Los Angeles Pierce College
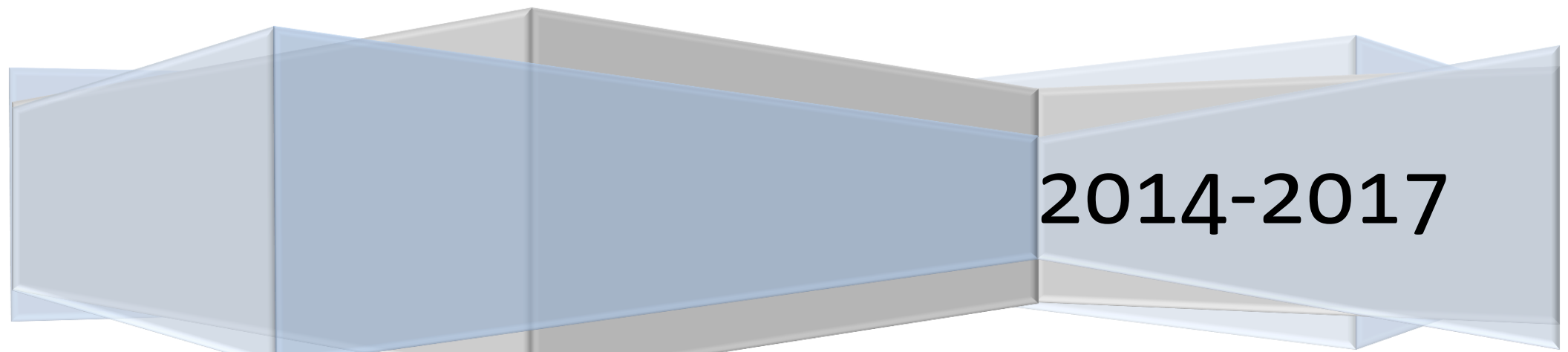
Strategic Master Plan

Our mission and vision for the next four academic years

2014-2017

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Pierce College Strategic Master Plan, 2014-2017

Introduction

The Los Angeles Pierce College Strategic Master Plan 2014-2017 was born out of a desire to focus our efforts on college attainment through degree and certificate completion and to give a voice to the entire College community related to our mission and vision over the next four academic years.

Responsibility for the Strategic Master Plan (SMP) rests with the Pierce College Council (PCC). It is their document to develop, implement, evaluate, and revise as needed. Since the PCC owns this plan, a Strategic Planning Task Force was formed by the Council to represent the four major divisions of the College, including: Academic Affairs, Administrative Services, Student Services, and the President's Office. The Task Force met weekly during the Fall 2013 semester to develop a strategic plan that would incorporate the strengths of all the areas of the College to focus our goals and activities on student success and completion during the current and the three subsequent academic years.

The Task Force began its development process by incorporating four overarching goals:

1. Engaging the *Completion* Agenda
2. Demonstrating *Accountability*
3. Cultivating *Partnerships*
4. Ensuring *Student Success*

These overarching goals provide us with the College vision of seeing more CAPS (*Completion, Accountability, Partnerships, Student Success*) at Commencement—leading to a renewed commitment to college degree and/or certificate attainment for all the students we serve. The four overarching goals were expanded to more specific operational goals and objectives. Finally, to ensure we monitor the progress toward the attainment of both the goals and objectives, the Task Force designed specific measures and identified responsible parties for each of the goals and objectives. Throughout the process of drafting the Strategic Master Plan, 2014-2017, each goal was mapped to the District Strategic Plan, 2012-2017, to ensure that as we achieve our College goals, we are also achieving the goals of planning district-wide.

The plan was endorsed by the Pierce College Academic Senate on Monday, December 9, 2013. The Pierce College Council recommended the plan at its meeting on December 12, 2013, and I approved the plan on Monday, December 16, 2013. As a College, we will be recommending the plan for approval by the Board of Trustees early in 2014.

Once we have all the required approvals, we will begin to adopt and incorporate all the goals and objectives of the Strategic Master Plan, 2014-2017, into all our other plans, including our annual planning processes. Throughout the life cycle of the plan, PCC will regularly monitor its implementation, evaluating it annually to determine if revisions are necessary and preparing to revise and update the plan for the next four-year planning cycle.

The focus of our Annual Planning Process (APP) is the implementation of this Strategic Master Plan. Our individual departmental and divisional goals should strive to achieve the goals and objectives of this plan. If we approach this task in an earnest and authentic manner, we will as a consequence of that dedication achieve the goals and objectives not only of the SMP but of all the College's planning documents because they will all be linked (see page 5) and directed toward our CAPS philosophy tying the vision of greater student success and degree and certificate attainment to everything we do. It is after all why each of us comes to work at this fine College every day.

Thank you all for the hard work and dedication to making this vision a reality. Let the work begin, so we can see more CAPS at Commencement.

Kathleen

Kathleen F. Burke
President, Los Angeles Pierce College

2013–2026 Pierce College Integrated Planning Calendar

	Cycle length Will	2013 Spr	Fall	2014 Spr	Fall	2015 Spr	Fall	2016 Spr	Fall	2017 Spr	Fall	2018 Spr	Fall	2019 Sp	Fall	2020 Spr	Fall	2021 Spr	Fall	2022 Spr	Fall	2023 Spr	Fall	2024 Spr	Fall	2025 Spr	Fall	2026 Spr	Fall
Accreditation	6 years Site Visit	Visit		ACCJC				Visit		ACCJC										Visit		ACCJC							
Accreditation	Prepare for Site Visit			Accreditation Steering Committee											Midterm Report			Accreditation Steering Committee								Midterm Report			
Mission Statement Review	4 years			Pierce College Council						Pierce College Council										Pierce College Council									
Strategic Master Plan	4 years			Pierce College Council						Pierce College Council										Pierce College Council									
Educational Master Plan	4 years			Educational Planning Committee						Educational Planning Committee										Educational Planning Committee									
Student Success Support Plan	4 years			Student Service Division						Student Service Division										Student Service Division									
Student Equity Plan	4 years			Student Service Division						Student Service Division										Student Service Division									
Facilities Master Plan	4 years					Facilities Advisory Committee										Facilities Advisory Committee								Facilities Advisory Committee					
Plan for Enrollment Management	4 years					Enrollment Management Committee										Enrollment Management Committee								Enrollment Management Committee					
Professional Development Plan	4 years					College Planning Committee										College Planning Committee								College Planning Committee					
Technology Plan	4 years					Technology Committee										Technology Committee								Technology Committee					
Comprehensive Program Review	4 years ALL	College Planning Committee								College Planning Committee										College Planning Committee								
Comprehensive Program Review	2 years CATE			CATE										CATE								CATE							
Annual Program Plans	Annually	Four Major Divisions of the College																											

Green indicates externally mandated plan/evaluation timeline.
Yellow indicates the beginning of the cycle/preparation time for planning/review function.
Red indicates revised planning/review document implementation timeline (new plan begins).
Blue indicates the process evaluation cycle.

revised 2/13/2014

Pierce College Strategic Master Plan
CAPS—Completion, Accountability, Partnerships, Student Success
Approved December 16, 2013

Overarching Goals—CAPS

A. Engaging the *Completion* Agenda

District Goals
<u>Access and Preparation for Success</u>
(Improve equitable access; help students attain important early educational momentum points.)

