

Core Indicators & Strategic Measures of LACCD College Effectiveness

Draft

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Described below are the elements that are proposed for inclusion in regular reports on District college efficiency and effectiveness. The data elements proposed fall into two categories:

1. “**Level 1 Core Indicators**,” which offer “at-a-glance” evidence of general institutional health, updated on a daily, quarterly, or semester-by-semester basis; and
2. “**Level 2 Strategic Measures**,” which offer a more fine-grained analysis of institutional effectiveness for purposes of periodic institutional assessment and planning, reported annually.

With the exception of the three (asterisked) items, reports on these measures will be prepared by the District Research Office in collaboration with the District Research Council, and will be disseminated to the colleges as part of their annual strategic planning update process.

Access & Enrollment Measures

Level 1 Core Indicators

1. Total “Core” Credit Student Headcount—The total number of non-duplicated students enrolled in for-credit classes, excluding special contract programs for sheriff’s department, firefighters, etc.—reported and updated term by term
2. Total Credit Student Headcount—The total number of *all* non-duplicated students enrolled in for-credit classes—reported and updated term by term
3. Total “Core” Credit FTES—The total number of students enrolled in for-credit courses expressed as full-time equivalents—reported and updated term by term
4. Total Credit FTES—The total number of *all* students enrolled in for-credit courses expressed as full-time equivalents—reported and updated term by term
5. Total Non-Credit FTES—The total number of students enrolled in *all* non-credit courses expressed as full-time equivalents—reported and updated term by term
6. Total “Tier 1” Non-Credit FTES—The total number of students enrolled in non-credit courses that qualify for “Tier 1” or “augmented” status under SB 361, expressed as full-time equivalents—reported and updated term by term

Level 2 Strategic Measures

1. “Core” Credit Enrollment—The number of students (non-duplicated headcount) enrolled in for-credit classes (excluding special contract programs for sheriff’s department, firefighters, etc.) for fall and spring semesters—by gender, ethnicity, age, part-time/full-time status, am/pm/late pm/evening session—reported annually
2. Total Non-Credit Enrollment—The number of students (non-duplicated headcount) enrolled in *all* non-credit classes at census for fall and spring semesters—by gender, ethnicity, age, part-time/full-time status, am/pm/late pm/evening session —reported annually
3. Total “Tier 1” Non-Credit Enrollment—The number of students (non-duplicated headcount) enrolled in non-credit classes that qualify for “Tier 1” or “augmented” status under SB 361 at census for fall and spring semesters—by gender, ethnicity, age, part-time/full-time status, am/pm/late pm/evening session—reported annually
4. Application-to-Enrollment Yield Rate—The percentage of all applicants, excluding concurrent students, in fall and spring semesters who actually enroll in classes—reported annually
5. Distance Learning Enrollment—The percentage of all FTES for-credit enrollments represented by FTES in DL and hybrid courses for fall and spring semesters—reported annually
6. HS Capture Rate—The percentage of recent high school graduates attending community college who enroll in District colleges for their first collegiate experience—reported annually

Student Success Measures

Level 1 Core Indicators

1. Within Course Success Rates for English & Math One Level Below College Level—The percentage of those English and Math students one level below English 101 and Math 125 present at census who complete the course with a passing grade (C or better)—updated semester by semester
2. English/Math “Developmental Climb”—The percentage of those students originally present at census in English and Math one level below college level who complete college level English and math with a passing grade within one year (C or better)—updated annually
3. Fall-to-Spring Persistence Rate—The percentage of the cohort of first-time students (excluding concurrent students and those in special contract programs) enrolled in at least six units of for-credit instruction in Fall Semester who successfully complete some of these units and who are present at census the following Spring—updated annually

4. Fall-to-Spring Average Units Accrued-- The average units accrued by the cohort of first-time students (excluding concurrent students and those in special contract programs) enrolled in at least six units of for-credit instruction in Fall Semester who successfully complete some of these units and who are present at census the following Spring—updated annually
5. Total AA Degrees Awarded—The total number of students who earn AA degrees per year—updated semester by semester
6. Total Certificates Awarded—The total number of students who earn vocational certificates of 18+ units per year—updated semester by semester
7. Total Transfers—The total number of students who transfer to UC/CSU per year—updated semester by semester

Level 2 Strategic Measures

1. Within Course Success Rates—The percentage of those students present at census who complete the course with a passing grade (C or better) —by gender, ethnicity, age part-time/full-time status, am/pm/late pm/evening session, English 28/101, Math 115/125, Distance Learning and Hybrid Courses—reported annually
2. Fall-to-Spring Persistence Rates— The percentage of the cohort of first-time students enrolled in at least six units of for-credit instruction in Fall Semester (excluding concurrent students and those in special contract programs) who successfully complete some of these units and who are present at census the following Spring—by gender, ethnicity, age, part-time/full-time status, am/pm/late pm/evening session—reported annually
3. Fall-to-Fall Persistence Rates— The percentage of the cohort of first-time students enrolled in at least six units of instruction in Fall Semester (excluding concurrent students and those in special contract programs) who successfully complete some of these units and who are present at census the following Fall—by gender, ethnicity, age, part-time/full-time status, am/pm/late pm/evening session—reported annually
4. Annual Basic Skills Progress Rate—The percentage of those students enrolled in basic skills courses (two levels or more below college level) in Fall Semester who achieve success in a higher level basic skills, English, or math course by the following Fall—by gender, ethnicity, age, part-time/full-time status, am/pm/late pm/evening session—reported annually
5. Total Transfers—The total number of students who transfer to UC/CSU each year by gender, ethnicity, and age group—reported annually
6. Transfer Rate—The percentage of those “transfer directed” students (completed 12 transferable units and attempting either transfer English or math) who transfer within four years of admission—by gender, ethnicity, and age group—reported annually
7. Total AA Degrees—The total number of students who earn AA degrees each year by gender, ethnicity, and age group—reported annually

8. Certificates Awarded—The total number of students who earn vocational certificates of 18+ units each year by gender, ethnicity, and age group—reported annually
9. Workforce Placement Rate*—The percent of graduates and certificate students who find work within one year of a terminal award (excluding contract education and transfer students) by gender, ethnicity, and age group—reported annually by the college

Financial & Institutional Effectiveness Measures

Level 1 Core Indicators

1. FTES/FTEF—Total number of full time equivalent students per full time faculty equivalent by course, discipline, and college—reported daily during enrollment periods and term by term
2. Average Class Size—Average number of students per class hour by course, discipline, and college—reported daily during enrollment periods and term by term
3. Unrestricted Net Assets—The total amount of general fund dollars held in reserve from year to year by District colleges, expressed as a percent of annual revenue—updated quarterly

Level 2 Strategic Measures

1. Instructional Expenditures—Percent of a college’s total annual general fund, minus foundation grant, spent on fulltime and hourly instruction—reported annually
2. Instructional Effectiveness—Annual instructional cost of fulltime and hourly faculty salary per FTES for the “expenditure year”—reported annually
3. External Revenue*—The total amount of supplemental funding from grants, foundations, and other fund-raising activities earned by colleges—expressed as a percentage of total annual college funding—reported annually by the college
4. Scholarships Awarded*—Total amount of scholarships awarded annually via foundations, department endowments, and other sources—reported annually by the college