2014-2020

EDUCATIONAL MASTER PLAN

Version 5/20/14

The planning structure at Los Angeles Valley College reflects the college's commitment to shared governance and to obtaining campus-wide and community input on the goals and objectives that will shape the college's future. The Educational Master Plan serves as the college's central planning document and reflects the College Mission, Vision, and Core Values. It is used to guide the development of other planning documents including the college's Technology Plan which outlines objectives related to educational technology and technology infrastructure, the college's Facilities Plan which outlines objectives related to facilities and college infrastructure, and the Student Equity Plan which outlines strategies to close the achievement gap between different groups in all programs offered by the college. All college plans must directly align with the priorities identified in the Educational Master Plan.

The Educational Master Plan details all academic and educational planning objectives that relate to the college's educational goals. The Educational Master Plan drives campus planning and institutional priorities. It links to the program review process and each attendant plan, and provides guidance to all fiscal decisions and the direction of the college over the next six years. The action items and objectives of each attendant plan serve as the detailed guides that allow the college to implement each of its plans. Finally, the college's Program Review structure is used to assess department/unit efforts to fulfill the college mission and planning objectives.

In addition to its six-year educational planning cycle, the college utilizes annual operational planning to ensure that the college is making adequate yearly progress on accomplishing the general planning agenda. Operational planning includes the annual implementation and evaluation efforts that take place through the use of Student Learning Outcomes, Annual Update Plans, resource allocation, operational decision making, and formative evaluation. These yearly decisions and their respective evaluations are used to improve the connection between planning, daily decisions, and resource allocation, and to gain regular data on campus efforts toward accomplishing its planning agenda and in the overall summative college evaluation.

Introduction

Community Colleges exist within a dynamic context wherein education, community, and the economy intersect. Community Colleges serve as an educational foundation for the surrounding community. Los Angeles Valley College must persist towards planning for the optimum outcomes. Therefore, this living document is meant as a guiding map towards that end. As the needs of the college change, due to influences within the greater community and throughout the state, the Educational Master Plan will be modified to better meet the ongoing educational demands of Los Angeles Valley College students.

Los Angeles Valley College's Educational Master Plan (2014-2020) details the strategic direction the College will pursue to meet the challenges and opportunities it will face over the next six years. The planning process included a two-year, data-driven, critical analysis, and self-reflection that included participation by faculty, staff, students, and administrators. Through this process the college has determined its commitment to emphasize three areas of

development for the college to focus its efforts on: facilitating completion (obtaining a certificate, associate degree, or certification for transfer) for students; sustaining institutional effectiveness through increased infrastructure; and ensuring equity for all students in each mode of instructional delivery. These three themes provide the basis for planning at the college and outline the college's priorities and commitment for improvement during the next six years.

The College's Educational Planning Committee (EPC) is charged with the development of a comprehensive 2014-2020 plan establishing a clear set of performance measures to guide the College's planning efforts. The plan aligns with the College's Mission, Vision and Core Values while establishing a clear set of performance measures to guide the College's planning efforts.

The College Mission serves as a guide through which all subsequent planning at LAVC takes place. Using the College Mission Statement and relevant data, the EPC develops a plan which ensures that college core values lead the college in fulfilling its institutional mission. The Educational Master Plan provides specific objectives and institutional strategies. Following this, all attendant plans including the Facilities Master Plan, the Technology Master Plan, the Enrollment Management Plan, Emergency Operations Plan, Foundational Skills Action Plan, Matriculation Plan, Student Equity Plan, and department/unit annual plans are aligned with the Educational Master Plan to ensure that all facilities, technology, and other infrastructure planning are aimed at improving the educational opportunities of LAVC students.

The Educational Master Plan's goals and objectives are shaped by College, State, and District initiatives, including increased demands for student completion, assisting underprepared student populations, and ensuring institutional effectiveness. In addition, the Plan reflects the College's own comprehensive review and analysis resulting from the College's Institutional Self Evaluation and Achieving the Dream (PASS) efforts.

Context

California Higher Education

California public higher education consists of three sectors, the University of California, California State University, and the California Community Colleges. The policies and structure of California higher education have been shaped by the California Master Plan for Higher Education, originally adopted in 1960.

The California Master Plan drew clear lines between the research-oriented University of California (UC) and the teaching-oriented California State University (CSU); between Community Colleges with open access, and UC and CSU sectors with restricted admissions. The California Master Plan distinctions were intended to promote an ordered growth, prevent turf wars, control "Mission creep," and provide clear messages to the public about the role and

Mission of the sectors and how they relate to one another to create a coherent public higher education system.