<u>Teaching and Learning for Success</u>
(Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.)

Operational College Goals	Objectives	Measure	Responsible Party for Measure
1. Increase student completion of degrees, certificates, and college transfer requirements	1a. Increase student completion of associate degrees and Certificates of Achievement	1a. Increase student awards by 2% annually	1a. Institutional Effectiveness Office (IE Office)
	1b. Increase the number of students who complete transfer requirements for the state universities and University of California	1b. Increase students completing transfer requirements by 2% annually	1b. Institutional Effectiveness Office (IE Office)
	1c. Increase the number of Transfer Model Curricula (TMCs) in disciplines offered by the college by 2015	1c. Ensure 9 TMCs in disciplines offered are available to students	1c. Academic Affairs
	1d. Approve Transfer Model Curriculum in areas of emphasis by 2016	1d. Increase by 2 TMCs in areas of emphasis	1d. Academic Affairs
	1e. Develop and implement a completion marketing campaign to focus on the importance of obtaining a degree, a certificate, or transfer preparation	1e. Publish an approved plan and budget by Fall 2014	1e. President's Office
2. Increase number of entering students who complete the matriculation process during the first semester	2a. Increase the number of new students completing assessment	2a Increase by 5% annually new students completing assessment	2a. Institutional Effectiveness Office (IE Office)

Operational College Goals	Objectives	Measure	Responsible Party for Measure
	2b. Increase the number of new students completing orientation	2b. Increase by 5% annually new students completing orientation	2b. Student Services
	2c. Increase the number of new students completing an educational plan	2c. Increase by 5% annually new students completing an educational plan	2c. Student Services
	2d. Increase the percent of new students who persist to the end of their first year and successfully complete 15 units	2d. Increase by 2% annually new students completing 15 units during their first year	2d. Institutional Effectiveness Office (IE Office)
3. Increase the long-term persistence rate of students	3a. Increase the percentage of students who complete 30 units in three years	3a. Increase by 2% annually students who complete 30 units in three years	3a. IE Office by way of the District IE Office
	3b. Increase the percentage of students who complete 60 units in three years	3b. Increase by 2% annually students who complete 60 units in three years	3b. IE Office by way of the District IE Office
	3c. Increase the percentage of students who complete English 101 and Math 125 within three years	3c. Increase by 2% annually students who complete English 101 and Math 125 within three years	3c. IE Office by way of the District IE Office
	3d. Increase the percentage of students who complete English 101 and Math 125 within six years	3d. Increase by 2% annually students who complete English 101 and Math 125 within six years	3d. IE Office by way of the District IE Office
4. Ensure equitable access to education	4. Increase the percentage of eligible students receiving financial aid	4. Increase eligible students receiving financial aid by 2% annually	4. IE Office by way of the District IE Office

Overarching Goals—CAPS

B. Demonstrating *Accountability*

District Goal
Organizational Effectiveness
(Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.)

Operational College Goals	Objectives	Measure	Responsible Party For Measure
1. Improve financial reporting process for more accurate budgetary forecasting, allowing for fiscal stability.	1a. Conduct comprehensive quarterly budget reviews to enforce budget variance accountability	1a. Quarterly summary report variance analysis of all programs not to exceed 5% threshold from prior year reports without justification	1a. Administrative Services, budget team, and Budget Committee
	1b. Enforce deadlines to prevent overruns and time-consuming accounting adjustments and reconciliations	1b. Using shared governance committees (SGC) and owner departments, reduce late submittals by 10%	1b. Administrative Services with backing by SGC and department managers
	1c. Share and discuss material budget changes through senior staff and budget committee for appropriate disclosure	1c. All discussions recorded in meeting notes; actions tracked by PCC transparency documents	1c. Administrative Services with support from Senior Staff and Budget Committee
	1d. Assess all unrestricted and restricted funding. Determine best uses of funding including specially funded program (SFP) sources that can absorb indirect costs. Same of enterprises.	1d. Budget Committee reviews budget matrix requirement summary each month	1d. Administrative Services
2. Improve operational efficiencies and processes along with internal cash controls	2a. Review Administrative Services processes and mitigate potential errors or fraud by focusing on internal controls and associated procedures	2a. Track training of academic schools and admin departments in operational manuals, including Business Office, Foundation, Bookstore manuals	2a. Administrative Services
	2b. Reduce operational problems and increase productivity of staff at peak cycles of semester without diminishing quality of services, emphasizing standardization of processes whenever possible	2b. Track training classes for all departments on operational manuals, including Business Office, Foundation, Bookstore manuals	2b. Administrative Services Academic Affairs Student Services
	2c. Implement changes as a result of IAD audits in Grants, Trusts, Cash Management, and Foundation	2c. Track training classes for all departments on operational manuals, including Business Office, Foundation, Bookstore manuals	2c. Administrative Services

Operational College Goals	Objectives	Measure	Responsible Party For Measure
	2d. Create specific Web site links to disseminate mass forms, permit and contract information, enterprise purchases, etc.	2d. Track Web development and training schedules on a weekly basis	2d. Administrative Services and Information Technology
3. Improve campus-wide health, safety, and security through enhanced risk-management practices	3a. Refine the emergency response plan to respond to 1) major and minor events that include fire drills and multiday Emergency Operations Center (EOC), 2) Assault or Active Shooter instigated on campus or from threat arriving on campus, and 3) Community Emergency Response Team (CERT) training for quick triage physical response plan—includes annual Los Angeles Fire Department (LAFD) training	3a. Track training logs and maintain a repository of manuals and brochures that have been issued	3a. Administrative Services
	3b. Enhance the college's emergency communications system. This includes emergency phones on the campus.	3b. Maintain a tracking log of multiplatform communications to students and staff	3b. Administrative Services
	3c. Enhance Emergency Notification System (ENS) and create pre-scripted templates	3c. Track the use of templates usage	3c Administrative Services
	3d. Establish process for managing and monitoring claims against the college. Simplify instructions for proper use of the forms to escalate issues and reduce financial impact	3d. Provide tracking logs, which can be accessed easily, for all claims	3d. Administrative Services/Sheriff's Department
	3e. Evaluate and improve lighting on the campus in all areas regularly used by staff and students	3e. Track quarterly exception reports showing site lighting discrepancies	3e. Administrative Services/Plant Facilities
4. Improve facilities oversight of both bond-related and college state-funded alterations and improvements.	4a. Develop stronger project management oversight of pre- and postconstruction	4a. Track requests for proposals (RFP) and project plan schedules	4a. Monthly CPM reviews
	4b. Review projects and liaisons' skills to ensure that building user groups (BUGS) are involved and have department representation	4b. Provide checklist for liaisons and track the change orders	4b. CPM monthly meetings

