

COVER PAGE

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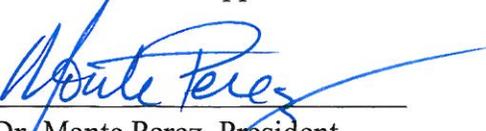
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Abstract

Los Angeles Mission College (LAMC) is committed to the success of its students by ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills; encouraging students to become critical thinkers and lifelong learners; and providing services and programs that improve the lives of the diverse communities we serve. In line with its 2013-2018 Strategic Master Plan, LAMC has initiated numerous efforts and allocated 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. Namely, this proposed innovative technology-based strategy, which was deployed by the Los Angeles Community College District, will enable LAMC to be well-positioned to provide the highest quality educational programs and services to its students, significantly increase the number of transfers to four year universities and allow students to complete bachelor's degrees within four years after beginning higher education. This technology-based solution, which includes synchronous and asynchronous platforms to allow real-time access to web-based and information, has shown tremendous potential to enhance the delivery of instruction, to improve advising, to help diagnose student learning needs, and other support services, and to streamline administrative costs.

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Dr. Monte Perez, President

Los Angeles Mission College

01/08/2015
Date

CONTEXT – ITEM 1

Founded in 1975, Los Angeles Mission College (LAMC) is the newest of the nine colleges in the Los Angeles Community College District (LACCD). Located in the northeast San Fernando Valley, LAMC has an enrollment of nearly 9,000 students. For the purpose of this application, LAMC has designated three goals to address achievement gaps and focus on university transfer.

- Goal 1: Design and develop user-friendly and innovative technology to meet the needs of students, faculty, and staff. Scale up technology-based delivery methods that provide more access to educational programs and services, improves student learning, and increases the rate at which students complete courses
- Goal 2: Improve quality of educational programs and services so as to increase students' success in attaining their educational goals with a focus on transfers to four-year universities
- Goal 3: Strengthen the culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality

These goals are driven by LAMC's mission statement, recently approved by LACCD Board of Trustees on October 17th 2012.

“Los Angeles Mission College is committed to the success of our students. The College *provides accessible, affordable, high quality learning opportunities* in a culturally and intellectually supportive environment by *ensuring that students successfully transfer to four-year institutions*, prepare for successful careers in the workplace, and improve their basic skills; by encouraging students to become critical thinkers and lifelong learners; and by providing services and programs that improve the lives of the diverse communities we serve.”

These goals also derive from LAMC's 2013-2018 Strategic Master Plan, revised on February 4, 2014. Aligned with its Strategic Plan, LACCD has provided full support and efforts to accomplish LAMC's goals developed to guide changes to policies, practices, and/or systems to support transfers to four-year universities and increase the number of students who graduate with an AA/AS degree or are prepared to transfer.

CONTEXT – ITEM 2

LAMC demographic is comprised of Hispanic 75.8%; White 11%; Asian/Pacific Islander 5.7%; Black/African American 3.2%; Multiple Ethnicities 1.6%; American/Indian 0.2%. LAMC is proud to be a diverse Hispanic-Serving Institution. Three-fourths (76%) of the student body is Hispanic, one of the highest percentages in California and in the United States, and 28% speak a primary language other than English, with 19% reporting Spanish as their primary language. Mirroring national trends, 60% of our student body is female and two-thirds (66%) 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. As our student body reflects our community, over half (62%) of LAMC students are receiving financial aid, and 56% work while attending school, with 15% working full-time (40 hours or more per week) and 26% working between 20 and 39 hours per week.

LAMC students' main educational goals are to transfer to a four-year college or university (47%); to attain an associate degree (47%); and/or to obtain career and technical education (CTE), including obtaining a vocational certificate (17%). Many of our students have more than one educational goal.

There are three main factors that impede our student's ability to transfer and/or graduate within four years: income gap, academic preparation, and online courses availability.

Though enrollment of low-income students has grown over the past 20 years and the gap in access to higher education between low- and high-income students shrunk, gains in rates of college completion have not followed suit. Understandably, this reflects the fact that a greater proportion of our low-income students have to work and, in so doing, reduce the likelihood of completing a degree or transfer within two years. As previously noted, LAMC's service area has a low median household income and high poverty rate. Furthermore, according to LAMC's Fall 2013 Student Survey, 78% of students reported that the cost of textbooks was a problem for them, 58% of students reported that "lack of finances" might cause them to withdraw from class or from LAMC, and 48% of students reported that "financial obligations" interfere with being able to succeed in their courses.

Besides the income gap, another factor can be attributed to the level of academic preparation of students entering LAMC. A large number of our incoming students are not college-prepared and assess into remedial English (80%) and remedial math courses (69%). This is a reflection of the fact that many LAMC students have come from high schools that have poor academic performance according to their Academic Performance Index (API) scores. The API is a single number that measures academic performance of a school. It ranges from 200 to 1,000, and the target for each school is 800. As can be seen in figure A.3 in Appendix A, the weighted 3-year average API scores of 9 out of LAMC's top 10 public feeder high schools are below 800. This means that the majority of students who come to LAMC did not receive adequate college preparation while in high school.

Another factor is the lack of availability of online classes or access to evening or weekend courses. The vast majority (89%) of LAMC students attend classes on-campus only, while 3% are online-only students, and the remainder attend hybrid courses and/or a combination of on-campus and hybrid and/or online courses. Due to work and family obligations, three-quarters (74%) of Mission students attend college part-time and 47% attend evening classes.

LAMC recognizes the significant challenges community colleges face in their attempts to decrease the achievement gap between underrepresented students and their counterparts. Nevertheless, LAMC has set in motion institutional strategic goals, three of which are identified in this application, to mitigate these factors. The factors influenced by changes to policies, practices, or systems are falling under the categories below:

Innovative Technology:

Taking into consideration the statistics of our students where 49% of students work off campus, 15% work 40 hours per week or more, 26% between 20 and 39 hours per week, and 33% have children under 18 living with them, LAMC clearly understands the need for students to enroll and complete courses, if not program degrees, entirely online. These online courses and programs can replicate a more “traditional” college experience, with restricted class sizes and specific requirements for attending. The next step is using a technology platform to open up courses to multiple colleges, teaching hundreds of students at once. This type of course is commonly referred to as a “massive open online course,” or MOOC. LACCD has already developed a technology platform, which will be explained in greater detail later on.

Enhanced Support Services:

Although many of LAMC’s students come from low-performing high schools, students are increasingly stating that their main educational goal is to transfer to a 4-year university. Thus, LAMC plays a vital role in providing students a solid foundation from which to continue their educational journeys, especially for those students who require remediation and additional support. LAMC’s dedicated faculty and staff are up to this challenge and are committed to transforming the lives of the College’s students by providing them with this foundation and a high-quality education.

Student support services, including academic and non-academic support, are an important factor in student completion rates at community colleges. It is established that community colleges with the highest graduation rates spend more per student in several key areas. Institutional expenses include instructional expenses, costs directly associated with student instruction, and academic support expenses, which are costs associated with administration, curriculum development, personnel development, maintenance of libraries, as well as some information technology costs.