The University of California, with a total fall 2012 enrollment of over 236,000 students, is oriented toward graduate education and research. It consists of medical schools and residencies, five medical centers and ten campuses governed by a single Board of Regents and a statewide President's Office.

California State University, with a total fall 2012 enrollment of 436,560 students on 23 campuses, places primary emphasis on undergraduate academic and professional education and limited graduate-level work, primarily at the master's level. CSU is governed by a single Board of Trustees with a statewide Chancellor's Office.

California Community Colleges

In the fall 2013 semester, California Community Colleges enrolled over 1.5 million students in credit and noncredit classes in 72 districts and over 100 colleges (CCCO DataMart). Governance of the California Community Colleges more closely resembles a confederation than a system. It is comprised of a three-level structure:

- A statewide Chancellor's Office and Board of Governors, with coordinating authority
- Regional community College Districts governed by locally elected trustees
- Individual campuses

The Board of Governors consists of 17 members appointed by the Governor of the State of California. The Board of Governors appoints the Chancellor. Together, the Chancellor's Office and Board of Governors set policy, conduct long-range planning, and are responsible for allocating state funding to the colleges and districts. The work of the Chancellor's Office is performed through seven major divisions: College Finance and Fiscal Policy Planning; Legal Affairs and Contracts; Educational Services and Economic Development; Policy, Planning and External Affairs; Student Services; Human Resources; and Internal Affairs.

The California Community Colleges operate under a shared governance system, whose tenets are outlined in 1988 legislation (AB 1725). The Chancellor's Office has formed the 18-member Consultation Council to facilitate the shared governance system. The Council acts as a formal advisory body to the Chancellor who, in turn, makes recommendations to the Board of Governors. The Council, chaired by the Chancellor, meets monthly, and includes representatives of the trustees, executive officers, students, administrators, business officers, student services officers, and instructional officers, and representative organizations such as faculty and staff unions and associations.

California Community Colleges System Strategic Plan

The Chancellor's Office began a comprehensive strategic planning process in 2005 with the purpose of improving student access and success. On January 17, 2006, the Board of Governors of the California Community Colleges unanimously adopted the final draft of the Strategic Plan. This plan was the groundwork for the Los Angeles Community College District

(LACCD) Strategic Plan 2012-2017 which was approved by the LACCD Board of Trustees on February 6, 2013.

Five strategic goal areas were identified in this planning process as critical to the continued success of the California Community College System in meeting the needs of its constituents:
- College Awareness and Access
- Student Success and Readiness
- Partnership for Economic and Workforce Development
- System Effectiveness
- Resource Development

Los Angeles Community College District

The Los Angeles Community College District (LACCD) is the largest community college system in the United States and one of the largest in the world. The LACCD covers an area of more than 882 square miles and consists of nine colleges:

> East Los Angeles College
> Los Angeles City College
> Los Angeles Harbor College
> Los Angeles Mission College
> Los Angeles Pierce College
> Los Angeles Trade-Technical College
> Los Angeles Valley College
> Los Angeles Southwest College
> West Los Angeles College

With a combined fall 2013 enrollment of more than 151,326 students, the district serves a diverse student population eager for skills, knowledge, and upward mobility (CCCO DataMart). Eighty percent of LACCD students are from underserved populations. In addition to typical college-aged students, the LACCD also serves adults of all ages. Over half of all LACCD students are older than 25 years of age, and more than a quarter are 35 or older.

The student enrollment within LACCD has significantly increased by nearly 50% over the last decade, from about 95,000 student headcount in 1998 to just over 140,000 in 2010. Since 2010 the District has experienced a minor decline in enrollment to 138,000 headcount in 2013. Enrollments also decreased over the last three years across the district from 347,000 to 338,000. Although the district as a whole has experienced a slight decline in headcount and enrollment during the last three years, Los Angeles Valley College's headcount and enrollment has remained relatively stable.

The Los Angeles Community College District is governed by an eight-member Board of Trustees. Board members are elected at large for terms of four years. Elections are held every two years, with three members being chosen at one election and four members at the other. The President and Vice President of the Board of Trustees are elected by the Board for one-year terms. A student member is also elected annually, serving a term from June 1 through

May 31 of each year. The Chancellor, the District's Chief Executive Officer, is responsible for carrying out policies approved by the Board of Trustees.