Operational College Goals	Objectives	Measure	Responsible Party For Measure
	4c. Participate in the commissioning process to determine quality assurance (QA) and thoroughness of punch-list inspections .	4c. Track and post punch lists with Project Manager and discuss at construction project meetings (CPM)	4c. Director of Facilities, Information Technology Director, Vice President of Administrative Services (VPAS), and inspections with Project Manager (PM)
	4d. Develop a priority listing showing the annual deferred maintenance facilities funding plan and the source of matching moneys from the current operating budget	4d. Post and track approved listing in the Annual Report; include costs within the annual budget	4d. Director of Facilities, Facilities Advisory Committee, VPAS
5. Increase self-audit to ensure compliance with program requirements	5a. Develop a master calendar for self-audit reports	5a. Produce an annual report on how Student Services will reduce compliance exceptions	5a. Student Services
	5b. Decrease financial aid default rates by creating a Default Prevention Task Force based on federal model	5b. Maintain student loan cohort default rate under 30%	5b. Student Services
6. Develop and implement professional development programs for faculty and staff	6a. Develop a professional development plan for staff and faculty	6a. Plan and budget developed by Fall 2014	6a. President's Office College Planning Committee
	6b. Create a master calendar of professional development conferences and training sessions	6b. Master calendar developed by Spring 2015	6b. Human Resources and Professional Development Committee
7. Continue to meet FTES base and attempt to grow the college's student FTES enrollment to 2006 levels and then 5% per year	7a. Continue to analyze enrollment trends and effective scheduling models	7a. Information on enrollments and various scheduling models	7a. IE Office to provide enrollment data; SAC and EMC to provide scheduling models
	7b. Ensure access to essential courses	7b. Increase student completion rates of certificates, degrees, and transfer requirements by 2% annually	7b. Academic Affairs

Operational College Goals	Objectives	Measure	Responsible Party For Measure
	7c. Maintain/increase efficiency	7c. Measure class size to maintain or increase efficiency	7c. Institutional Effectiveness Office (IE Office)
	7d. Increase the number and the type of evening sessions offered (currently 24% below Fall 2008)	7d. Compile statistics on ratio and enrollment trends	7d. Institutional Effectiveness Office (IE Office)
	7e. Restore an active college marketing campaign to attract students who may have been lost	7e. Increase enrollments to FTES base with 2% overage	7e. IE Office by way of the District Attendance Office

Overarching Goals—CAPS

C. Cultivating *Partnerships*

District Goal
Resources and collaboration
(Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area)

Operational College Goals	Objectives	Measure	Responsible Party for Measure
1. Develop and enhance revenues generated through grants, entrepreneurial ventures, and community partnerships	1a. Expand educational partnerships that bring community events and community members to the campus for educational, cultural, social, and recreational activities	1a. Track partnerships and permits issued to increase revenue by 2%	1a. Academic Affairs Administrative Services Enterprise
	1b. Create an enterprise task force that will consider ways to expand revenue-generating opportunities within future and existing operations including bookstore, facilities rentals, and food services	1b. Track ideas that lead to increases in revenue; increase revenues to the college by 5%	1b. Administrative Services/Enterprise
	1c. Develop a self-funding grants program that will increase college revenue	1c. Track and increase the college grants program to increase college revenue 10% annually	1c. President's Office

Operational College Goals	Objectives	Measure	Responsible Party for Measure
2. Expand productive sustainable community alliances	2a Create a database of financial and equipment needs that can be shared with potential donors	2a. Track and increase donations and or revenues by 5% over the prior year	2a. Foundation
	2b. Pursue financial, material, and collaborative resources through enterprise activities and fundraising to create a sustainable stable source of income	2b. Track and increase donations and or revenues by 5% over the prior year	2b. Foundation
3. Foster partnerships with business and industry	3a. Increase advisory committee participation of local business and industry	3a. Increase advisory committee participation to optimum on committees low in number	3a. Career and Technical Education Committee (CATE Committee)
	3b. Increase number of employers to participate in job fairs	3b. Increase potential employers participation in job fairs by 10% annually	3b. CATE and Student Services
	3c. Develop internship programs with business and industry partners to foster community relations	3c. Successful initiation of internship programs	3c. Student Services and CATE
		.	

Overarching Goals—CAPS

D. Ensuring Student *Success*

District Goal

Teaching and Learning for Success

(Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.)

Operational College Goals	Objectives	Measure	Responsible Party for Measure
1. Address the basic skills needs of underprepared students in developmental and introductory courses	1a. Gather student input about the challenges faced in introductory courses and use this information to inform the development of strategies and solutions	1a. Student surveys and/or focus groups to gather data on challenges students face in introductory courses	1a. Academic Affairs Student Services

Operational College Goals	Objectives	Measure	Responsible Party for Measure
	1b. Increase the number of new students successfully completing at least one English class and one math class during their first year	1b. Increase by 2% annually students completing at least one English and one math class in the first year with the existing hourly allocation	1b. IE Office
	1c. Increase the number of new students who successfully complete their developmental sequence within two years (English 20, 21, 28) (Math 105, 110, 115)	1c. Increase by 2% annually students completing developmental sequence within two years with the existing hourly allocation	1c. IE Office
2. Enhance customer service interfaces considering timely responses and quality of experience	2a. Provide external customer service training, e.g., Employer Assistance Program (EAP), followed by specific internal training sessions	2a. Create and track customer service training logs	2a. Administrative Services Academic Affairs Student Services
	2b. Assess internal processes and further align to actual services rendered and governing policies and procedures	2b. Review and track by department the policies and procedures	2b. Administrative Services Academic Affairs Student Services
	2c. Streamline desk procedures to enhance efficiency and customer satisfaction using surveys and statistical analysis	2c. Track and review the surveys issued by departments	2c. Administrative Services Academic Affairs Student Services
	2d. Develop and simplify Web-based self-service features	2d. Track the increase in number of Web-based forms used on the Internet	2d. Administrative Services Academic Affairs Student Services
	2e. Procure and/or implement advanced software. Provide application training to improve staff productivity; for example, new cashier system, Emergency Notification System (ENS), and future Student Information System (SIS) modules	2e. Track the training that is conducted to improve staff productivity	2e. Administrative Services Academic Affairs Student Services Shared governance committees

Operational College Goals	Objectives	Measure	Responsible Party for Measure
	2f. Assess student overall satisfaction with the college programs and services	2f. Increase satisfaction with college programs and services by 2% as measured by student surveys	2f. Student Services
3. Maintain a robust and reliable information technology infrastructure with current computing equipment for the entire college population	3a Establish a wireless network on the campus in areas that are used regularly by faculty, staff, and students	3a. Establish specifications and track performance of wireless network using surveys	3a. Senior Staff Technology Committee
	3b. Ensure that existing infrastructure, systems, equipment, and software are maintained to accomplish daily operations in all functional areas of the college	3b. Track the maintenance logs on the network along with maintaining a site failure log	3b. Administrative Services Information Technology
	3c. Provide comprehensive training programs for faculty and staff for smart classrooms and conference rooms	3c. Track the smart classroom training by creating a log showing dates and training accomplished	3c. Academic Affairs Professional Development for Smart Classrooms
	3d. Improve customer service responsiveness and satisfaction rates for faculty and staff using the College Maintenance Management System (CMMS).	3d. Create a bench mark for this year and measure the changes for each following year	3d. Administrative Services
	3e. Standardize audio visual equipment in all classrooms to provide uniform experience and training	3e. Track the number of dissimilar platforms	3e. Administrative Services Educational Technology Committee Technology Committee
4. Support faculty and staff by maximizing the effective use of technology, enabling academic innovation in instructional delivery.	4a. Develop plans to improve course effectiveness by fully integrating innovative tools and delivery methods	4a. Complete the Technology Plan Survey students and faculty to determine if plans have been integrated into the curriculum	4a. Technology Committee Educational Technology Committee Academic Affairs
	4b. Increase online class offerings	4b. Increase distance education offerings 5% annually	4b. Academic Affairs Distance Education (DE) coordinator

