

Los Angeles Community College District
Highlights of Internal Scan
LACCD Strategic Plan, 2012-2017

- There has been an upward trend in fall credit census enrollment since 2006. It has exceeded the previous peak which occurred in 2002. There has been leveling off in 2009-10, likely due to reduced FTES targets, section reductions, reduced high school outreach and other budget driven reductions.
- The change in the ethnicity of LACCD students has been dramatic over the past three decades, with Hispanics increasing to over 50% of all students. The upward trend in the percentage Hispanic and decline in other ethnicities since early 1980s reflects area demographics. There has also been an increase in the proportion of students who decline to state (unknown category) their ethnicity. This is ranges between 5-10% and has implications for external funding for some colleges.
- The proportion of young students (under 20, 20-24, and 25-35) has increased since 2006. Students under the age of 20 declined in numbers most substantially during the 1980s and 1990s but have been increasing in recent years. Change in age distributions have implications for FTES generation, program interest, and student service needs.
- The proportion of male enrollment has increased for all ethnicities since 2004. The proportion of male enrollment for African-Americans and Hispanics is lower than for other ethnicities, although increasing.
- About eighty-five percent of students placed below transfer level in 2010. Student placements in transfer level and 1 level below transfer English have increased in the last ten years. English placements of African-Americans and Hispanics are concentrated at 1 to 3 levels below transfer while those of Whites are concentrated at transfer to 2 levels below transfer.
- The percentage of students placing at transfer level math was under 4% in 2010. There has been a decline in transfer and 1 level below transfer level math placement since 2000.
- Whites and Asians more are more concentrated in transfer to 2 levels below transfer, while African-Americans and Hispanics more concentrated in 2 or more levels below transfer.
- The aggregate successful course completion rate has been stable since 2000 at slightly under 70%. Rates for African-Americans and Hispanics are lower, with Black males under 25 having the lowest rate. This rate has also been stable by gender.
- African-Americans and Hispanics have lower course success rates in basic skills English and Math. The overall math success rate is under 50% and is much lower for African-Americans.
- Course success rates in ESL are high (over 75%).
- Success rates in transfer level courses are near 70% and display less variation by ethnic group.

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- The success rate in transfer level English is close to 70% and displays less variation by ethnicity than basic skills English. The rates for African-Americans are the lowest (under 60%).
- The success rate in transfer level math is lower than in transfer level English and is lower for African-Americans and Hispanics.
- Retention (measured by the proportion of non-W grades) is high and has been increasing over since 2007, possibly reflecting increasing course scarcity.
- Course retention in online courses is lower than in non-online courses and has recently declined for African-Americans.
- Since 2000 there has been high overall fall to fall persistence, but it is lower for African-Americans.
- The number of degrees granted has declined since 2005-06. Allowing for a 3-4 year lag in total enrollment, degrees could be higher in 2012-2016 because of recent increases in total enrollment. Decline in degrees has been seen in all ethnic groups since 2005-06.
- There has been a decline in full-year transfers. The decline in CSU transfers began in 2007-08 and transfers to CSUs declined drastically in 2009-10 due to CSU acceptance limitations.
- The distribution of degree recipients by ethnicity is similar to that in overall enrollment. The ethnic distribution of transfer is more unlike the ethnic distribution of enrollments. Hispanics are relatively under-represented in transfers, whereas Whites are over-represented in transfers.
- A study of first-time degree-seeking students entering the LACCD in fall 2004 found much variation in transfer and degree rates by ethnicity. African Americans and Hispanics have the lowest transfer rate, which was less than half that of Whites.
- Since 2006-07, the LACCD has not been funded for all FTES
- There has been a decline in total faculty FTE since 2007. The proportion of adjunct faculty also declined due to class cuts and additional hiring of full-time faculty.
- WSCH has increased since 2006. Total FTE has been declining so WSCH/FTE (instructional efficiency) and average class size has increased dramatically since 2007.
- Full-time faculty percentage for the LACCD is currently very close to the state average.
- When measured in constant (2000) dollars, LACCD funding has declined since 2006-07.

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- There has been a slight upward trend in full-time instructional faculty and a slight decline in full-time other employees (classified)
- Out of the 72 California community college districts, LACCD full-time faculty was ranked as the 4th highest (oldest) with an average age of in fall 2010 of 54. It had been 2nd highest in data developed for previous strategic plan, so new hires appear to be reducing average age.
- The age gap between regular and adjunct faculty is narrowing as new (younger) regular faculty are hired and displace hourly rate faculty.
- City, Harbor, Southwest, Trade-Tech, and West have the oldest regular faculty (having percentages of regular faculty age 56 and higher over 50%), while East, Mission, Pierce, Valley are the youngest (having percentage of regular faculty age 35-55 over 50%).
- City, East, Mission, and West have the oldest adjunct faculty (percent adjuncts under age 56 over 60%).
- There have been 111 regular faculty hires since 2008.
- The LACCD is more diverse than community colleges statewide for both all employees and full-time faculty.
- Since 2005, there have been 31 presidents across the nine LACCD colleges. This means that, on average, each college had over three presidents during this time period.
- Students enjoy an attractive 24% annual return on their investment of time and money. For every \$1 students invest in the LACCD, they receive a cumulative \$7.60 in higher future income over the course of their working careers.
- Taxpayers see a real money return of 10% on their annual investments in the LACCD. The State of California benefits from improved health and reduced welfare, unemployment, and crime, saving the public some \$38.5 million per year each year that students are in the workforce.
- The Los Angeles County economy receives roughly \$9.1 billion in regional income each year due to the LACCD and its past and present students. This figure amounts to roughly 1.8% of the area's total annual income.