LACCD Strategic Plan
The first formal Strategic Plan in the history of the Los Angeles Community College District was adopted by the Board of Trustees on January 24, 2007 and revised in 2012. The result of a year-long, district-wide effort, the 2012-2017 LACCD Strategic Plan sets priorities that will guide district actions and initiatives over the next five years. It also serves to align district goals and priorities with those established in the California Community College System Strategic Plan.

The LACCD Strategic Plan outlines four overarching goals for the nine LACCD colleges and the District Office:
- Access and Preparation for Success
- Teaching and Learning for Success
- Organizational Effectiveness
- Resources and Collaboration

As part of a multi-college district, Los Angeles Valley College is guided by the strategic planning agenda approved by the LACCD Board of Trustees. Los Angeles Valley College annually provides a report to the district showing alignment between its Educational Master Plan to the goals and objectives of the LACCD Strategic Plan. Of note, in its 2013 report, LAVC exceeded the district average in percent of eligible students receiving financial aid at 92% in 2011-2012 and at completing the matriculation process in its first semester at 72% of students. Although the college did exceed expectations on new students completing at least one math and English class in their first year (20%) and was at the average to other sister colleges in fall to spring and fall to fall persistence (86% and 76% respectively) and completion of 30 and 60 units (61% and 30% respectively), overall persistence and completion have dropped over the past cohorts. As a result, the college is aligned with the District in its commitment to increase persistence and completion over the next six years.

The LAVC Educational Master Plan's goals align with State and district strategic planning goals through their emphasis on learning and enabling students to achieve educational and career goals and by ensuring equitable access and maximizing institutional effectiveness.

Table 1. Goal Alignments by LAVC, LACCD and State of California.

LAVC GOALS	LACCD GOALS	STATE GOALS
Foster student completion by supporting a learning-centered environment	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.	Student Success and Readiness: Promote college readiness and provide programs and services to enable all students to achieve their educational and career goals. Partnerships for Economic and Workforce Development: Strengthen the Colleges' capacity to respond to current and emerging labor market needs and to prepare students to compete in a global economy.
Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps.	Access and Preparation for Success: Improve equitable access; help students attain important early educational momentum points.	College Awareness and Access: Increase awareness of college as a viable option and enhance access to higher education for growing populations.
Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.	Organizational Effectiveness: Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development. Resources and Collaboration: Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance, strengthen, and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.	System Effectiveness: Improve system effectiveness through communication and coordination, regulatory reform, and performance measurement. Resource Development: Provide enhanced resources and allocation methods to ensure high quality education for all.

Los Angeles Valley College

Los Angeles Valley College was established in 1949 in response to the higher education needs of the rapidly growing San Fernando Valley. The College was officially chartered by the Los Angeles Board of Education in June of 1949 and opened its doors on September 12th of that year on the campus of Van Nuys High School. The college's first academic year began with 439 students enrolled, 23 founding faculty members, and five bungalows that constituted the campus. The library housed a collection of 150 books.

By 1950, the College established an evening division, adding 12 classes. LAVC moved to its permanent 105-acre site in Van Nuys in 1951. The campus began with 33 temporary bungalows, which increased to 45 over the next five years. During the first three years of operation, enrollment expanded quickly. By fall 1952 enrollment exceeded 2,300 students.

Within the next two years the college established a fully functioning counseling program and a community services program. In 1954, faculty members founded the Athenaeum, offering community programs that brought the Los Angeles Philharmonic to campus. Guest speakers on campus included Eleanor Roosevelt, Margaret Mead, and Louis Leakey.

Over the decades the college continued to grow with the San Fernando Valley. A comprehensive transfer program, as well as a number of vocational programs led to the need for instructional facilities. By 1959 Phase I of the Master Building Plan was completed, adding Engineering, Chemistry, Physics, Foreign Language, Administration, and the Library buildings. By 1961, the Music, Theater Arts, Life Science, and Cafeteria buildings were added. In 1963, the buildings for Business-Journalism, Math-Science, Art, and the Planetarium were completed. In the 1970's the college added the Gymnasiums, Behavioral Science, Humanities, and Campus Center buildings.

Today, Los Angeles Valley College serves over 20,000 students annually from the communities of North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, Los Angeles, Sun Valley, Arleta and North Hills. Designated as a Hispanic-serving institution (HSI), its student body is comprised of a diverse mix of ethnicities that reflect the communities it serves, the majority being of Hispanic descent. LAVC is a student-focused institution known for high quality educational courses that prepare students for university or vocations. More than 140 associate degree programs and certificate programs are offered.

