dispensers</p> <p><b>FPC-03:</b> Install ASO bulletin boards in CMS</p> <p><b>PDC-01:</b> Conduct Professional Development activities aligned with Student Equity goals</p> <p><b>SSSC-11:</b> Expand Community Partnerships to meet student needs (i.e., Housing Providers, Mental Health/Social Services Providers)</p>
<b>Goal 4: Enhance organizational effectiveness through improved infrastructure and expanded communication and training.</b>		
4.1. Provide campus facilities that are clean, safe, and responsive to staff and student needs.	4.1.1. <3.6% of students indicating that they disagree or strongly disagree with the question: To what extent do you agree with the statement, I feel safe and secure at this college?	<p><b>FPC-01:</b> Replace defective feminine hygiene dispensers</p> <p><b>FPC-02:</b> Install 2 new hydration stations</p> <p><b>FPC-04:</b> 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><b>FPC-06:</b> 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><b>FPC-07:</b> Replace carpet in Campus Center</p> <p><b>FPC-08:</b> Repair the HFAC Emergency Lighting Inverter</p>
	4.1.4. Establishment of list of essential services to be available at all campus locations	<p><b>FPC-09:</b> Install "shelter in place" door hardware upgrade</p> <p><b>FPC-10:</b> 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?	<b>Tech-01:</b> 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><b>EPC-09:</b> Develop annual calendar of events for Professional Development</p> <p><b>PDC-01:</b> Conduct Professional Development activities aligned with Student Equity goals</p> <p><b>SSSC-03:</b> Develop Action Plans to improve collaboration within the Student Services Division based on the Employee Focus Group Report</p> <p><b>Tech-02:</b> 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&amp;S students, and make recommendations to the Professional Development Committee regarding possible trainings to offer</p> <p><b>Tech-03:</b> 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)
<b>Goal 5: Improve financial stability by eliminating inefficiencies, enhancing resource development, and developing partnerships.</b>		
5.1. Increase funding brought in through alternative sources, such as by enhancing grant development processes for curricular and student support programs.	5.1.1. 10% increase in the amount of grants awarded	<p><b>EPC-06:</b> Develop a 3-year marketing plan</p> <p><b>EPC-18:</b> Conduct regular campus networking sessions to improve faculty coordination with industry</p> <p><b>EPC-19:</b> Complete the Strategic Enrollment Management Plan</p> <p><b>SSSC-11:</b> 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><b>EPC-18:</b> Conduct regular campus networking sessions to improve faculty coordination with industry</p> <p><b>SSSC-11:</b> 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	<b>EPC-18:</b> Conduct regular campus networking sessions to improve faculty coordination with industry <b>SSSC-01:</b> Conduct a Mission Open House to increase community interest/enrollment <b>SSSC-11:</b> 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	<b>EPC-19:</b> Complete the Strategic Enrollment Management Plan <b>EPC-20:</b> Explore creating a committee to routinely review and improve the College's policies and procedures <b>FPC-04:</b> Complete construction of new Student Services and Administration Building <b>FPC-05:</b> Bring new Central Plant including Fuel Cells online (including new air handlers at the LRC, Campus Center and Campus Services buildings) <b>FPC-10:</b> 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	



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## 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.