LAMC understands that the quality of instructional practices as well as the integration of emerging learning practices and technologies is crucial to actively engage student learning, retention and course completion. One emerging learning technology known as “Google jockey” refers to a participant in a presentation or class who surfs the Internet for terms, ideas, Web sites, or resources mentioned by the presenter or related to the topic. The jockey's searches are displayed simultaneously with the presentation, helping to clarify the main topic and extend learning opportunities. For generations that demand greater visual stimuli, a "two-screen" solution to classroom presentations could conceivably be very effective and synergistic rather than distracting.

INNOVATION – ITEM 3

There are several initiatives and activities launched prior to January 10, 2014 that successfully achieved the goals stated in Item 1.

LACCD Employment Training Panel (ETP) – GOAL 1

In 2009, the Los Angeles Community College District (LACCD) and its partner colleges (L.A. Mission College, L.A. Valley College, and L.A. Trade Tech) formed a collaboration to assist employers in upgrading the skills of their workers through training that leads to good paying, long-term jobs. This project focused on employers within the 15 Recognized Industry Sectors and the career pathways that fall under each sector. Created in 1982 by the California State Legislature and funded by California employers through a special payroll tax, the purpose of the Employment Training Panel is to provide financial assistance to California businesses to support customized worker training.

LACCD and its partner colleges have taken the lead on providing ETP training in the greater Los Angeles region, which has generated staggering outcomes for the District, its colleges and its students. These include employer engagement, connected support, bridge programs, contract education, work based learning, and transition with high schools, link and integrate regional programs, certificates, curricula to more effectively address the workforce needs of industries important to the regional economy, and refine local and regional career pathways, mind the gaps and build on college strengths, provide portability, skills acquisition for entry, mid and advance level workforce, and increased access and success in college certificates/degrees.

The greatest outcome that was achieved through ETP is the development of a technology-based platform that enabled to train approximately 3100 employees to date. This technology-based practice has helped LACCD and its partner colleges (via the Office of Economic & Workforce Development (EWD)) to provide broader contract education services and enhance the exchange of information between partners and educational service locations. Through a platform that includes synchronous and asynchronous platforms to allow real-time access to web-based information, the EWD consistently used these practices for select higher education initiatives. It has been evaluated for its capacity to meet student, staff and faculty expectations, which further supports LAMC's consideration to propose the model for a large-scale basis.

Achieving the Dream Initiative (AtD) – GOAL 2

AtD is one of the greatest LACCD's district-wide student success efforts. Through this initiative, LAMC has made a commitment to eliminating achievement gaps while improving outcomes for all students. AtD helps institutions examine their policies, practices, and institutional culture with the goal of reducing inequities that create barriers to success. To achieve high rates of success for all students, especially students who traditionally have faced the most significant barriers to achievement, institutions must have a student-centered vision, a culture of evidence, and accountability and a commitment to equity and excellence. AtD colleges maintain a high degree of access for historically underrepresented groups while working to increase the percentage of students who accomplish the following: successfully complete the courses they take; advance from remedial to credit-bearing courses; enroll in and successfully complete gatekeeper courses; enroll from one semester to the next; earn degrees and/or certificates.

After four to eight years, a substantially higher percentage of students at AtD colleges, especially low-income students and students of color, experienced success as measured by the list above, with no reduction in enrollment for these populations. At LAMC, AtD Implementation for Math, English and

Student Services resulted in the following: Increase students success in Math 115; Accelerate mathematics remediation and shorten path from Math 112 (pre-algebra) through Math 125; English 28/101 Acceleration project; Facilitating correct placement into the English Sequence project; Face-to-face orientation for students with faculty participation; and Pilot combined English 28, English 101 and Personal Developments.

LACCD Practical Knowledge Group (PKG) – GOAL 3

In partnership with LA Mission College, LA Harbor College, LA Trade Tech College and Loyola Marymount University, the Practical Knowledge Group is designed to leverage the district's geographic territories and diverse student population in order to conduct case studies and research activities that can lead to best-practice models and student success initiatives. The participating colleges and universities are committed to conducting evidence-based methodologies, which hope to identify the factors involved in the provision of higher education. Founded in 2012, the objectives of the Practical Knowledge Group are to initiate case studies that will become part of a district wide inventory of research activities as well as leverage the district's unique infrastructure to administer community-based evaluations.

For instance, one joint research, also utilized for the purpose of this application, is the Institutional Agent Impact Evaluation. Due to the high need of institutional knowledge to navigate the community college system, faculty and staff (institutional agents) play a considerable role in transitioning students from the two-year college to four-year universities and/or career-based fields. Consequently, it is imperative to evaluate and obtain the perspectives of institutional agents at the two-year institution who operate as program support systems. A qualitative study at a collection of Southern California community colleges reviewed the impacts that institutional agents contribute to the successful transition of community college students. The study included self-assessments, field notes, review of artifacts, and extensive interviews. Research illustrates that institutional agents make a significant influence on the decision-making process of students deciding academic and career paths by providing timely, streamlined, and accurate information. As a result of this research, LAMC was able to discover internal best practices and discern ineffective policies. By providing support for such analyses, the PKG helps the various campus constituencies determine whether specific interventions had the desired effect and how they can be improved in the future. To date, this initiative has generated valuable impacts, notably by:

- Increasing student engagement, motivation, and preparation towards research-related fields (i.e., STEM disciplines)
- Broadening faculty exposure to research and case study methodologies, which can increase a student and faculty's understanding on how to address and resolve occupational and/or societal issues
- Evaluating the provision of education to targeted populations (i.e., first-generation college students, adults with employment barriers, career-transitioning workers, veterans)
- Identifying emerging community trends, which can affect the successful achievement of educational objectives
- Enhancing the provision of support and broaden the working relationship with the region's workforce and economic development systems
- Enhancing the tracking and accountability of community colleges based on current student success and future gainful employment
- Establishing a foundation of college-based research data, which can address policy-development needs and trends

INNOVATION – ITEM 4

Increase Use of Innovation Technology – GOAL 1

To stay up to date with ever-so changing technology, LAMC has revised its Technology Master Plan with the objectives to sustain current and install new technologies to maintain the latest innovations in teaching and learning, identify and evaluate emerging technologies for possible benefit to the College, and ensure compliance with accessibility standards for all students including those with disabilities. This plan is integrated with the Strategic Master Plan, supports the Educational Master Plan, is consistent with the Facilities Master Plan and aligns with financial planning initiatives at Mission College.

By keeping abreast with innovative technology, it is LAMC mission to ensure that technology is available and improves teaching and learning, assure students, faculty and staff to have the ability to use technology, and insure the environment is conducive to learning. The vision is to focus on Student Success, Teaching and Learning Excellence, Professional Development, Infrastructure Improvement and Resource Management. This innovative grant proposal builds upon the innovative platform deployed by LACCD in 2009.



As previously mentioned, this technology-based solution was originally designed in partnership with LACCD through ETP funding to enable corporate clients to monitor their contract education activities. The use of this technology allowed LACCD EWD staff to provide real-time exposure to the classroom activities, while at the same time providing information about the class lecture (copy of the lesson plans and other related training material) using the technology-based solution's online sharing function. This approach allowed the leadership from the participating company to gauge the effectiveness of the lesson, while visually reviewing the interaction between the workshop proctor and their employees.