The campus currently offers 87 Associates programs, 58 Certificates of Achievement, 10 Skills Certificates and 13 Non-Credit certificates. Popular majors among completers include CSU Breadth, IGETC, General Studies: social and Behavioral Sciences, General Studies: Natural Science, Child Development, Registered Nurse, Economics, and Administration of Justice. Degrees and certificates in these fields account for more than 75% of the awards annually. The school is also known for exceptional vocational programs in Registered Nursing and Respiratory Therapy. In addition, LAVC offers a wide selection of online and hybrid courses.

With the passage of three district wide bond measures, Proposition A in 2001, Proposition AA in 2003, and Measure J in 2008, Los Angeles Valley College has been undergoing a $626 million expansion and renovation construction program designed to renovate existing structures, upgrade infrastructure, and construct new buildings. New facilities include the Maintenance and Operations/Sheriff's Station (the first LEED-certified building in the LACCD), an Allied Health and Sciences Center with state-of-the-art classrooms and labs, and the Belle & Harry Krupnick Media Arts Center featuring a state-of-the art television studio. Most recently, the College added a new Aquatics Center with an Olympic-sized pool, an Adapted Physical Education Center for students with disabilities, a Student Services Complex, and a Library and Academic Resource Center. Five other buildings are scheduled to begin construction in the next year.

LAVC has made a number of advances to increase institutional effectiveness. The college created several new certificate programs, revitalized total college offerings, added new courses in many departments, and increased the number of evening courses to meet the needs of

working students. The college continues to expand technological capabilities, increasing access to research databases from on and off-campus and information on college and District websites.

Los Angeles Valley College is known for our ability to serve the needs of local business and industry. Its Job Training Program provides employee training and its Faculty/Staff Resource Center serves as a training facility for the College and area businesses. LAVC has received numerous awards, including being inducted into VICA's (Valley Industry and Commerce Association) "San Fernando Valley Business Hall of Fame" and receiving the Valley Economic Alliance's "Valley of the Stars" Education Award.

LAVC serves as a hub for cultural and community events and offers recreational opportunities (athletics, community services classes), leadership activities (through the ASU), and cultural events (art exhibits and performances in dance, music, and theater) to enrich the lives of our students and the community.

Planning

Methodology and Guiding Principles
The planning process was guided by the following principles:
- The planning process will build upon, not duplicate, work done in earlier planning.
- The planning will employ data-driven findings and recommendations from recent data analysis, reports, and studies.
- It will be open, collaborative, and personal, though mindful of the need to complete a plan by Spring 2014.
- It will be both grounded in reality and future oriented by focusing on planning and how it relates to budget.
- It will be linked to accreditation, student success, and PASS initiatives
- It will reflect an understanding that the planning process is dynamic and therefore an ongoing reflective process.

Process
The College's Educational Planning Committee (EPC) began work on an Educational Master Plan (EMP) in 2011. It began with an evaluation of the previous EMP. During 2011, the EMP convened a workgroup to revise the Mission, Vision, and Core Values. After crafting revised statements, the workgroup sought feedback from a broad base of constituents via an online survey that received responses by over 2,000 stakeholders (Mission, Vision, Core Values survey), including students, student government leaders, club members, faculty, staff, administrators, alumni, LAVC Foundation members, advisory committees, and the community. In addition, nearly 200 people attended the President's Sidewalk Chat. The workgroup used that feedback to further revise the statements and engage in dialogue with the Academic Senate on their suggested revisions. The revised mission statement (Mission, Vision, Core Values 2012) went through the campus approval process in fall 2012:

MISSION STATEMENT

Los Angeles Valley College serves as a leader in student success, with pathways for certificates, degrees, transfer, and continuing education. We enable students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community.

VISION STATEMENT

Los Angeles Valley College inspires, educates, and enriches our diverse community, developing critical and creative thinkers and lifelong learners.

CORE VALUES

Student Success and Innovation in Teaching and Learning

The college creates a learning-centered environment that offers a broad range of academic programs and services in an atmosphere of academic freedom and collaboration responsive to students, faculty, staff, and the community. Los Angeles Valley College encourages each student to successfully complete all courses attempted, persist from term to term, and fulfill his or her educational goals.

Mutual Respect, Diversity, and Access to Education

The college promotes access to educational opportunities for all in a welcoming, supportive, and respectful environment that provides a place for critical thinking, learning, and personal growth.