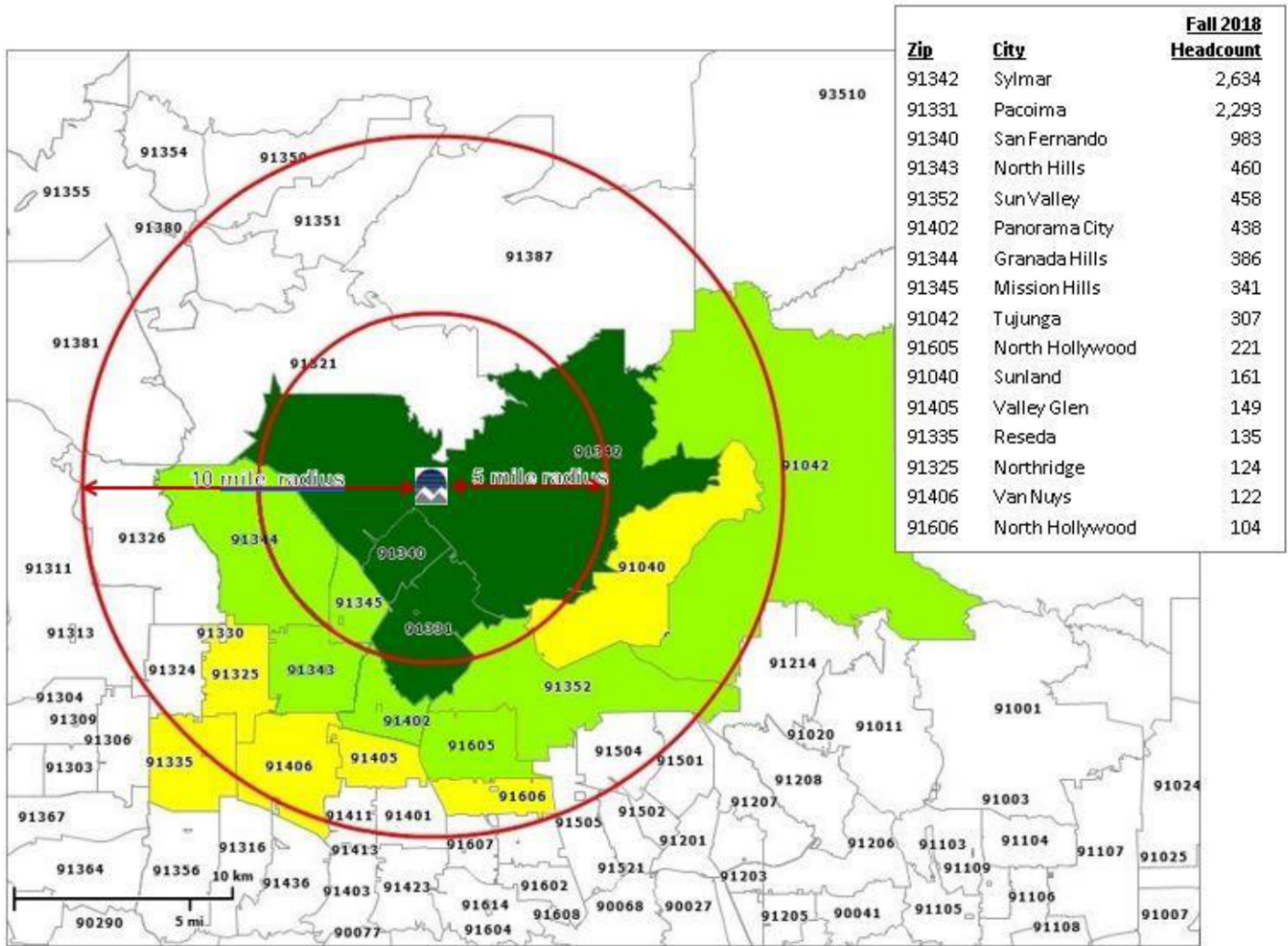
While the performance measures and targets/benchmarks listed in this document are important in assessing our progress, we also hope to achieve our goals while upholding our core values of:

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%

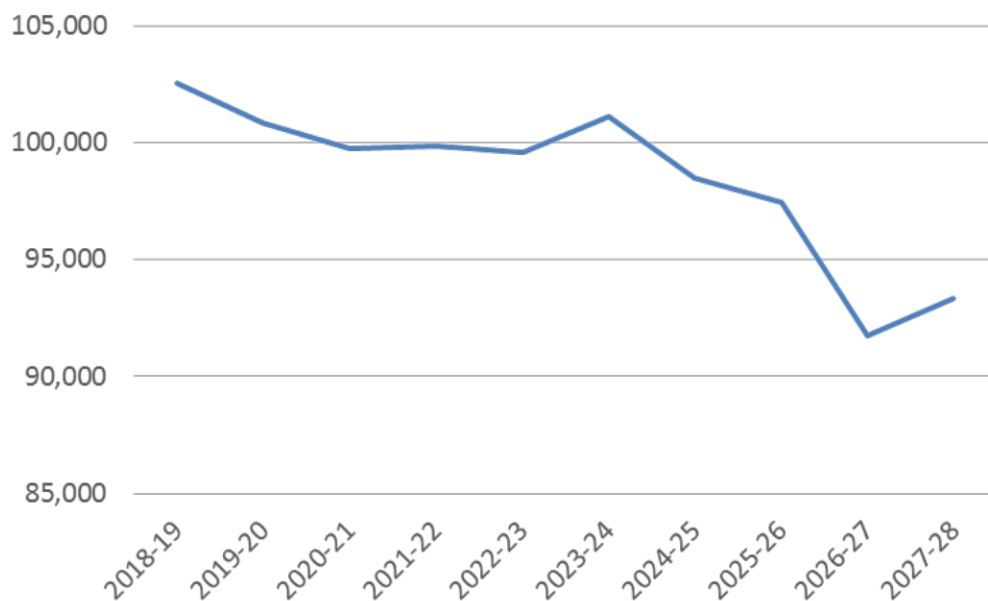
Source: American Community Survey (ACS 2017), U.S. Census Bureau