Technology-Based Solution that includes synchronous and asynchronous platforms to allow real-time access to web-based and information

The solution allowed face-to-face/real-time training interactions that included the use of synchronous and asynchronous technology platforms. The technology-based solution primarily included the Cisco Telepresence technology, which allowed the virtual management and provision of educational services. It connected people that needed information as well as educational services that led to the development of technical knowledge. In 2012, LACCD's EWD Office first used the technology-based solution to beam information into educational service locations in the District, while using its Van De Kamp (VDK) Campus as the hub for Internet connectivity. The approach enabled the EWD Office to expand the delivery of education and training support, while minimizing operational and travel costs for project participants and project-related customers.



Technology-based instruction, counseling, learning enhancements



The EWD Office has successfully used the technology-based solution in its contract education activities. Special project funding and non-general funded resources supported the delivery of these activities, which is why it was used on a small-scale level and not uniformly deployed throughout the District's general and traditional education categories. Select computer literacy classes used the technology-based solution, which allowed the instructor to beam in the lesson and couple the lecture with online content. The technology-based solution used the synchronous platform to talk with students, while asynchronous content in Microsoft Word and other web-based content were made available using the technology's sharing function.

Impact of the Technology-Based Solution

The EWD Office conducted customer satisfaction surveys in order to gauge the effectiveness of the technology-based solution. The following summary represents a sample of 72 participants and is provided to show how it was received by the project participants and how it could be further expanded to achieve a higher level of service throughout the region:

Relevant questions on the survey	Summary of survey results Response Average (1 to 4 with 4 being highest)
1- How would you rate the presentation	3.69
2- Did the presentation meet your expectations	3.10
3- Please rate the LACCD technology-based presentation that was used in the meeting and indicate how much it enhanced your experience	3.61
4- During the LACD technology-based presentation, how would you rate the use of a (real time) speaker ALONG with the use of a website, Word document or PowerPoint presentation	3.71
5- Have you ever used other real-time technologies before such as Skype, Facetime, etc... If so, how would you rate the LACCD technology	3.42

From this data, the use of technology-based solutions in a contract education environment has resulted in positive learning gains and a higher learning experience by individuals participating in the training activity. The students confirm that the contract education environment that included the technology-based solution met their expectation and that the technology enhanced the overall provision of educational services. The type of technology also had an effect on the overall learning experience whereby the sharing function was more appropriate for the learning experience. Simply being able to talk to the instructor was not as good as being able to interact simultaneously while seeing educational content made available online. This synchronous and asynchronous combination was found to be most appealing to the participating students.

SB 1456: Student Success Support Program (3SP) – GOAL 2

One of the new State requirements will be the implementation of SB 1456, the Student Success Support Program (3SP) in AY 14-15. 3SP provides categorical performance-based funding to ensure that incoming students obtain assessment, orientation, abbreviated education plans and comprehensive education plans. Beginning in FY 14-15, 10% of new students must have an orientation, be assessed, and obtain an abbreviated education plan.

Thirty five percent (35%) must have a comprehensive education plan by the end of FY 14-15. Funding will be allocated if the colleges meet their targets. The following Academic Years the percentages of new students will increase until eventually 100% of all new students are assessed, are oriented, and have Student Education Plans (SEPs).

These new state requirements have brought needed resources to the College. For FY 14-15 the college received \$924,000 to implement 3SP. As a result, the state allocation will be integrated in the Student Support Services Action Plan that increases staffing resources to meet the diverse needs of our students. Preliminary conclusions based on all the data analyzed to date from the research activities described above include the following:

- Counseling services for both on-campus and online students require enhancement through additional staffing and additional hours of service.
- The delivery of accurate, clear, and comprehensive information to students must be improved, particularly in Admissions and Records, Athletics, the Bookstore, the Business Office and Counseling.
- Training in customer service and professionalism is required in all departments, including in particular Admissions, Financial Aid, and Counseling.

California College Pathways Program – GOAL 2

Through a multi campus network grant issued by the California College Pathways Program network Los Angeles Mission College (LAMC), Los Angeles Valley College (LAVC), Pierce College and California State University Northridge (CSUN) are currently collaborating on efforts that identify foster youth who are transferring from one of the mentioned community colleges to CSUN by developing an on Campus Guardian Scholars program. Through this grant all four campuses will plan and design a multi-campus network to support foster youth at the four north LA County campuses (CSUN, LAMC, LAV and Pierce). In addition, the campuses will be developing a transfer referral process that results in seamless support services for foster youth students transferring from any of the three community college campuses to CSUN. The program will monitor and track this network initiative and collect data that will enable the network to refine best practices on the success of foster youth students and campus program

Student and Student Services Staff Focus Groups – GOAL 3

LAMC is partnering with California State University, Northridge (CSUN) to conduct focus groups with students and student services support staff. During the week of February 24, 2014, a research team has conducted staff and student focus groups at LAMC. The team met with administrators and staff from Admission and Records, Assessment, Counseling, DSPS, EOPS/CARE, ASO, Athletics, Financial Aid, Transfer Center and Veterans and International Students Office.

The purpose of the focus groups is to determine the level of services LAMC provides, the number of staff allocated to each department, their workload, and gaps in services on the campus and online. The team met with both on-campus and online students to assess the level of student satisfaction. The CSUN team completed its report on the results of these focus groups by the end of March 2014. This report, which

was used to analyze the factors impeding student success mentioned in Question 2, contains the final set of data to be used in the formulation of the Student Support Services Action Plan.

The Student Support Services Action Plan for 2012-2017 includes the following six objectives, which will assist LAMC to improve and enhance student services.

- SSSAP Objective 1: Increase the percentage of students that use existing self-service options and enhance the quality of those services.
- SSSAP Objective 2: Increase the percentage of students who declare a major no later than the end of their first year at Mission.
- SSSAP Objective 3: Reduce the number of students on academic probation, progress probation and disqualification.
- SSSAP Objective 4: Increase the number of students who graduate with an AA degree, transfer or are prepared to transfer.
- SSSAP Objective 5: Increase student awareness in changes of Title 5, Financial Aid and Student Success Initiative (SB 1456) policy changes that impact student progress and success.
- SSSAP Objective 6: Foster and create partnerships with community organization to enhance on-campus support services.

LAMC will provide full support and efforts to accomplish the above. To accomplish SSSAP Objective 4 to increase the number of students who graduate with an AA/AS degree or are prepared to transfer, LAMC will employ the following strategies:

- Develop student financial aid responsibility contract
- Financial Aid Orientation
- Revamp financial aid appeal process
- Explore usage of self-service Ed Plan feature in PeopleSoft
- Identify students who have completed 15, 30, & 45 transferable units and send them notification emails
- Increase collaboration with 4-year institutions to enhance transfer
- Increase the number of transfer agreements with 4-year institutions (TAG)
- Provide more sections of traditional and online class offerings of 1 unit Personal Development(PD) classes such as: PD 22: The Transfer Process, PD 4: Career & Major Exploration, PD17: College Survival Skills and 3-unit PD 40: College Success Seminar

INNOVATION – ITEM 5

The following activities are planned and/or in progress to support meeting the goals identified in Item 1. In achieving the goal of using innovative technology for delivery methods, LAMC will implement the following changes in practice and regional strategy when deploying the large-scale technology-driven solution provided by LACCD:

- Formalize an agreement between the LACCD EWD Office, the District's nine community colleges, and select universities and local non-profit organizations that have the right blend of technology connection. The multiple locations will allow the enhanced learning activities to be offered, which would be coupled with traditional educational pathways.
- Expand the delivery of technology-supported learning activities starting with select credit programs that fall under the Career Pathways framework.
- Offer a series of professional development seminars that use the technology-based solution as the main protocol for educational services and communication.
- Support the design of the SB 850 Pilot Program through West LA College.