Resourcefulness and Environmental Stewardship

The college strives to be effective stewards of our physical, technological, and financial resources to maximize institutional effectiveness. The college fosters sustainability and pride in our vibrant and evolving campus.

In conjunction with this philosophical roadmap, the EPC began the task of undertaking and reviewing multiple analyses on educational trends, outcomes and assessment data.

The strategic research undertaken by Los Angeles Valley College was the result of multiple campus, district, and state initiatives—overarching larger-scale initiatives are highlighted below:

1. Preparing All Students for Success (PASS). This work was driven by the LACCD partnership with Achieving the Dream, a national non-profit organization that is dedicated to helping community college students, particularly low-income students and students of color stay in school and earn a certificate or associate degree. The PASS work subscribes to the principles of data-driven decision making, and that the work be student-centered and built on equity and excellence. Facilitating the completion of developmental instruction to advance to degree-applicable courses and creating intervention strategies aimed at increasing retention, persistence and success are both emphasized goals of this initiative.

   LAVC is committed to instituting these initiatives in a way that will impact the maximum number of students possible to achieve institutional transformation focusing on

an integrated student success effort to help students complete. College PASS initiatives to be institutionalized include a Welcome Fair for first-time students, a START program in which students take a math, English and Personal Development course in their first semester and, if all courses are completed successfully, ensuring their ability to enroll in successive math and English classes, accelerated Math, and providing continually support services such as tutoring and workshops. In addition, the Clear Pathways initiative promotes direction to students through a reorganization of offerings directed toward completion.

2. Self-Evaluation of Educational Quality and Institutional Effectiveness. This report was undertaken as part of the peer review process associated with the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission's standards emphasize evaluation, improvement, and reevaluation of all programs and services, and analysis of learning and achievement data on students enrolled in all delivery formats. The college is expected to fully evaluate indicators of effectiveness and make improvements based on a systematic analysis of data. This process of self-evaluation provided the College the opportunity to conduct a thorough review of its educational quality and institutional effectiveness, and resulted in college-designated Actionable Improvement Plans and Commission Recommendations including integration of Student Learning outcome assessment data in planning, reinforcing the technological infrastructure on campus, maximizing institutional effectiveness, and reviewing learning and achievement data for all delivery formats. The Accreditation response also called for the college to establish appropriate management and control mechanisms to assume fiscal decision making and to ensure the long-term fiscal stability and financial integrity of the college. In response, the college has reviewed its overall expenditures, and has made significant adjustments in its enrollment management and budgetary allocation processes. The Educational Master Plan will act as a vehicle to prioritize items to ensure that the specific criteria are met and expenditures per each FTES are monitored.

3. Student Success Act of 2012 (SB 1456). The Student Success Act of 2012 was approved by the State Senate in May 2012.The California Community Colleges Chancellor's Office created the Student Success and Support Program to assist in the implementation of task force recommendations to move students effectively through the community college system and mitigate disproportionate impact. College funding from the program is targeted to fully implement orientation, assessment, counseling, advising, and other educational planning services needed to assist at-risk students in making an informed decision about his or her educational goal and course of study. The Act endorses the Student Success Task force recommendations and are tethered to seven key components of education:
    - Development and implementation of a common diagnostic assessment tool to more accurately determine the skill levels of entering students;
    - New technology and additional counselors to create more robust student services, including broader and more widespread use of student educational plans;

- Structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services;
- Enhanced professional development for both faculty and staff, especially related to the instructional and support needs of basic skills students;
- Revised financing, accountability, and oversight systems to ensure that resources (both financial and organizational) are better aligned with student success;
- Stronger statewide coordination and oversight to allow for the sharing and facilitation of new and creative ideas to help students succeed, including the ability for California to "take to scale" the many good practices already in place; and
- Better alignment of local district and college goals with the education and workforce needs of the state.

Furthermore, the Student Success Task Force adopted a set of student success outcome metrics. Taking into consideration the varied educational goals of community college students, the Task Force recommended and the State Senate accepted that student success be measured using the following metrics:

- Percentage of community college students completing their educational goals
- Percentage of community college students earning a certificate or degree, transferring, or achieving transfer-readiness
- Number of students transferring to a four-year institution
- Number of degrees and certificates earned

The 2014-2020 LAVC Educational Master Plan closely aligns with the state initiative and the college is committed to providing the services needed to increase each metric to ensure further student success.