Operational College Goals	Objectives	Measure	Responsible Party for Measure
5. Provide a learner-centered environment that promotes active learning and student engagement	5a. Review and revise Student Learning Outcomes (SLOs) and assessment mechanisms	5a. Random inspection of ECD and assessment database	5a. Academic Affairs SLO coordinator
	5b. Ensure active learning and applied knowledge and skills are examined through authentic assessment	5b. Inspection of assessment reports annually	5b. Outcomes Committee Academic Affairs
	5c. Create a professional development focus that emphasizes student active learning and engagement	5c. Inspect professional development plan to ensure sufficient focus	5c. College Planning Committee (CPC) and President's Office
	5d. Create programs that promote student and faculty contact outside the classroom.	5d. Survey students about student-faculty interactions	5d. Student Services
6. Increase student awareness and use of student support services and programs	6a. Increase the number of financial aid applications for eligible students.	6a Student surveys to measure awareness of financial aid	6a Student Services
	6b. Increase student awareness of Health Center services.	6b. Survey students about Health Center	6b. Student Services
	6c Increase student awareness of Counseling Office services.	6c. Survey students about Counseling Office	6c. Student Services
	6d. Increase student awareness of Child Development Center services for eligible students.	6d. Survey Students about Child Development Center	6d. Student Services
	6e. Increase student awareness of Assessment Center services.	6e. Survey students about Assessment Center services	6e. Student Services
	6f. Increase student awareness and enhance the veterans' program to include the resources needed, including partners and resources outside the college.	6f. Surveys to measure student awareness about veterans' program and obtain outside resources to enhance program	6f. Student Services
	6g. Increase student awareness of the services offered to foster youth.	6g Surveys to measure student awareness of services offered to foster youth	6g. Student Services
	6h. Increase eligible student participation in Extended Opportunity Programs and Services (EOPS)	6h. Increase participation in EOPS by 2%	6h. Student Services

Operational College Goals	Objectives	Measure	Responsible Party for Measure
	6i. Expand International Students Program	6i. Increase number of international students by 25%	6i. Student Services
	6j. Increase student awareness of the services offered by Special Services	6j. Surveys to measure student awareness	6j. Student Services
7. Increase student participation in Associated Student Organization (ASO) activities and shared-governance committees	7a. Develop a master calendar of statewide conferences/trainings	7a. Increase by 5% student participation in statewide conferences and trainings	7a. Student Services
	7b. Increase student participation in the Associated Student Organization (ASO)	7b. Increase by 10% student participation in ASO activities	7b. Student Services
8. Enhance opportunities for student involvement in cocurricular and extracurricular activities that will enrich campus life	8a. Develop student life strategic plan	8a. Implement a comprehensive student life program by 2015	8a. Student Services
	8b. Develop an office of student involvement that supports student success	8b. Eighty percent of students involved in student leadership will complete their educational plan	8b. Student Services

Appendix A

Fall 2013 Student Profile

Pierce College

Fall 2013 Student Profile

Credit Headcount
Fall 2005 - Fall 2013

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Credit	17,575	18,556	19,782	22,164	22,052	21,230	20,453	19,951	20,253

Number of Students — Y-axis: 10,000 to 23,500

Gender

Male 47%
Female 53%

Age

35 and over 14%
25 - 34 18%
Under 20 29%
20 - 24 39%

Ethnicity

- Unknown/Decline to State 5%
- Other Non-White 1%
- Latino 35%
- African-American 6%
- Multi-Ethnic 11%
- Asian 12%
- White 30%

Primary Language

- Armenian 1%
- Tagalog (Filipino) 1%
- Other* 5%
- Russian 1%
- Farsi 6%
- English 80%
- Spanish 7%

*Other includes: "Other", Vietnamese, Korean, Chinese Languages, and Japanese

Citizenship

- Student Visa (F1 or M1 Visa) 1%
- Temporary Resident (Amnesty) 0.4%
- Refugee, Asylee 1%
- U.S. Citizen 82%
- Other 4%
- Permanent Resident 11%

Pell Status

- Pell Recipient 21%
- Non-Pell Recipient 79%
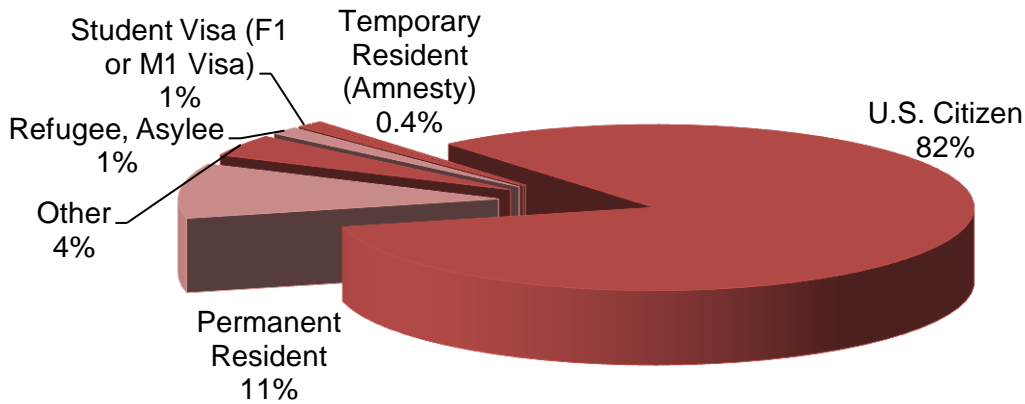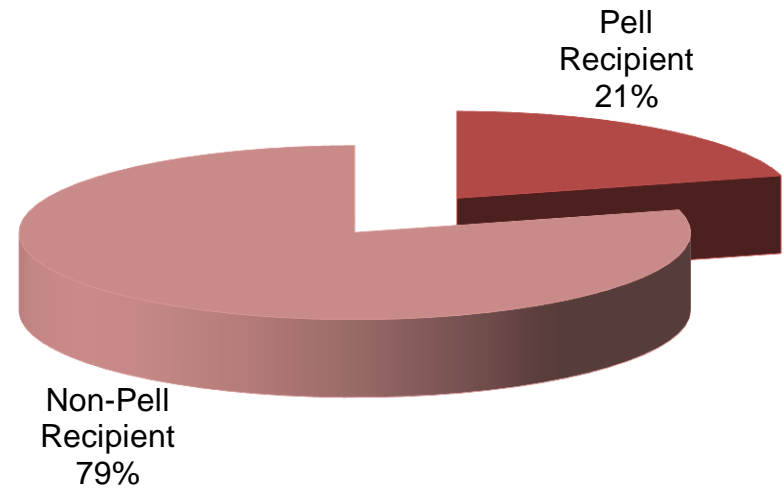
Note: Totals may not add up to 100% due to rounding.

