I. Alignment of College and District Strategic Plans

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: **Access and Preparation for Success** – *Improve equitable access; help students attain important early educational momentum points.*	Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps
Goal 2: **Teaching and Learning for Success** – *Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.*	Foster student completion by supporting a learning-centered environment
Goal 3: **Organizational Effectiveness** – *Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.*	Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources
Goal 4: **Resources and Collaboration** – *Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.*	

II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2012	2013	2014	2014 District	3 year change College	3 year change District
Objective 1. **Ensure equitable access to education**						
1.2 Percentage of eligible students receiving Pell Grant	64%	67%	69%	70%	5%	-1%
Objective 2. **Increase the percentage of new students who complete the matriculation process**						
2.1 Percentage of new students completing English assessment in the first term or before	70%	72%	78%	78%	8%	4%

2.1 Percentage of new students completing Math assessment in the first term or before	70%	78%	83%	82%	13%	8%

Objective 3. **Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.**

3.1 Percentage of new students successfully completing at least one English and Math class in their first year	21%	28%	33%	24%	12%	7%
3.2 Persistence - Fall to Spring	86%	87%	87%	88%	1%	1%
3.2 Persistence - Fall to Fall	76%	77%	76%	75%	0%	0%

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: *Percentage of eligible students receiving Pell Grants*	**Strength**	College has increased 5% in the 3 year period and is 1% below the district currently.	Continue financial aid outreach and awareness of financial aid opportunities for new students. Promote awareness through Equity Plan implementation.	Increase workshops and activities to promote awareness and increase recipients. EMP 2.3
Measure 1.2.1: *Percentage of new students completing English assessment and Math assessment in the first term or before*	**Strength**	For English assessment, the college has increased 8% in the 3 year period and is equal district currently. For Math assessment, the college has increased 13% in 3 year period and is 1% above the district currently.	Expand SSSP and Equity Plan activities promoting students completing assessment. Raise awareness of assessment test through High School Senior Day and practice exams. Revise assessment mechanism through Multiple Measures Project.	Increase assessment. EMP 1.4
Measure 1.3.1: *Percentage of new students successfully completing at least one English and Math class in their first year*	**Strength**	The college has increased 12% in the 3 year period and is 9% above the district currently.	Implement SSSP and Equity Plan activities promoting students completing English and Math courses via Global Cohort / START program. Promote opportunities for completion of English and Math courses by expanding scheduling in pathways. Support successful completion of these courses by increasing and promoting tutoring in Math and English.	Scale up START program each year to serve more new students. Increase tutoring availability in Math and English. EMP 1.4

| Measure 1.3.2:
Persistence –
Fall-to-Spring &
Fall-to-Fall | **Strength** | For fall to spring, the college has increased 1% in the 3 year period and is 1% below the district currently.
For fall to fall, the college has remained stable in the 3 year period and is 1% above the district currently. | Emphasize student retention through special programs. Define course sequences and program pathways. Expand START and Equity cohorts. | Continue to clarify pathways to completion and transfer. Promote intercession and late start courses to promote opportunities for continuity. Implement Equity Plan to promote persistence and decrease equity gaps. |

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	**2012**	**2013**	**2014**	**2014 District**	**3 year change College**	**3 year change District**
Objective 1. Provide a learner-centered learning environment						
1.1 Measure of active learning/project learning	65%		69%	69%	4%	4%
1.1 Measure of student engagement in and out of class	20%		16%	19%	-4%	-1%
1.1 Measure of self-efficacy/self-directed learning	69%		76%	78%	7%	6%
1.3 Measure of how technology is being used to improve student learning and engagement	NA		65%	66%	NA	NA
Objective 2. Improve student outcomes*						
2.1 Percentage of new student cohort completing 30 units in 3 years	61%	63%	65%	63%	4%	2%
2.1 Percentage of new student cohort completing 60 units in 3 years	30%	32%	30%	29%	1%	1%
2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years	28%	30%	31%	26%	3%	1%
2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years	36%	38%	36%	31%	-1%	-2%
2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years	15%	13%	11%	12%	-4%	-2%
2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years	36%	35%	30%	30%	-6%	-5%