LAMC will also use this technology-based solution to expand and enhance its orientations and outreach efforts to local high schools and community. This technology-based solution has the potential to enhance the exchange of information during formal meetings. It can now be deployed to a larger-scale level so as to minimize travel for anyone participating in the discussions. By doing so, the opportunity for information-exchange and high-impact interaction is achieved without the addition of added travel expenses. For instance, LAMC will be able to outreach and/or increase awareness of any project(s) without having to travel to multiple locations throughout the region. The technology-based solution is proved to be an effective mechanism for minimizing time and effort costs without compromising the exchange of information between project stakeholders and collaborators.

The impact of these changes will also enhance student success and readiness by providing Anytime, Anywhere and Always-on Technology. Student educational needs will be met by creating a continuous learning environment that is always available. Today students expect “anywhere” access to classroom materials. Printed books will be supplemented by electronic media. The classroom will be transformed by mobile formats including distance learning, blended learning, interactive learning, teaching communities, cloud computing, and social networking. Moreover, these changes will improve technology resources to better address learning, improve services and enable student success. Innovations in new technologies will enhance learning and student success and assist students in achieving their educational goals and provide greater access and convenience to the full spectrum of student services.

In addressing the goal to improve quality of educational programs and services so as to increase students’ success in attaining their educational goals with a focus on transfers to four-year universities, the College Professional Development Center will host several professional development seminars in concert with the Professional Development Committee, a number of which will focus on SLO measures and how technology can enhance teaching and learning. LAMC will continue to provide and will scale up the integration of Student Success Initiatives that include Student Success Support Program (SSSP), Student Equity, Achieving the Dream (AtD), and Basic Skills, which has shown to increase course success, retention, and persistence of participants. The student success initiatives will continue to support categorical program efforts (e.g. EOPS, DSPS, Cal Works, TRIO and STEM) that will increase course completion, and ultimately degree, certificate, and transfer completion, within 3 to 6 years. Achieving the

Dream and Basic Skills initiatives that have proven to accelerate students' completion of Math 125 and English 101 will be scaled up. The Counseling department will continue to identify, seek out, and counsel students accumulating 50+ units to complete their degrees/transfer. Student achievement gaps will remain disaggregated by age, gender, ethnicity, disability, income status, veteran status, and foster youth status in the Student Equity Plan (SEP) in order to implement specific actions to address those groups.

Finally to strengthen the culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality, LAMC will deploy small-scale research strategies. From this approach, the College and select special projects are able to make a better assessment on programmatic areas and make decisions that are based on gathered data. The efforts have resulted in a deeper understanding on the research process, which is often used at the university level but rarely used throughout the community college system. From this strategy, LAMC hopes to continually fine-tune its project management capacity, while positioning itself advantageously for future accreditation activities that are based on the Continuously Quality Improvement (CQI) framework.

INNOVATION – ITEM 6

This approach enabled the EWD Office to expand the delivery of education and training support, while minimizing operational and travel costs for project participants and project-related customers. Greater cost saving will be achieved by offering courses that are taught by one instructor while broadcasted to multiple colleges at the same time. In fact, this technology-based solution will enable multiple locations (colleges and universities) to become technologically connected. These locations will allow students to have greater access to educational activities and enable educational support systems to be more available to meet student needs.

This proposed innovation project will also support West LA College, which the LACCD selected SB 850 program. As one of the 15 pilot programs in the state of California, this technology-driven solution will enable select portions of the program to be accessible throughout the District. This approach will allow students to participate in technology-driven learning activities that are connected to the overall program at West LA College. From this strategy, more students attending the SB 850 pilot program will be able to enhance their learning experience without having to travel to greater distances within Los Angeles to attend classes or participate in after-class group meetings.

New Students: The increased access will allow new students seeking information about educational pathways as well as jobs and careers to be better served from both the college and university levels.

Existing students: The technology-based solution will allow current students to obtain broader educational and career advisement support, which will further increase the potential for gaining advice about suggested educational pathways as well as career opportunities that align with their educational interests.

The EWD Office has the proven capacity to leverage technology in the delivery of services. This capacity includes the design and deployment of Internet-based content that is able to enhance the overall learning experiences of targeted student populations. This experience will be leveraged to ensure the proposed technology-based solution continues to meet the expectations of a larger target population. This leveraging effort will include the following:

- Creating online content that is accessed using the technology-based solution's sharing function
- Providing professional development support to local college faculty and administrators in how to fully use the technology-based solution and align its functionality with their educational procedures
- Include industry partners in the development of online content in order to ensure the technology-based solution offers the latest and most relevant information that can ensure highest provision of services that will lead to an enhanced learning experience.

Technology has a history of decreasing its costs as time progresses as more people adopt the use of select technologies. From this historical trend, future add-ons or replacement parts for the technology-based solution will be less costly for LACCD. With that said, the adaptiveness of the District to maintain and operate the solution will be absorbed by the District's technology activities and process. Its technology plan will include the solution so as to ensure the District's continued use and support for its strategies. Once the technology-based solution is put into place, the maintenance and operations will be very minimal. The only need will be to maintain the online connection and ensure a dedicated access to the selected bandwidth.

INNOVATION – ITEM 7

This application includes the understanding that technology offers opportunities for enhancing and expanding educational access. Included in this understanding is its ability to meet multiple needs at the same time, which fully opens the doors to innovative information-exchanges at cost-effective rates. But with this understanding on the power of technology, there are risks involved in its use for the delivery of educational services. The following risks are provided to show how technology is perceived through the lenses of traditional educational systems:

Risk #1 - The use of synchronous technology continues to be slowly integrated into the traditional education model due, primarily, to the perception that it will replace faculty and administrators in the provision of service. Although the technology is already available to the general public, the perceived replacement of people in the provision of service can sometimes stifle innovation. There is an ongoing risk to any technology-based strategy whereby some people working within the traditional educational system sometimes resort to traditional educational service models.

Answer to Risk #1 - Technology-based solutions that are designed and used to enhance the learning experience can only increase student success potentials. Greater access to educational activities will result in a broader knowledge gain for students and the higher likelihood of an expanded understanding on job and career-related opportunities. Using technology-based solutions will enable faculty to deepen their effects on student learning. Because technology has affected everyone's personal and professional activities, using technology-based solutions in the delivery of education aligns with the expectations of students and allows educators to keep pace with the speed of accessing information.

Risk #2 - The use of synchronous and video-based technology requires high bandwidth in order to ensure the technology-based solution is able to deliver a consistent connection. Although there is a considerable amount of investment by educational systems on technology platforms, access to online services is sometimes limited by the number of people accessing the technology infrastructure.

Answer to Risk #2 - The availability of higher bandwidth is already available through the higher education system. Many colleges as well as universities are able to tap into Internet-driven learning activities. A coordinated effort to maximize the use of bandwidth can be developed that maximizes the use of already-available Internet connections. This effort will require a community college to dedicate Internet portals to accommodate the select synchronous and asynchronous learning events without compromising the overall Internet-based student services of the college campus.