Educational Goal

- Personal Development 3%
- Obtain HS Diploma/GED 3%
- Improve Basic Skills 1%
- Univ student fulfilling reqs 5%
- Associate Degree 5%
- Vocational/Job Related 11%
- Undecided 15%
- Transfer 57%

Unit Load

- Fewer than 6 Units 33%
- 12 or more units 30%
- 6 to 11.5 units 39%
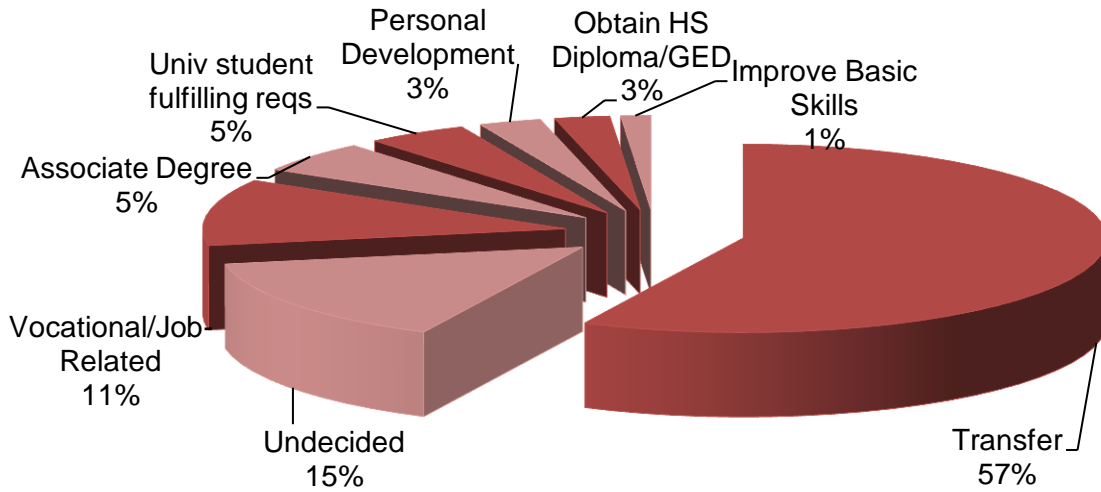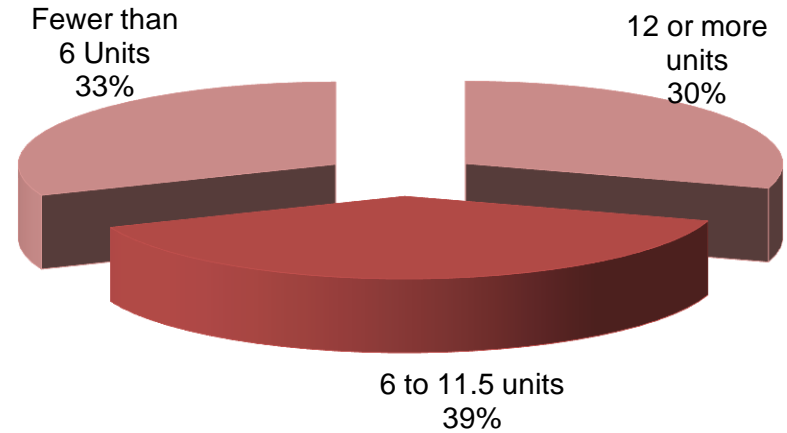
Degrees and Certificates
2012 - 2013 (Total = 1,622)

- CS 8
- AA 928
- C 586
- TMCs 43
- AS 57
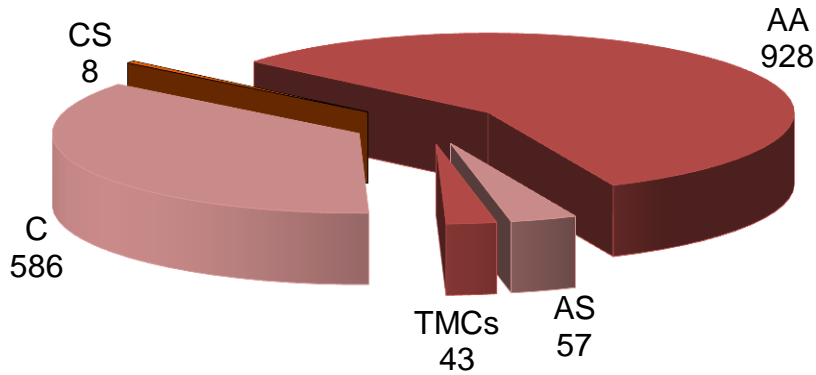
Number of UC and CSU Transfers from Pierce 2007-08 through 2011-12

CSU: 934, 857, 723, 845, 927
UC: 299, 290, 319, 349, 320

	2007-08	2008-09	2009-10	2010-11	2011-12
CSU	934	857	723	845	927
UC	299	290	319	349	320

Number (y-axis): 0, 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000

Legend: CSU, UC
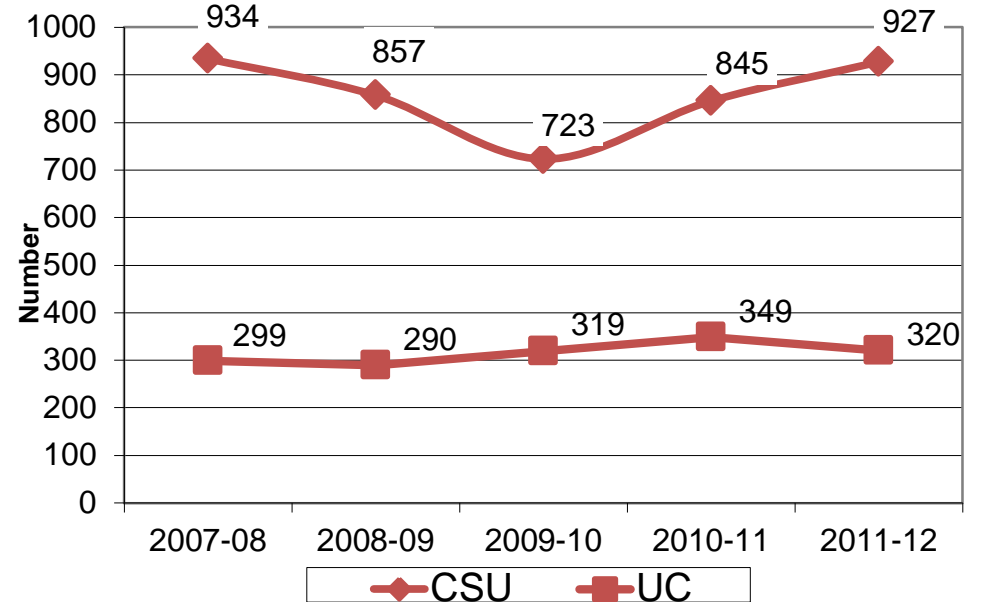
Appendix B

Pierce Baseline

and

Trend Analysis

Data Analysis Relative to Objectives and Measures

Goal/Objective	Measure		Responsible Party for Measure
A1a	Increase student awards by 2% annually		IE Office