**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

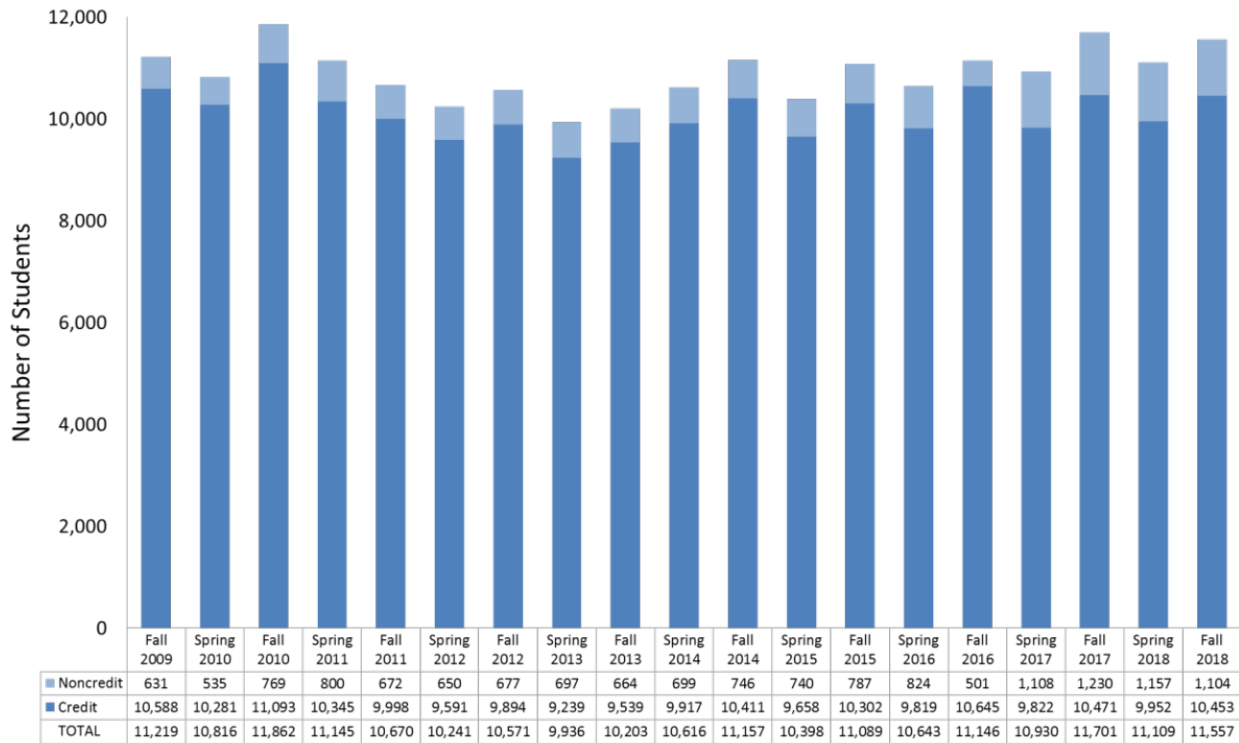
**Figure 1.5: Projected Number of High School Graduates in Los Angeles County**