Risk #3 - The cost of the hardware and complimentary equipment are too cost-prohibitive.

Answer to Risk #3 - The purchase of hardware and complimentary equipment would be a one-time investment. However, many of the complimentary equipment (instructional Audio and Video equipment) already exist within the traditional community college system and can be configured to be used alongside the new hardware. Only the components that would enable the synchronous/asynchronous learning solution will be required that can be coupled with existing college hardware and equipment.

Risk #4 - Technology hardware can quickly become obsolete.

Answer to Risk #4 - The software involved in the synchronous and asynchronous technologies is an open source platform, which would be upgraded by the manufacturer. Such upgrades will inform the end-user to easily allow for the upgrades through simple downloaded content. Most of these upgrades are part of strategies to align technological trends and are meant to enhance the experience of the end-user.

SUSTAINABILITY – ITEM 8

As the lead applicant, LAMC will work collaboratively with LACCD Office of Economic & Workforce Development. Not only has LACCD instilled a culture of innovation and adaptability, but it has also aggressively driven numerous institutional changes to provide state-of-the-art delivery methods to better serve students, staff, faculty and industry.

Los Angeles Community College District (LACCD):

LACCD is the largest community college district in the country, educating and training more than 240,000 people each year through its nine community colleges. Spread throughout 36 cities in the greater Los Angeles region, LACCD and its colleges offer an array of educational services to people seeking affordable education, career-transition services, workforce development assistance, and economic development partnerships. It continues to take the lead in initiating district-wide strategies that focus on emerging industry trends and innovative learning models that are designed to meet the current workforce development needs of business and industry. The district also helps to strengthen the economic vitality of the Southern California region by collaborating with regional business networks and external educational agencies. These approaches help to enhance student learning experiences and create the foundation for developing the skilled workforce that can meet the current and future trends of business and industry.

Forming Closer Connections with Business/Industry

Through LACCD's EWD Office, LAMC has long been part of numerous industry-driven intermediaries and sector-targeted initiatives that include participation from industry leaders. From the closer connection with industry representatives, the District's colleges are able to hear directly about industry trends as well as find out how to develop more relevant Career and Technical Education (CTE) courses. The EWD Office hosts an array of industry-focused intermediaries, which correlate to State of California high-growth industry sectors and emerging career fields. One of the most recent initiatives deployed by LACCD's EWD Office is the LA Regional Career Pathways initiative, which boasts a broad group educational (K-12/college/university), workforce development, industry, non-profit organization leaders and private-sector research analysts. This initiative was deployed in May 2014 and is continuing to help the District and its community colleges become better prepared to address industry trends as well as develop educational strategies that conform to the Career Pathways Trust model.

Developing Tighter Alignment with Regional Unified School Districts

LACCD leads an array of regional initiatives that are designed to unite local area educational providers under a single model. An example of this approach is the Los Angeles Regional Adult Education Consortium, which was formed to address the expectations of the AB 86 legislation. Through this regional consortium, LACCD works closely with four local Unified Schools Districts (Burbank, Culver City, Los Angeles, and Montebello) to create a plan that deploys a new adult education program in 2015. Under this strategy, LACCD has held open discussions with the USD partners and covered topics such as using technology to expand the provision of educational services and enhance the depth of communication between the consortium's partners. The strategy is to leverage the technology-based solution as part of a series of technology strategies in order to further expand the impact of the future's adult education program.

Stronger Ties with Local High Schools

The EWD Office has also increased its outreach efforts to the local high school level. By doing so, the District's community colleges are able to form tighter partnerships in the development of career pathways and update articulation agreements accordingly. For example, a meeting with Fillmore and San Fernando

high schools occurred in the past few years that allowed educational leaders to explore what career pathways align with the career interests of high school students. From these meetings, the EWD Office was able to identify a series of A-G courses that align with the Career & Technical Education programs through the community college system. The EWD Office was able to include the career interests into the overall design of its Career Pathways Trust application, which LACCD will submit in the near future. In the next few months, the EWD Office and the District's community colleges intend to further expand working relationships with a broader set of high schools so that more efficiency in the area of career pathways may be reached and allow more students to benefit from the array of services through the Career Pathways Trust model.

Forming a Tighter Working Relationship with the Region's CSU System

LACCD recognizes the value of connecting college-level educational services with those of the region's Cal-State University system. With this strategy in mind, the EWD Office orchestrated meetings with the Presidents of CSU Northridge, CSU Dominguez Hills, and CSU Los Angeles, which have led to follow-up efforts to explore collaboration activities. Since then, LACCD was able to develop and deploy the following initiatives: Go East Model: a formal collaboration between East Los Angeles College, Cal State University, Los Angeles, as well as Roosevelt and Garfield High Schools. In the future, this collaboration will offer a guaranteed enrollment into the CSU system for any high school student that can meet their educational objectives at the college level.

SUSTAINABILITY – ITEM 9

In support of the goals identified in this proposal, LAMC has continually improved community visibility and responsiveness by increasing business and community partnerships to support innovation and student learning, keeping campus facilities available for use by community groups for functions that have benefit to the local population (e.g., Farmers Market, Olive Fest, and Springfest), and expanding partnerships with Community-Based Organizations, Unions, and Workforce centers to serve at-risk youth and adults. The following programs are the result of such endeavors.

- **Youth Policy Institute:** The Youth Policy Institute is a non-profit organization dedicated to eradicating poverty in Los Angeles with principal areas of North Hollywood and Pacoima that are targeted for education, health, housing, and job training services. YPI has partnered with Los Angeles Mission College to provide concurrent enrollment in YPI high schools under LAUSD and to support counseling services for YPI's Gear Up Program.
- **Youth Build Charter High School:** The Youth Build Charter High School is located in Pacoima and serves at-risk and former probation students to obtain their high school diploma. LAMC provides concurrent enrollment classes for the Youth Build High School.
- **Cesar Chavez Academy High Schools:** Cesar Chavez Academy High Schools consist of the Humanitas School, Science Academy, Teacher Education, and Fine Arts. LAMC provides college classes, counseling, orientation and assessment services to all four of the Cesar Chavez Academy High schools.

Another strategy is LAMC's partnership with California State University, Northridge (CSUN) to conduct focus groups with students and student services support staff. During the week of February 24, 2014, a research team conducted staff and student focus groups at LAMC. The team met with administrators and staff from Admission and Records, Assessment, Counseling, DSPS, EOPS/CARE, ASO, Athletics, Financial Aid, Transfer Center and Veterans and International Students Office.

The Practical Knowledge Group (PKG) at LACCD is also instrumental in actively working with campus constituencies launching interventions, providing training, workshops, and/or other services so that the impact of those interventions can be assessed and improved. The PKG also works with Career-Technical Education (CTE) programs in the development of industry surveys to assess the demand for specific CTE programs and training in the College's service. The PKG also assists with the collection and interpretation of student outcome data for interventions in which improvements in student success are expected. By providing support for such analyses, the PKG helps the various campus constituencies determine whether specific interventions had the desired effect and how they can be improved in the future.