Degrees & Certificates Awarded	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
AA Degrees	950	1044	1095	997	953	889	799	902	979	928
AS Degrees	47	47	55	43	50	44	44	44	57	57
TMCs	-	-	-	-	-	-	-	-	-	43
State-Approved Certificates	91	103	110	87	102	80	198	380	557	586
Skills Certificates	414	335	404	325	338	315	164	51	22	8
Total	**1502**	**1529**	**1664**	**1452**	**1443**	**1328**	**1205**	**1377**	**1615**	**1622**
% Change Year to Year	-	1.8%	8.8%	-12.7%	-0.6%	-8.0%	-9.3%	14.3%	17.3%	0.4%
% Change 2003-04 as Baseline	-	1.8%	10.8%	-3.3%	-3.9%	-11.6%	-19.8%	-8.3%	7.5%	8.0%

The suggested increase was 2% annually:

	Current 2012-13	2013-14	2014-15	2015-16	2016-17
2% Change Year to Year	1622	1654	1687	1721	1755
2% Change from Baseline (+32)	1622	1654	1686	1718	1750

Additional data for consideration from District IE Office:

Completion Rate in 3 Years	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	3 Year % Change
Pierce	22%	22%	21%	-6%
LACCD	16%	15%	14%	-17%

Completion Rate in 6 Years	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	3 Year % Change
Pierce	45%	46%	46%	1%
LACCD	36%	35%	35%	-2%

A1b	Increase students completing transfer requirements by 2% annually	IE Office

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
CSU Transfers	770	768	808	934	934	857	723	845	927	696
UC Transfers	221	247	254	316	299	290	319	349	320	288
Total	**991**	**1015**	**1062**	**1250**	**1233**	**1147**	**1042**	**1194**	**1247**	**984**
% Change Year to Year	-	2.4%	4.6%	17.7%	-1.4%	-7.0%	-9.2%	14.6%	4.4%	-21.1%
% Change 2003-04 as Baseline	-	2.4%	7.2%	26.1%	24.4%	15.7%	5.1%	20.5%	25.8%	-0.7%

The suggested increase was 2% annually:

	Current 2012-13	2013-14	2014-15	2015-16	2016-17
2% Change Year to Year	984	1004	1024	1044	1065
2% Change from Baseline (+20)	984	1004	1024	1044	1064

A2a	Increase number of new students completing assessment by 5% annually	IE Office by way of the District IE Office

	Fall 2010	Fall 2011	Fall 2012	3 Year % Change
English - Pierce College	65%	69%	74%	14%
English - LACCD	65%	65%	64%	-2%
Math - Pierce College	66%	71%	75%	13%
Math - LACCD	70%	70%	70%	1%

The suggested increase was 5% annually:

English Assessment-	Current Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Change Year to Year	74%	78%	82%	86%	90%
Change from Baseline (+4)	74%	78%	82%	86%	90%
Math Assessment-					
Change Year to Year	75%	79%	83%	87%	91%
Change from Baseline (+4)	75%	79%	83%	87%	91%

A2d	Increase new students completing 15 units in their first year by 2% annually	IE Office

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Headcount	3713		3348		3636		4128		3926		3646		3340		3510	
Completed 20+ Units	1677	45.2%	1567	46.8%	1604	44.1%	1800	43.6%	1408	35.9%	1436	39.4%	1182	35.4%	1249	35.6%
Successfully Completed 20+ Units	827	22.3%	791	23.6%	825	22.7%	952	23.1%	771	19.6%	804	22.1%	620	18.6%	637	18.1%
Headcount % Change Yr to Yr				-9.8%		8.6%		13.5%		-4.9%		-7.1%		-8.4%		5.1%
Headcount % Change from Baseline				-9.8%		-2.1%		11.2%		5.7%		-1.8%		-10.0%		-5.5%
20+ Units % Change Yr to Yr				3.6%		-5.7%		-1.2%		-17.8%		9.8%		-10.1%		0.6%
20+ Units % Change from Baseline				3.6%		-2.3%		-3.5%		-20.6%		-12.8%		-21.6%		-21.2%
20+ Succ Units % Change Yr to Yr				6.1%		-4.0%		1.6%		-14.8%		12.3%		-15.8%		-2.2%
20+ Succ Units % Change from Baseline				6.1%		1.9%		3.5%		-11.8%		-1.0%		-16.7%		-18.5%

The suggested increase was 2% annually:

Completed 20+ Units	Current Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
2% Change Year to Year	35.6%	42.6	43.5	44.4	45.3	46.2
2% Change from Baseline (+.7)	35.6%	42.6	43.3	44	44.7	45.4
Successfully Completed 20+ Units						
2% Change Year to Year	18.1%	18.5	18.9	19.3	19.7	20.1
2% Change from Baseline (+.4)	18.1%	18.5	18.9	19.3	19.7	20.1

A3a	Increase students who complete 30 units in 3 years by 2%	IE Office by way of the District IE Office

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	3 Year % Change
Pierce College	66%	66%	68%	2%
LACCD	60%	59%	61%	3%

The suggested increase was 2% annually:

	Current Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
30 Units- Change Year to Year	68	69	70	71	72
30 Units- Change from Baseline (+1)	68	69	70	71	72

A3b	Increase students who complete 60 units in 3 years by 2%	IE Office by way of the District IE Office

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	3 Year % Change
Pierce College	33%	34%	34%	4%
LACCD	29%	27%	28%	-3%

The suggested increase was 2% annually:

	Current Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
60 Units- Change Year to Year	34	34.7	35.4	36.1	36.8
60 Units- Change from Baseline (+.7)	34	34.7	35.4	36.1	36.8

A3c	Increase students who complete Eng 101 and Math 125 in 3 years by 2%	IE Office by way of the District IE Office

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	3 Year % Change
Pierce College	33%	32%	34%	4%
LACCD	24%	22%	23%	-2%

The suggested increase was 2% annually:

	Current Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Eng 101 & Math 125 in 3- Change Year to Year	34	34.7	35.4	36.1	36.8
Eng 101 & Math 125 in 3- Change from Baseline (+.7)	34	34.7	35.4	36.1	36.8

A3d	Increase students who complete Eng 101 and Math 125 in 6 years by 2%	IE Office by way of the District IE Office

	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	3 Year % Change
Pierce College	39%	40%	44%	14%
LACCD	31%	30%	33%	8%

The suggested increase was 2% annually:

	Current Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Eng 101 & Math 125 in 6- Change Year to Year	44	44.9	45.8	46.7	45.6
Eng 101 & Math 125 in 6- Change from Baseline (+.9)	44	44.9	45.8	46.7	45.6

A4a	Increase eligible students receiving financial aid by 2%	IE Office by way of the District IE Office

	2009-10	2010-11	2011-12	3 Year % Change
Pierce College	61%	83%	82%	34%
LACCD	55%	70%	71%	29%

2% annually:

	Current Fall 20011-12	2012-13	2013-14	2014-15	2015-2016
Financial Aid- Change Year to Year	82	83.6	85.3	87	88.7
Financial Aid- Change from Baseline (+1.6)	82	83.6	85.2	86.8	88.4

5% annually:

	Current Fall 20011-12	2012-13	2013-14	2014-15	2015-2016
Financial Aid- Change Year to Year	82	86	90	95	100
Financial Aid- Change from Baseline (+4)	82	86	90	94	98

B7c.	Measure class size to maintain or increase efficiency	IE Office

	Fall 2010	Fall 2011	Fall 2012	3 Year % Change
Pierce College	41.3	41.2	41.8	1%
LACCD	41.1	41.0	39.9	-3%