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: *Active /project learning*	**Strength**	The college has increased 4% in the 3 year period and is equal to the district currently.	Increase professional development activities for faculty on active learning. Improve mechanisms for capturing and monitoring this data.	Develop specific professional development activities to promote active / project learning. EMP 1.3
Measure 2.1.1: *Student engagement in and out of class*	**Weakness**	The college has declined 4% in the 3 year period and 3% below the district currently.	Increase engagement activities through Equity Plan and other campus initiatives. Promote current campus activities and opportunities for engagement. Continue focused dialogue with students about challenges to engagement. Improve mechanism for capturing and monitoring this data. Build from Student Support (Re)defined study with CCSSE, CCFSE and Equity focus groups. Enhance campus space designated for students (e.g. Student Union, Veterans Center).	Improve awareness of opportunities for engagement. EMP 1.2
Measure 2.1.1: *Self-efficacy/self-directed learning*	**Strength**	The college has increased 7% in the 3 year period, but is 2% below the district currently.	Increase professional development for faculty and staff. Promote opportunities to foster self-efficacy / self-directed learning. Promote successful student habits through tutoring and workshops. Improve mechanism for capturing and monitoring these data.	Increase availability of tutoring and workshops to promote student success. EMP 1.1
Measure 2.1.3: *Technology is being used to improve student learning and engagement*	**Weakness**	The college is just below (1%) the district.	The college continues to evaluate its technology resources and expand access on campus for teaching and learning. Continue to improve technology campus wide. Improve mechanism for capturing and monitoring this data. Enhance Professional Development to support student learning and use of technology.	Implement Technology Plan goals. EMP 3.1 and 3.5

Measure 2.2.1 *Percentage of new student cohort completing 30 units and completing 60 units in 3 years*	Strength	In reference to completions of 30 units, the college has increased 4% in the 3 year period and 2% above the district in the most recent year.. In reference to completions of 60 units, the college has increased 1% in the 3 year period and 1% above the district in the most recent year.	Scale up student success initiatives through institutionalization of SSSP and Equity interventions, STEM grant, and Basic Skills Action Plan.	Increase the percent of new students completing 30 and 60 units and momentum points. EMP 1.2
Measure 2.2.2 *Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years*	Strength	In reference to 3 year successful course completion, the college is up 3% and is above the district by 5% in the most recent year. In reference to 6 year successful course completion, the college is down 1% , but remains above the district by 5% in the most recent year..	Continue to align offerings with student goals. Attempt to scale up START and Equity cohorts to offer Math and English to new incoming students. Continue curriculum development to shorten pathways to completion of the sequence.	Increase English and Math gatekeeper course completions. EMP1.2
Measure 2.2.3 *Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years*	Weakness	In reference to 3 year completion, the college is down 4% and is below the district by 1% in the most recent year. In reference to 6 year successful course completion, the college is down 6% , but ins on par with the district in the most recent year.	Increase information provided to students about completion options. Align scheduling to promote student completion through programs. Explore solutions to identify students close to completion. Expand CTE Completion projection to other areas. Evaluate low performing programs.	Increase completions in all award types, especially ADTs. EMP 1.1

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2012	2013	2014	2014 District	3 year change College	3 year change District
Average Class Size in Credit Classes	37.8	36.4	37.1	36.5	-2%	-9%
Cost/FTES (annual)	$4,229	$4,141	$4,101	$4,358	-3%	5%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)

Average class size in credit classes	**Strength**	The college Average is down 2%, but it remains 0.6 above the district (which is down 9%).	Decreased size of Nursing cohort, reduce sections in low enrolled sections to increase overall college average. College will continue to monitor programs using class average as trigger for viability.	Increase average class size while maintaining appropriate program mix. EMP 3.4
Cost/FTES (annual)	**Strength**	The college is down 3% and is about $257 per FTES below the district (which is up 5%).	Continue to manage course offerings to increase average class size and efficiency. Reduced sections and maximize offerings to increase yield.	Continue to increase efficiency and FTES yields. Generate appropriate FTES to balance budget. EMP 3.4