Source: [http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public\\_K-12\\_Graded\\_Enrollment/](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
<b>Total Headcount</b>	<b>11,219</b>	<b>11,862</b>	<b>10,670</b>	<b>10,571</b>	<b>10,203</b>	<b>11,199</b>	<b>11,089</b>	<b>11,146</b>	<b>11,701</b>	<b>11,557</b>
<b>Gender</b>										
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%
<b>Ethnicity</b>										
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%
<b>Age</b>										
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
<b>Successful Course Completion</b>	<b>66.6%</b>	<b>64.8%</b>	<b>64.9%</b>	<b>64.9%</b>	<b>66.5%</b>	<b>66.9%</b>
<b>Gender</b>						
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%
<b>Ethnicity</b>						
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%
<b>Age</b>						
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%
<b>Entering Status</b>						
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%
<b>Educational Goal</b>						
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%	
<b>Special Populations</b>						
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.)**

<b>Discipline</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>
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%
<b>Overall</b>	<b>66.6%</b>	<b>64.8%</b>	<b>64.9%</b>	<b>64.9%</b>	<b>66.5%</b>	<b>66.9%</b>

**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%			
<b>OVERALL</b>	<b>63.5%</b>	<b>63.2%</b>	<b>65.1%</b>	<b>54.1%</b>	<b>74.3%</b>

**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
<b>Course Retention Rate</b>	<b>85.2%</b>	<b>85.3%</b>	<b>83.6%</b>	<b>83.5%</b>	<b>84.7%</b>	<b>85.7%</b>
<b>Gender</b>						
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%
<b>Ethnicity</b>						
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%
<b>Age</b>						
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%
<b>Entering Status</b>						
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%
<b>Educational Goal</b>						
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%	
<b>Special Populations</b>						
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.)**

<b>Discipline</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>
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%
<b>Overall</b>	<b>85.2%</b>	<b>85.3%</b>	<b>83.6%</b>	<b>83.5%</b>	<b>84.7%</b>	<b>85.7%</b>

**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%			
<b>OVERALL</b>	<b>85.8%</b>	<b>82.3%</b>	<b>81.4%</b>	<b>75.9%</b>	<b>88.8%</b>

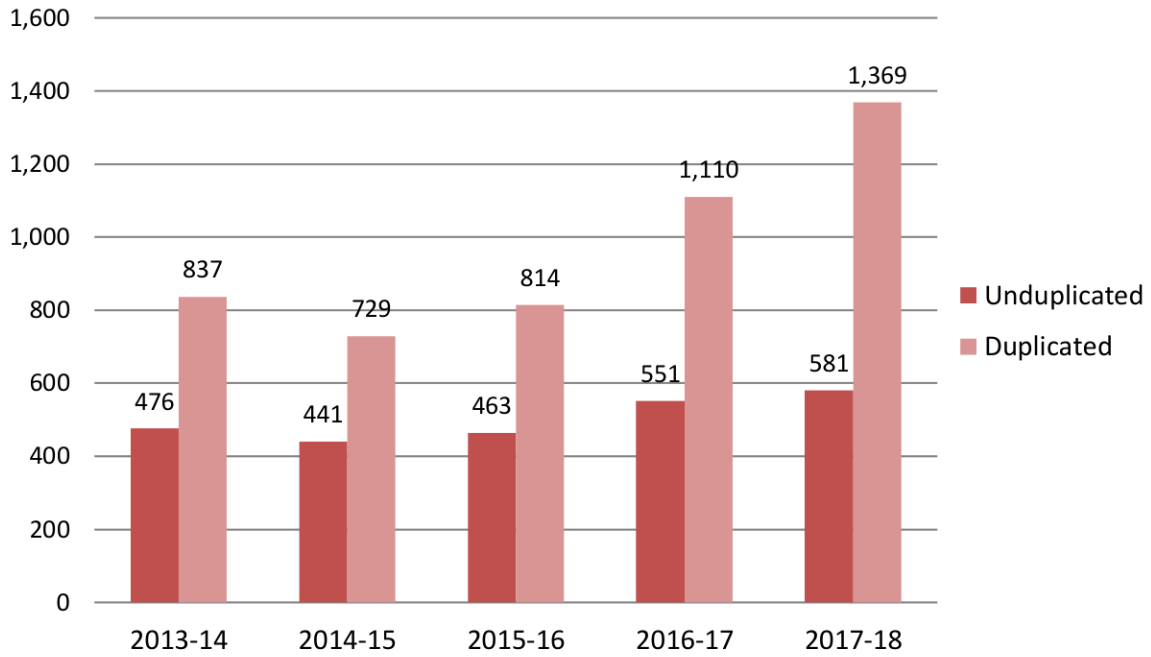
**Figure 3.7: Fall-to-Spring Persistence, Fall 2012-Spring 2013 to Fall 2017-Spring 2018**