SUSTAINABILITY – ITEM 10

The proposed technology-based solution will be added to LAMC's as well as the District's technology plan and will be maintained by internal resources to continually support the technical connectivity between all nine community colleges. The LACCD IT Division holds the responsibility of maintaining the District's servers and data center. This responsibility includes maintaining the array of web portals and college-based online content. From this leadership role, the District's online services area able to be supported and assure the continued availability of information.

LACCD's IT leadership will adopt the use of the technology-based solution into its array of technology service platforms. This adoption will result in the continued support of its technology components, which includes dedication of adequate bandwidth as well as technical oversight to ensure continued support in the area of hardware design, maintenance, and updating. The District's Technology Division will include the solution and make it part of its overall maintenance and operations plan. By doing so, IT-focused technicians will monitor and resolve any issues related in the connectivity and transmission of online content. This technical support will enable the EWD Office to be assured that the access to information and the sharing of data will be ongoing.

LAMC maintains fiscal stability and enhanced resources by developing and diversifying sources of revenue. For example, the College Foundation significantly increases external resources in order to support the College. Facility rental, such as Culinary Art and HFAC facilities, makes the campus accessible to groups that would like to rent any college facilities, and ensure that all setups are completed to the renter's specifications and do not cause disruption to regular student activities. The use of new building technologies, to run buildings as efficiently as possible, provides energy savings for the College. Class offerings/load is scheduled appropriately to meet FTES targets without deficit spending.

LAMC, LACCD and partnering colleges will continue to work with partner WIBs to pursue special grant funding opportunities that align with educational and workforce development strategies (i.e., philanthropic and state/federal resources). Any successful procurement effort will help to sustain the business workshops, which would be in addition to the traditional educational (credit-based) services of the colleges. Additionally, the community colleges will align special training projects (i.e., ETP and WIA-funded) to offer cost-effective learning options to business leaders and their respective tech-related frontline workers. For the traditional college students, the online platform will be merged with appropriate CTE programs and be encouraged for adoption into the standard educational process. This adoption will include the distribution of lessons using the technology-based solution and hosting lesson-related small-group discussion.

LACCD is fully committed to ensuring that its college educational strategy aligns with the region's high school system as well as the four-year university system. From its efforts, more students will be able to increase the likelihood of completing educational plans and continuing their learning experience after completing their community college activities.

EVALUATION – ITEM 11

LAMC and LACCD's EWD Office will work closely with the Rand Corp, which has a proven track record in evaluating projects and identifying gaps within the service process that can hinder progress towards success. The evaluation support will enable the college and LACCD to initiate changes to ground-level operations so that this project will be able to reach its proposed goals. The evaluation process will include a quantitative as well as qualitative analysis, which will be presented to leadership for consideration. Any suggestions and/or changes needed to achieve the goals identified in Item 1 will allow LAMC to prioritize the suggested actions and develop a timeline for overall deployment.

To document and measure the successful deployment of this technology-based solution throughout the District, the EWD Office will conduct the following data-gathering activities and include them as part of the project's quantitative and qualitative analysis:

- Conduct a pre- and post- test survey that documents the perception of students after attending a technology-driven learning activity. These surveys will measure the changes between student perceptions prior to their attendance as well as after the learning exercise.
- Compare student perceptions on the different platforms and the EWD technology-based solution. This study will measure student interests in using a Skype or Facetime-based platform versus the Cisco Telepresence platform that includes the sharing of information function.

From these evaluation efforts, LAMC and LACCD's EWD Office can further determine the technology-based solution's capacity to meet student educational expectations. They will also allow LACCD to determine how educational leaders are able to benefit from the use of the technology-based solution. Since LACCD is comprised of nine community colleges and the District is considered to be the largest community college district in the nation, this technology-based solution can play a critical role in maximizing communications while minimizing travel expenses. It will ensure dynamic communications are hosted that do not compromise the overall exchange of information.

This project recognizes the importance of measuring its performance as well as operational effectiveness. LAMC will regularly monitor the following quantitative measures to reflect progress in the near term and over the long term:

- % of eligible students receiving financial aid
- % of new students completing Assessment, Orientation and Comprehensive education plan
- # of new students successfully completing at least one Math class and one English/ESL/Dev Com class in their first year
- Fall-to-Spring and Fall-to-Fall Persistence
- # of course offering
- Successful course completion rate
- Course retention rate
- Number of online courses
- % of new student cohort successfully completing 30 and 60 units in three years
- % of new student cohort successfully completing both English 101 and Math 123C/125 within 3 years and 6 years
- Completion Rate in three and six years (i.e., certificate, degree, or transfer)
- Number of students transferring to CSU and UC system schools
- Student achievement outcomes disaggregated by student demographic characteristics

EVALUATION – ITEM 12

The table below displays the current and anticipated measures and target outcomes for LAMC:

Performance Measure	Current Status (2013-14)	Target Outcome (by 2018-19)
Percentage of eligible students receiving financial aid	70%	5% increase over 5 years to 75%
Percentage of new students completing: <ul style="list-style-type: none"> • Assessment • Orientation • Comprehensive education plan 	75% Math assessment completion & 75% English assessment completion	100% of incoming students with incremental increases over 5 years to reach 100%
Percentage of new students successfully completing at least one Math class <i>and</i> one English/ESL/Dev Com class in their first year	13%	5% increase over 5 yrs (to 18%)
Persistence: <ul style="list-style-type: none"> • Fall-to-Spring • Fall-to-Fall 	83% 73%	5% increase over 5 yrs 88% 78%
Number of course offering <ul style="list-style-type: none"> • Successful course completion rate • Course retention rate 	1430 sections 66.6% 85.2%	5% increase over 5 years to 1500 72% 88%
Number of online courses <ul style="list-style-type: none"> • Successful course completion rate • Course retention rate 	35 (Fall 2013) 63% 79.9%	45 68% 84%
Percentage of new student cohort successfully completing in three years: <ul style="list-style-type: none"> • 30 units • 60 units 	57% 25%	5% increase over 5 years 62% 30%
Percentage of new student cohort successfully completing both English 101 and Math 123C/125 within: <ul style="list-style-type: none"> • 3 years • 6 years 	23% 29%	5% increase over 5 yrs 28% 34%
Completion Rate (i.e., certificate, degree, or transfer) <ul style="list-style-type: none"> • three years • six years 	8% 26%	5% increase over 5 years 13% 31%
Number of students transferring to CSU and UC system schools	213	266
Student achievement outcomes disaggregated by student demographic characteristics	See Appendix H	

The target selection of this proposed project is based on the demographic of our service area. As mentioned in Item 2, 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. Thus LAMC’s focus is centered on access, and its related access and recruitment objectives are of vital importance in ensuring that residents in LAMC’s service area receive the college education necessary to open the door to better employment and earning potential.

One way to measure access is through students' financial aid eligibility. Indeed, as seen in figures H.1, H.2 and H.5 (Appendix H), students receiving financial aid have increased course success, course retention, and approximately 20%+ higher fall-to-fall persistence rates compared with students not receiving financial aid. Furthermore, when tracking a cohort of new students in fall 2009, it was found that the degree and/or certificate completion rate within four years was 50% higher for students receiving financial aid compared to students not receiving financial aid.