0.5% annually:

	Current Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Avg Class Size- Change Year to Year	41.8	42	42.2	42.4	42.6
Avg Class Size- Change from Baseline (+.2)	41.8	42	42.2	42.4	42.6

B7d.	Compile statistics on ratio and enrollment trends	IE Office

All Sections Offered Fall 2008 to Fall 2013 - By Day of the Week & Time of Day

Summary

	20083	20091	20093	20101	20103	20111	20113	20121	20123	20131	20133	Grand Total
Weekday	1489	1486	1459	1337	1450	1390	1386	1358	1328	1312	1442	15437
Morning	506	490	508	478	499	481	501	491	526	504	546	5530
Afternoon	478	504	467	428	479	479	461	464	437	425	510	5132
Evening	505	492	484	431	472	430	424	403	365	383	386	4775
Fri/Sat/Sun	133	133	133	105	113	104	109	105	99	89	105	1228
TBA	469	433	444	440	473	468	450	448	162	123	103	4013
Grand Total	2091	2052	2036	1882	2036	1962	1945	1911	1589	1524	1650	20678
		% Change	% Change	% Change	% Change	% Change	% Change	% Change	% Change	% Change	% Change	
Weekday		-0.2%	-2.0%	-10.2%	-2.6%	-6.6%	-6.9%	-8.8%	-10.8%	-11.9%	-3.2%	
Morning		-3.2%	0.4%	-5.5%	-1.4%	-4.9%	-1.0%	-3.0%	4.0%	-0.4%	7.9%	
Afternoon		5.4%	-2.3%	-10.5%	0.2%	0.2%	-3.6%	-2.9%	-8.6%	-11.1%	6.7%	
Evening		-2.6%	-4.2%	-14.7%	-6.5%	-14.9%	-16.0%	-20.2%	-27.7%	-24.2%	-23.6%	
Fri/Sat/Sun		0.0%	0.0%	-21.1%	-15.0%	-21.8%	-18.0%	-21.1%	-25.6%	-33.1%	-21.1%	
TBA		-7.7%	-5.3%	-6.2%	0.9%	-0.2%	-4.1%	-4.5%	-65.5%	-73.8%	-78.0%	
Grand Total		-1.9%	-2.6%	-10.0%	-2.6%	-6.2%	-7.0%	-8.6%	-24.0%	-27.1%	-21.1%	

B7e.	Increase enrollments to FTES base with 2% overage		IE Office by way of the District Attendance Accounting Office

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Credit Headcount	16,764	17,575	18,556	19,782	22,164	22,052	21,230	20,453	19,951	20,253
% Change Year to Year		4.8%	5.6%	6.6%	12.0%	-0.5%	-3.7%	-3.7%	-2.5%	1.5%
% Change 2003-04 as Baseline		4.8%	10.7%	18.0%	32.2%	31.5%	26.6%	22.0%	19.0%	20.8%

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
FTES	12,743	12,302	13,424	14,758	15,110	14,763	14,793	13,914	13,868
% Change Year to Year		-3.5%	9.1%	9.9%	2.4%	-2.3%	0.2%	-5.9%	-0.3%
% Change 2003-04 as Baseline		-3.5%	5.3%	15.8%	18.6%	15.9%	16.1%	9.2%	8.8%

EMSI Growth Potential Data

Demographic	2013 Population	2014 Population	2015 Population	2016 Population	2017 Population	Change	% Change	2013 % of Pop
Under 5 years	66,184	67,054	68,170	69,216	70,472	4,288	6%	6%
5 to 9 years	62,991	62,074	61,119	60,576	59,822	(-3,169)	(-5%)	6%
10 to 14 years	67,871	67,406	66,975	66,509	65,522	(-2,349)	(-3%)	7%
15 to 19 years	65,115	63,939	62,565	61,173	60,218	(-4,897)	(-8%)	6%
20 to 24 years	73,912	74,044	73,844	73,363	72,482	(-1,430)	(-2%)	7%
25 to 29 years	78,496	79,966	81,449	82,842	83,519	5,023	6%	8%
30 to 34 years	72,103	72,400	72,711	73,152	74,040	1,937	3%	7%
35 to 39 years	70,496	70,704	71,123	71,705	71,819	1,323	2%	7%
40 to 44 years	73,723	72,477	71,182	69,966	69,324	(-4,399)	(-6%)	7%
45 to 49 years	75,043	74,995	74,801	74,494	73,541	(-1,502)	(-2%)	7%
50 to 54 years	73,395	73,215	72,891	72,526	72,340	(-1,055)	(-1%)	7%
55 to 59 years	66,516	67,604	68,503	69,203	69,394	2,878	4%	6%
60 to 64 years	55,113	56,316	57,332	58,233	59,249	4,136	8%	5%
65 to 69 years	39,501	41,548	43,597	45,612	47,058	7,557	19%	4%
70 to 74 years	28,715	29,851	31,137	32,582	34,271	5,556	19%	3%
75 to 79 years	21,511	21,919	22,457	23,121	23,846	2,335	11%	2%
80 to 84 years	17,523	17,373	17,189	17,005	17,033	(-490)	(-3%)	2%
85+ years	18,057	18,114	18,186	18,270	18,223	166	1%	2%

Source: EMSI 2013.4 - The demographic data in this report is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, birth and mortality rates from the US Health Department, and projected regional job growth. The suggested increase was 2% annually:

	Current Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Headcount- Change Year to Year	20253	20658	21071	21492	21922
Headcount- Change from Baseline (+405)	20253	20658	21063	21468	21873

C2a.	Track and increase donations and or revenues by 5% over the prior year	Foundation
C2b.	Track and increase donations and or revenues by 5% over the prior year	Foundation

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Foundation Revenues	$1,635,879.00	$2,345,584.00	$818,873.00	$616,095.00	$514,807.00	$254,270.00	Pending

The suggested increase was 5% annually:

	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Change Year to Year	$254,270.00	$266,983.50	$280,332.67	$294,349.30	$309,066.76	$324,520.09
Change from Baseline (+$12,713.50)	$254,270.00	$266,983.50	$279,697.00	$292,410.50	$305,124.00	$317,837.50

D4b.	Increase Distance Education offerings according to demand	IE has some data

DE Type	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Hybrid	50	43	47	45	41	36	33
Online	13	24	35	38	47	54	51
Grand Total	63	67	82	83	88	90	84
% Change Year to Year		6.3%	22.4%	1.2%	6.0%	2.3%	-6.7%
% Change from Baseline		6.3%	30.2%	31.7%	39.7%	42.9%	33.3%

There was no suggested increase; average Year to Year % change was 5%:

	Current 2012-13	2013-14	2014-15	2015-16	2016-17
2% Change Year to Year	84	88	92	97	102
2% Change from Baseline (+4)	84	88	92	96	100

D5d.	Survey students about student-faculty interactions	IE has some data

District Student Survey:

72. How would you describe your interactions with instructors?

		Often	Sometimes	Seldom	Never
I talk about educational/career plans with an instructor	Spring 2012	13%	26%	29%	33%
	Fall 2009	10%	27%	31%	32%
	Fall 2007	11%	24%	29%	36%
I discuss ideas with instructors outside of class	Spring 2012	12%	24%	28%	36%
	Fall 2009	9%	22%	32%	37%
I discuss ideas from my readings with instructors outside of class	Fall 2007	10%	20%	25%	44%
I visit instructors during their office hours	Spring 2012	9%	23%	32%	45%
	Fall 2009	6%	21%	34%	40%
	Fall 2007	7%	18%	27%	47%

Achieving the Dream Campus Climate Survey, Administered Fall 2011:

Of the survey respondents 27% Latino, 29% Other, and 44% White

1. To what extent do you agree with the following statements about your college experience?	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I feel like I belong here at Pierce College	411	613	130	52	37
	33%	49%	10%	4%	3%
I feel like my instructors genuinely care about me and my success	464	577	139	49	22
	37%	46%	11%	4%	2%
I feel comfortable talking with my instructors	505	560	128	44	11
	40%	45%	10%	4%	1%
I feel that I can learn a lot from my instructors	554	563	82	27	16
	45%	45%	7%	2%	1%
Faculty understand me and the challenges I face	249	462	240	93	196
	20%	37%	19%	8%	16%

1. To what extent do you agree with the following statements about your college experience?		Ethnicity						
		Latino	%	Other	%	White	%	Total
I feel like I belong here at Pierce College	Agree	279	86%	289	84%	456	85%	1024
	Disagree	45	14%	57	16%	80	15%	182
I feel like my instructors genuinely care about me and my success	Agree	286	87%	290	82%	465	85%	1041
	Disagree	42	13%	65	18%	81	15%	188
I feel comfortable talking with my instructors	Agree	281	85%	305	86%	479	87%	1065
	Disagree	49	15%	51	14%	72	13%	172
I feel that I can learn a lot from my instructors	Agree	307	92%	315	90%	495	91%	1117
	Disagree	25	8%	36	10%	48	9%	109
Faculty understand me and the challenges I face	Agree	178	63%	190	64%	343	74%	711
	Disagree	105	37%	106	36%	122	26%	333

2. How would you describe your interactions with instructors?

	Often	Sometimes	Seldom	Never
I talk about educational or career plans with instructor(s)	178	442	321	294
	14%	36%	26%	24%
I discuss ideas from my readings or classes with my instructor(s) outside of class	182	375	315	360
	15%	30%	26%	29%
I visit instructor(s) during office hours	126	312	324	469
	10%	25%	26%	38%

		Ethnicity						
2. How would you describe your interactions with instructors?		Latino	%	Other	%	White	%	Total
I talk about educational or career plans with instructor(s)	Often/Sometimes	151	45%	176	49%	293	54%	620
	Seldom/Never	184	55%	181	51%	250	46%	615
I discuss ideas from my readings or classes with my instructor(s) outside of class	Often/Sometimes	147	44%	155	44%	255	47%	557
	Seldom/Never	188	56%	200	56%	287	53%	675
I visit instructor(s) during office hours	Often/Sometimes	120	36%	116	33%	202	37%	438
	Seldom/Never	215	64%	239	67%	339	63%	793

D6a	Conduct student surveys to measure awareness of financial aid	IE has some data

17. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
Financial Aid Office	Spring 2012	27.3%	25.1%	14.3%	33.2%
	Fall 2007	12.9%	14.5%	9.9%	54.2%

18. Availability of the following college services.

		Available When Needed	Usually Available	Not Available When Needed	Not Applicable
Financial Aid Office	Fall 2007	27.1%	17.4%	3.1%	37.2%

19. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Financial Aid Office	Spring 2012	31.4%	28.3%	8.9%	31.5%
	Fall 2007	22.2%	16.0%	4.0%	41.3%

D6b.	Survey students about Health Center	IE has some data

30. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
Health Center	Spring 2012	7.3%	9.3%	13.6%	69.8%
	Fall 2007	4.7%	6.6%	7.5%	72.7%

31. Availability of the following college services.

		Available When Needed	Usually Available	Not Available When Needed	Not Applicable
Health Center	Fall 2007	20.3%	13.8%	1.9%	47.3%

32. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Health Center	Spring 2012	19.0%	15.2%	3.4%	62.4%
	Fall 2007	16.5%	12.6%	1.6%	51.5%

D6c.	Survey students about Counseling	IE has some data

27. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
Counseling	Spring 2012	14.5%	23.5%	24.3%	37.7%
	Fall 2007	14.6%	20.6%	20.0%	36.2%

28. Availability of the following college services.

		Available When Needed	Usually Available	Not Available When Needed	Not Applicable
Counseling	Fall 2007	32.3%	22.9%	4.1%	25.8%

29. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Counseling	Spring 2012	25.0%	27.4%	11.5%	36.1%
	Fall 2007	26.1%	22.4%	6.7%	27.7%

D6d.	Survey students about Child Development Center	IE has some data

20. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
Child Development Center	Spring 2012	2.2%	1.2%	2.6%	94.6%

29. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Child Development Center	Spring 2012	7.5%	7.1%	1.5%	84.0%

D6f.	Survey students about Assessment Center services	IE has some data

20. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
Assessment Office	Spring 2012	2.1%	9.1%	52.8%	36.0%
	Fall 2007	2.8%	11.1%	35.0%	42.5%

28. Availability of the following college services.

		Available When Needed	Usually Available	Not Available When Needed	Not Applicable
Assessment Center Services	Fall 2007	28.8%	21.5%	3.4%	30.9%

29. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Assessment Center Services	Spring 2012	24.3%	33.1%	7.7%	34.8%
	Fall 2007	23.8%	20.7%	4.1%	34.5%

D6g	Survey Veteran students about Veteran Programs	IE has some data

46. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
Veteran Programs	Spring 2012	1.8%	1.2%	1.6%	95.3%

29. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Veteran Programs	Spring 2012	5.8%	7.4%	1.5%	85.2%

D6i.	Increase participation in EOPS by 2%	IE has some data

46. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
EOPS	Spring 2012	6.2%	3.0%	6.0%	84.9%

29. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
EOPS	Spring 2012	10.5%	8.7%	2.9%	78.0%

D6j.	Increase number of international students by 25%	IE has some data

46. How often have you used the following college services?

		Multiple times per Semester	Once a Semester	Once ever	Never
International Student Services	Spring 2012	1.7%	1.2%	2.6%	94.6%

29. Your satisfaction with the following college services.

		Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
International Student Services	Spring 2012	5.7%	7.5%	1.7%	85.2%

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
All International Students	389	384	391	379	565	363	347	297	287	306
% Change Year to Year		-1%	2%	-3%	49%	-36%	-4%	-14%	-3%	7%
% Change from Baseline		-1%	1%	-3%	45%	-7%	-11%	-24%	-26%	-21%
New International Students	135	165	204	201	291	165	159	120	103	142
% Change Year to Year		22%	24%	-1%	45%	-43%	-4%	-25%	-14%	38%
% Change from Baseline		22%	51%	49%	116%	22%	18%	-11%	-24%	5%

The suggested increase was 25% annually:

All International Students	Current Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Change Year to Year	306	459	689	1033	1549
Change from Baseline (+153)	306	459	612	765	918
New International Students					
Change Year to Year	142	213	320	480	720
Change from Baseline (+71)	142	213	284	355	426