	F12 to S13	F13 to S14	F14 to S15	F15 to S16	F16 to S17	F17 to S18
<b>Fall-to-Spring</b>	<b>66.8%</b>	<b>70.0%</b>	<b>66.4%</b>	<b>67.6%</b>	<b>65.5%</b>	<b>64.1%</b>
<b>Gender</b>						
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%
<b>Ethnicity</b>						
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%
<b>Age</b>						
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%
<b>Entering Status</b>						
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%
<b>Educational Goal</b>						
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%	
<b>Unit Load</b>						
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%

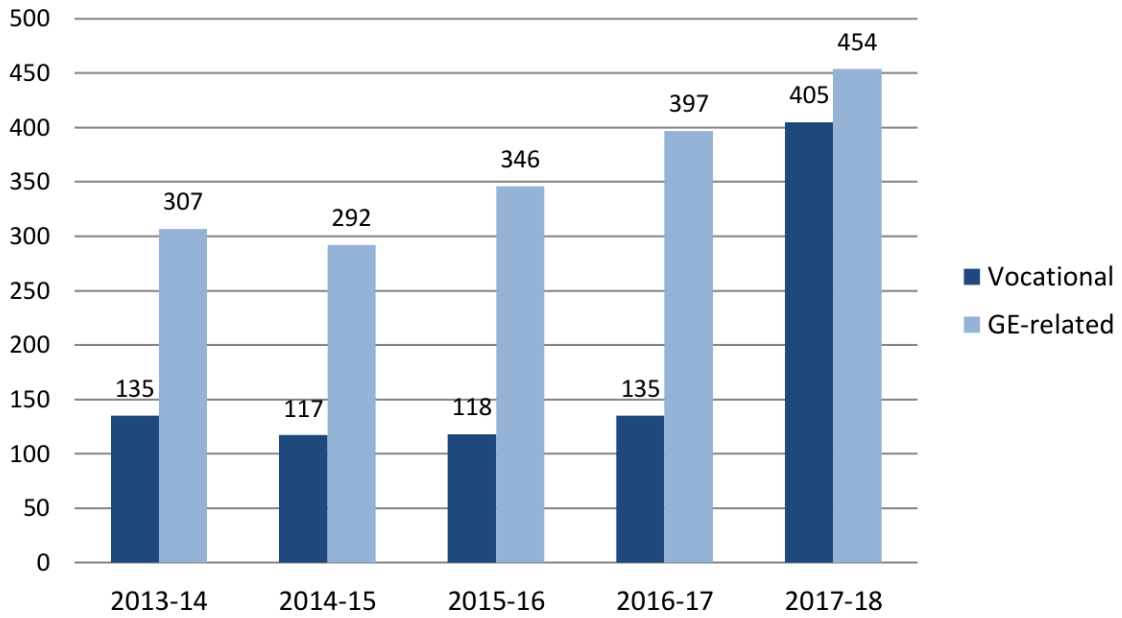
**Figure 3.8: Fall-to-Fall Persistence, Fall 2012-Fall 2013 to Fall 2017-Fall 2018**