LAMC also focuses on preparation for success, which is particularly important to LAMC's service area as well, given that the vast majority of incoming LAMC students are not college-prepared and assess into remedial English (80%) and remedial math courses (69%). In order to ensure that these underprepared students ultimately attain their educational goals, the objectives are to 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 completing the English and math assessment test, receiving orientation, and creating an educational plan. Successfully completing at least one English and math course in the first year has also been shown to greatly increase the chances of completing a degree, certificate, or transfer. Other objectives related to milestones focus on accelerating students' transition from below college-level English and math coursework to college-level English and math coursework (and helping them be successful in those college-level courses); increasing student persistence from term-to-term and year-to-year; increasing in-course success and retention rates; and increasing the percentage of students attaining 30 and 60 units.

The data source and goals presented in this proposed innovative approach derive from the 2013-2018 LAMC Strategic Master Plan (SMP). The purpose of the updated Strategic Master Plan 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 to fulfill these goals and objectives, performance measures and targets/benchmarks that will be used to assess progress on them, and the committee(s) responsible for formulating additional activities to meet them.

The development of the 2013-2018 LAMC Strategic Master Plan was accomplished by data from multiple sources with input from all college constituencies and LACCD. In addition, integral to the development and update of this plan is its alignment with the LACCD 2012-2017 District Strategic Plan (DSP). External and internal scans were conducted by the Practical Knowledge Group. Data provided by the LACCD's Office of Institutional Effectiveness on LAMC's performance on DSP metrics were also taken into account. The College also considered the renewed focus on accountability, student completion, equity, and technology at the State and Federal levels and by the Accrediting Commission for Community and Junior Colleges (ACCJC) in the formulation of its revised SMP.

LAMC will assess its progress in achieving its goals by collecting data for each of the performance measures and comparing performance to the target that has been established for each measure. The College's progress/achievement on each measure will be reviewed and evaluated annually by the designated project monitor(s), with the expectation that the College has made adequate progress towards the targets or has exceeded the specified benchmarks. If performance is found to fall short of improvement expectations for any of the measures, the project monitor will direct the committee(s) responsible to strengthen and/or formulate new activities and/or planning objectives to address the identified deficiencies. Progress on these measures will then be reevaluated to ensure that improvements have resulted from these actions.

APPENDIX H: STUDENT SUCCESS INDICATORS

Figure H.1: Successful Course Completion by Demographic Group, Fall 2008 to Fall 2013

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Gender						
Female	64.7%	67.5%	68.6%	71.0%	71.3%	68.1%
Male	60.1%	64.2%	65.0%	66.7%	66.5%	64.5%
Ethnicity						
Hispanic	60.7%	64.0%	65.5%	67.5%	67.4%	64.5%
White	71.4%	75.4%	75.5%	77.3%	78.7%	77.4%
Asian/Pacific Islander	75.4%	77.8%	75.3%	76.8%	75.6%	73.0%
Black	56.5%	62.2%	59.6%	60.6%	66.2%	59.6%
Multiethnic	67.6%	63.0%	72.9%	78.3%	70.2%	75.4%
Native American/Alaska Native	65.9%	72.6%	62.6%	82.1%	70.4%	71.0%
Age						
Under 18	58.1%	70.5%	70.7%	74.9%	78.6%	81.8%
18-21	58.6%	60.6%	63.5%	66.4%	65.9%	63.2%
22-25	62.6%	65.4%	66.7%	66.5%	67.9%	64.2%
26-30	68.7%	71.6%	68.6%	73.3%	72.3%	70.0%
31-40	73.1%	75.7%	74.9%	75.4%	76.1%	74.0%
41-50	74.3%	77.8%	77.3%	78.0%	80.0%	77.3%
Over 50	76.1%	78.3%	77.0%	80.6%	79.3%	74.9%
Unit Load						
12 or More Units	67.0%	68.9%	70.4%	73.4%	72.6%	70.2%
6 to 11.5 Units	59.8%	63.3%	64.8%	66.0%	66.8%	63.6%
0.5 to 6 Units	60.2%	66.1%	64.4%	66.1%	67.0%	65.1%
Educational Goal						
Transfer	62.7%	65.6%	66.4%	67.9%	68.3%	64.9%
Career/Workforce	64.7%	67.5%	70.6%	71.6%	72.0%	70.9%
General Education	67.8%	67.3%	68.2%	70.9%	68.8%	67.5%
College Prep	57.4%	66.3%	64.4%	71.4%	70.8%	72.4%
Low Income						
BOGG/Pell Recipient	65.8%	67.2%	68.6%	69.9%	69.7%	67.4%
Not BOGG/Pell Recipient	60.5%	65.2%	65.5%	68.2%	68.7%	65.0%
Overall	62.9%	66.2%	67.2%	69.3%	69.3%	66.6%

Figure H.2: Course Retention by Demographic Group, Fall 2008 to Fall 2013

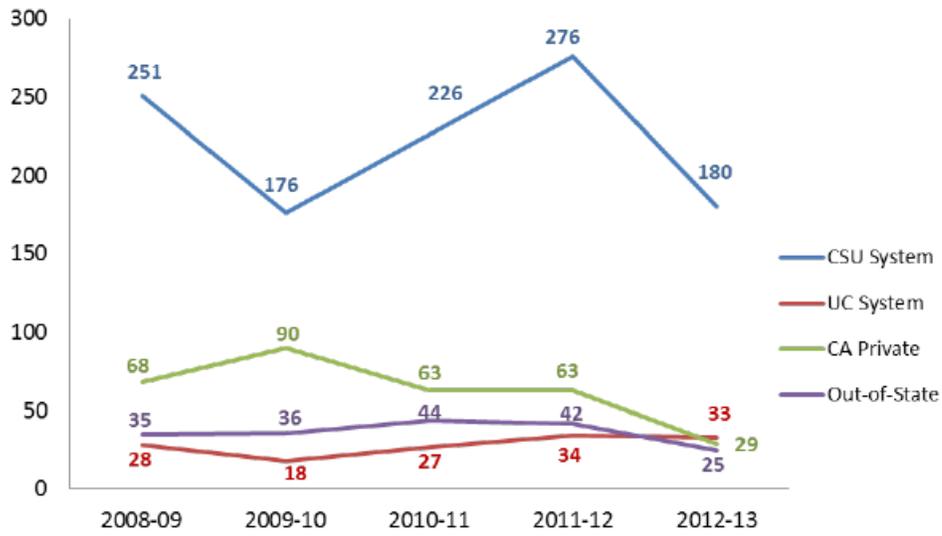
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Gender						
Female	84.8%	88.2%	87.6%	88.4%	88.4%	85.5%
Male	83.3%	88.4%	86.5%	87.6%	86.9%	84.8%
Ethnicity						
Hispanic	83.9%	87.7%	86.7%	87.7%	87.4%	84.5%
White	85.4%	90.5%	89.2%	89.4%	90.3%	89.0%
Asian/Pacific Islander	88.3%	93.2%	89.2%	90.6%	91.0%	88.2%
Black	80.1%	86.1%	86.1%	83.7%	85.3%	82.2%
Multiethnic	83.8%	85.7%	87.9%	88.6%	85.7%	87.7%
Native American/Alaska Native	77.2%	92.0%	79.8%	92.3%	81.5%	83.9%
Age						
Under 18	84.6%	93.7%	88.8%	93.4%	95.3%	93.7%
18-21	83.3%	87.9%	87.1%	88.4%	87.7%	85.0%
22-25	81.7%	85.2%	84.9%	83.9%	85.2%	82.1%
26-30	85.9%	87.7%	85.1%	87.5%	86.0%	84.4%
31-40	87.4%	90.1%	89.2%	88.2%	89.2%	87.1%
41-50	87.7%	91.1%	90.1%	91.8%	91.9%	88.9%
Over 50	89.4%	92.0%	91.9%	93.8%	92.2%	91.7%
Unit Load						
12 or More Units	87.0%	90.2%	89.4%	90.5%	90.0%	87.9%
6 to 11.5 Units	82.3%	86.2%	85.5%	86.7%	86.5%	83.3%
0.5 to 6 Units	82.2%	88.0%	85.0%	84.7%	85.4%	83.0%
Educational Goal						
Transfer	83.4%	87.7%	86.5%	87.2%	87.5%	83.9%
Career/Workforce	85.3%	89.1%	88.4%	89.0%	88.2%	87.5%
General Education	85.6%	87.8%	88.6%	88.8%	86.8%	86.5%
College Prep	82.0%	90.1%	86.0%	89.8%	88.9%	88.0%
Low Income						
BOGG/Pell Recipient	85.6%	88.7%	88.3%	88.6%	88.4%	85.9%
Not BOGG/Pell Recipient	83.1%	87.8%	85.8%	87.1%	86.8%	83.7%
Overall	84.2%	88.3%	87.2%	88.0%	87.8%	85.2%

