

# LACCD Institutional Effectiveness Measures

## I. Access and Enrollment Measures

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- 1. Numbers of Students:** The total number of enrolled students who receive any grade (A-F, W, I, C, NC) in for-credit classes or who stay past the no-penalty drop date in non-credit classes.
  - Student headcount (unduplicated enrollment) vs. FTES (full-time equivalent students)
  - First-time students vs. All students
  - Credit vs. Non-Credit/“Augmented” Non-Credit students
  - Include students in special contract programs (sheriff’s department, firefighters, etc.)?
  - Include concurrently enrolled high school students?
  - Timeframe: fall term vs. annual
  - Disaggregate by gender, ethnicity, age, part-time/full-time status, am/pm/weekend classes, and/or on-campus vs. online/hybrid classes?
    - Also look at percentages of all students represented by each of these groups
- 2. Distance Learning Percentage:** The percentage of all FTES for-credit enrollments represented by FTES in distance learning and hybrid courses.
- 3. High School Capture Rate:** The percentage of recent high school graduates (for the primary feeder high schools for each college) attending community college who enroll in District colleges for their first collegiate experience.
- 4. Application-to-Enrollment Yield Rate:** The percentage of all applicants (excluding concurrently enrolled high school students) who actually enroll in classes.

## II. Student Success and Educational Excellence Measures

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- 1. Within-Course Success Rates:** The percentage of those students present at census who complete the course with a passing grade (C or better).
  - Specifically look at success rates in English 101 and Math 125 and in the courses one level below English 101 and Math 125
  - Specifically look at success rates in on-campus vs. online/hybrid classes
  - Disaggregate by gender, ethnicity, age, part-time/full-time status, am/pm/weekend classes
- 2. Fall-to-Spring Persistence Rate:** The percentage of the cohort of first-time students (excluding concurrent high school students and those in special contract programs) enrolled in at least six units of for-credit instruction past the no-penalty drop date in the fall semester who are present at census the following spring term.
- 3. Fall-to-Fall Persistence Rate:** The percentage of the cohort of first-time students (excluding concurrent high school students and those in special contract programs) enrolled in at least six units of for-credit instruction past the no-penalty drop date in the fall semester who are present at census the following fall term.

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4. **Fall-to-Spring Average Units Accrued:** The average units accrued by the cohort of first-time students (excluding concurrent high school students and those in special contract programs) enrolled in at least six units of for-credit instruction past the no-penalty drop date in the fall semester who successfully complete some of these units and who are present at census the following spring term.
5. **“Developmental”/Basic Skills Progress Rates:**
  - **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.
  - **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.
  - **Annual English Track Progress Rate:** The percentage of those students originally present at census during fall semester in all English courses below transfer level who achieve success in a higher level English course within one year.
  - **Annual ESL Track Progress Rate:** The percentage of those students originally present at census during fall semester in all ESL courses who achieve success in a higher level ESL or English course within one year.
  - **Annual Math Track Progress Rate:** The percentage of those students originally present at census during fall semester in all Math courses below transfer level who achieve success in a higher level Math course within one year.
6. **Total Degrees Awarded:** The total number of AA/AS degrees awarded each year.
7. **Total Certificates Awarded:** The total number of state-approved certificates of 18+ units awarded per year.
8. **Total Transfers:** The total number of transfers to UC, CSU, private, and out-of-state 4-year institutions per year.
9. **Transfer Rate:** The percentage of those “transfer directed” students (completed 12 transferable units and attempting either transfer English or Math) who transfer within ‘x’ years of admission.
10. **Graduation Rate:** The percentage of entering students completing 12 or more units who complete an Associate degree within ‘x’ years.
11. **Certificate Rate:** The percentage of entering students completing 12 or more units who complete a certificate within ‘x’ years.
12. **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).

# LACCD Institutional Effectiveness Measures

## III. Financial and Institutional Effectiveness Measures

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1. **Unrestricted Net Assets**: The total amount of general fund dollars held in reserve from year to year by the District and by college, expressed as a percentage of annual revenue.
2. **Instructional Expenditures**: Percent of a college's total annual general fund, minus foundation grants, spent on fulltime and hourly instruction.
3. **Annual Instructional Efficiency**: Annual instructional cost of fulltime and hourly faculty salary per FTES for the "expenditure year."
4. **Annual Administrative Efficiency**: Percent of the total cost of educating one full-time equivalent student represented by all non-instructional costs, including salaries of all full-time administrators, faculty on special assignment and released from teaching for part or all of their load, classified staff, and all other non-instructional expenditures.
5. **FTES/FTEF**: The total number of full-time equivalent students per full-time equivalent faculty (for all general education courses and for all vocational courses).
6. **Average Class Size**: The average number of students per faculty contact hour by course, discipline, and college.
7. **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.
8. **Scholarships Awarded\***: The total amount of scholarships awarded annually via foundations, department endowments, and other sources.

\* = reported by the colleges