	F12 to F13	F13 to F14	F14 to F15	F15 to F16	F16 to F17	F17 to F18
<b>Fall-to-Fall</b>	<b>52.4%</b>	<b>52.5%</b>	<b>50.2%</b>	<b>51.3%</b>	<b>50.3%</b>	<b>46.7%</b>
<b>Gender</b>						
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%
<b>Ethnicity</b>						
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%
<b>Age</b>						
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%
<b>Entering Status</b>						
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%
<b>Educational Goal</b>						
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%	
<b>Unit Load</b>						
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
<b>Gender</b>					
Female	71.1%	65.6%	68.1%	68.9%	69.2%
Male	28.9%	34.4%	31.9%	31.1%	30.8%
<b>Ethnicity</b>					
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%
<b>Age</b>					
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
<b>Gender</b>					
Female	72.4%	69.5%	71.0%	73.2%	73.5%
Male	27.6%	30.5%	29.0%	26.8%	26.5%
<b>Ethnicity</b>					
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%
<b>Age</b>					
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**

<b>Degree</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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.)**

<b>Degree</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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
<b>Total Degrees Awarded</b>	<b>837</b>	<b>729</b>	<b>814</b>	<b>1,110</b>	<b>1,369</b>

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

<b>Certificate</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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
<b>Total Certificates of Achievement</b>	<b>135</b>	<b>117</b>	<b>118</b>	<b>135</b>	<b>346</b>

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

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

## APPENDIX 4: 2013-2018 PERFORMANCE MEASURE INVENTORY

Strategic Goal	Performance Measure	Most Recent Status	Change since 2013-14	Target or Benchmark	Status
<b>Goal 1:</b> 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
	<b>Goal 2:</b> 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		
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
<b>Goal 3:</b> 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
<b>Goal 4:</b> 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
<b>Goal 5:</b> 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
	<b>Goal 6:</b> Increase community engagement and expand business, community, and civic partnerships.	6.1.1. Number of community and business partnerships	25	+9	15
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
<b>Goal 1: Expand access to educational programs and services that meet community and student needs through enhanced outreach and course offerings</b>			
1.1. Expand educational opportunities to local high school students by increasing dual enrollment.	1.1.1. 25% increase in the number of students who are dual-enrolled	2,350	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%
<b>Goal 2: Student-centered institution that effectively supports students in attaining educational goals.</b>			
2.1. Offer student services with a high standard for customer service.	2.1.1. 90% of student services having high satisfaction ratings (defined as 80% of students indicating that they are 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. $\geq 3.5$ 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. $\geq 3.5$ 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. $\geq 3.5$ 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
<b>Goal 3: Increase student success and equity.</b>			
3.1. Increase the percentage of students successfully completing transfer-level English and mathematics in their first year within the district.	3.1.1. Meet statewide performance on this metric (currently 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	
<b>Goal 4: Enhance organizational effectiveness through improved infrastructure and expanded communication and training.</b>			
4.1. Provide campus facilities that are clean, safe, and responsive to staff and student needs.	4.1.1. <3.6% of students indicating that they disagree or strongly disagree with the question: To what extent do you agree with the statement, I feel safe and secure at this college?	2.9%	<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%
<b>Goal 5: Improve financial stability by eliminating inefficiencies, enhancing resource development, and developing partnerships.</b>			
5.1. Increase funding brought in through alternative sources, such as by enhancing grant development processes for curricular and student support programs.	5.1.1. 10% increase in the 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	

<b>Professional Development Committee (PDC)</b>								
<b>ID</b>	<b>Activity</b>	<b>ISMP Goal(s)</b>	<b>One-time Cost</b>	<b>On-going Cost</b>	<b>Unit(s) Responsible</b>	<b>Responsible Party(ies)</b>	<b>Target Date</b>	<b>Metrics/ Criteria</b>
PDC-01	Conduct Professional Development activities aligned with Student Equity goals	2.2, 3.6, 4.3		\$1,000	PDC	PDC	Spring 2021	
<b>Student Support Services Committee (SSSC)</b>								
<b>ID</b>	<b>Activity</b>	<b>ISMP Goal(s)</b>	<b>One-time Cost</b>	<b>On-going Cost</b>	<b>Unit(s) Responsible</b>	<b>Responsible Party(ies)</b>	<b>Target Date</b>	<b>Metrics/ Criteria</b>
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
<b>Tech-01</b>	Send email reminders to department chairs and unit directors reminding them to update their college webpages	4.2			Tech Committee	Committee Chairs	Spring 2020	
<b>Tech-02</b>	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	
<b>Tech-03</b>	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.