Figure H.3: Success and Retention of Online/hybrid vs. On-Campus Courses, Fall 2013*

Course	On-Campus		Online		Hybrid	
	Success	Retention	Success	Retention	Success	Retention
ART 101	59.7% (2)	72.7% (2)	87.8% (1)	95.9% (1)		
ART 109			73.8% (1)	85.7% (1)		
BIOLOGY 033			75.0% (1)	88.9% (1)		
BUS 001	66.1% (3)	86.4% (3)	50.0% (1)	87.5% (1)		
CHICANO 002	88.5% (1)	100.0% (1)	54.8% (1)	83.9% (1)		
CHICANO 007	66.3% (2)	90.4% (2)	34.3% (1)	71.4% (1)		
CHICANO 008	64.5% (3)	82.8% (3)	63.8% (2)	66.7% (2)		
CHICANO 037	61.1% (2)	91.1% (2)	63.0% (2)	86.3% (2)		
CO SCI 401	41.6% (3)	87.6% (3)	75.7% (1)	86.5% (1)		
ENGLISH 101	69.3% (14)	82.6% (14)	51.4% (1)	62.9% (1)		
FAM &CS 021	77.8% (3)	91.1% (3)	67.7% (1)	83.9% (1)		
FINANCE 008					60.5% (1)	89.5% (1)
HEALTH 011	65.8% (12)	89.1% (12)	66.7% (1)	87.2% (1)		
LAW 001					75.4% (1)	82.0% (1)
LAW 002			58.6% (1)	86.2% (1)		
LAW 010					65.4% (1)	75% (1)
LAW 011	85.1% (1)	85.1% (1)	62.5% (1)	77.5% (1)		
LAW 012			59.0% (1)	69.2% (1)		
LAW 013			52.6% (1)	76.3% (1)	59.1% (1)	81.8% (1)
LAW 016			48.1% (1)	66.7% (1)		
LAW 017			80.5% (1)	87.8% (1)		
LAW 018			75.5% (1)	79.6% (1)		
LAW 019			77.5% (1)	87.5% (1)		
LAW 020					83.3% (1)	97.6% (1)
LAW 034			78.8% (1)	87.9% (1)		
LIB SCI 101			68.4% (1)	84.2% (1)		
MATH 227	61.8% (6)	75.7% (6)	32.7% (2)	57.7% (2)		
MGMT 002			61.1% (1)	83.3% (1)		
MGMT 013			68.4% (1)	81.6% (1)		
MGMT 033					39.3% (1)	78.6% (1)
PHILOS 033	71.7% (1)	79.2% (1)	56.8% (1)	70.3% (1)		
PSYCH 001	68.0% (11)	85.4% (11)	63.4% (1)	75.6% (1)		
SOC 001	67.5% (9)	86.1% (9)	59.5% (4)	78.4% (4)		
SOC 002	56.4% (1)	80.0% (1)	70.3% (1)	81.1% (1)		
SOC 004	88.1% (1)	94.9% (1)			55.3% (1)	60.5% (1)
SOC 028					51.4% (1)	67.6% (1)
Total	66.9% (75)	85.3% (75)	63.3% (35)	79.5% (35)	63.5% (8)	79.3% (8)

* The number of course sections is indicated in parentheses. Only courses offered as an online and/or hybrid course in Fall 2013 are included in this table.

Figure H.4: Transfer Numbers, 2008-09 to 2012-13



	CSU	UC	CSU+UC	In-State Private	Out-of-State	TOTAL
2008-09	251	28	279	68	35	382
2009-10	176	18	194	90	36	320
2010-11	226	27	253	63	44	360
2011-12	276	34	310	63	42	415
2012-13	180	33	213	29	25	267

Figure H.5: Fall-to-Fall Persistence, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Gender					
Female	50.1%	49.9%	50.1%	54.2%	53.5%
Male	45.7%	47.1%	46.1%	50.1%	50.6%
Ethnicity					
Hispanic	51.0%	51.2%	51.4%	54.1%	54.2%
White	42.6%	42.7%	41.5%	48.6%	48.8%
Asian/Pacific Islander	39.9%	40.6%	39.0%	46.8%	46.2%
Black	32.2%	37.8%	37.8%	43.8%	41.8%
Multiethnic	51.3%	45.9%	34.6%	46.7%	44.4%
Native American/Alaska Native	63.2%	52.6%	47.1%	40.0%	63.2%
Unknown	48.6%	50.0%	50.3%	57.7%	50.8%
Age					
Under 18	61.6%	70.4%	67.7%	68.5%	62.3%
18-21	53.4%	54.2%	54.0%	58.3%	57.1%
22-25	42.9%	41.4%	40.5%	45.0%	45.1%
26-30	40.5%	40.3%	39.9%	44.2%	43.5%
31-40	45.0%	45.6%	45.5%	46.5%	48.3%
41-50	50.5%	53.7%	51.1%	55.7%	55.4%
Over 50	48.5%	47.3%	50.1%	50.8%	58.8%
Unit Load					
0.5 to 6 Units	31.1%	30.3%	29.9%	33.6%	34.5%
6 to 11.5 Units	49.0%	50.9%	49.9%	55.2%	54.9%
12 or More Units	65.1%	66.6%	66.4%	69.0%	68.0%
Educational Goal					
Transfer	49.3%	49.4%	50.7%	54.1%	53.5%
Career/Workforce	48.0%	47.4%	46.3%	50.5%	49.7%
General Education	42.7%	45.7%	42.8%	49.8%	50.8%
College Prep	48.2%	52.5%	54.5%	55.0%	50.7%
Unknown/Decline to State	51.0%	50.8%	49.4%	53.0%	54.0%
Low Income					
BOGG/Pell Recipient	59.5%	58.1%	57.5%	61.0%	60.3%
Not BOGG/Pell Recipient	39.9%	40.4%	39.2%	41.4%	40.5%
Overall	48.5%	48.9%	48.6%	52.6%	52.4%