Although the college priorities are influenced by state, district and campus initiatives, the LAVC Educational Master Plan is truly a reflection of the college's shared governance and collaborative processes and represents a cultural shift in the college's perspective in using extensive data analysis to inform all decisions. The LAVC Institutional Effectiveness Council (IEC) serves as the central governing body for all planning decisions and makes recommendations directly to the college president as part of the shared governance process. In addition to the IEC, the Educational Planning Committee (EPC), Hiring Planning Committee (HPC), Program Effectiveness and Planning Committee (PEPC), Student Success Committee (SSC), Technology Planning Committee (TPC), and Work Environment Committee (WEC) also play key roles in the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.

Figure 1. Organizational Map of LAVC Shared Governance.
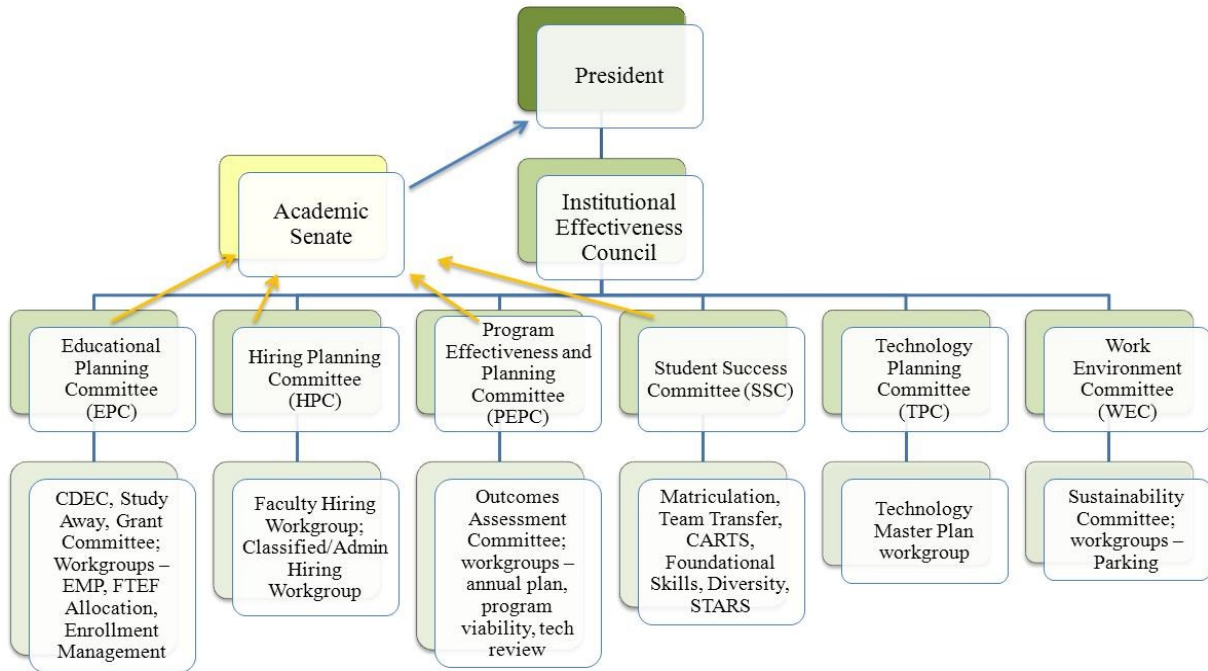
The Educational Master Plan was drafted in conjunction with a rigorous dialogue among campus constituents in a series of meetings and open forums which are listed in Table 2 below.

Table 2. Vetting Process of Educational Master Plan.

WHO	WHEN
Educational Planning Committee	5/13/2013*, 6/10/2013*, 7/8/2013*, 8/12/2013,9/9/2013, 10/14/2013, 11/18/2013, 12/9/2013; 2/10/ 2014
Program Effectiveness and Planning Committee	2/13/2014
Student Success Committee	2/12/2014, 3/19/2014
Institutional Effectiveness Council	6/13/2013*
Chairs and Directors	4/23/2013*
Town Halls	2/18/2014, 2/19/2014; 2/21/2014
Academic Senate	9/26/2013*, 12/19/2013
Professional Development Committee	3/20/2014
Foundational Skills Committee	3/19/2014
Team Transfer	3/11/2014
Technology Committee	3/6/2014
Outcomes and Assessment Committee	3/6/2014

Note: *indicates vetting of goals and objectives section

Beginning in late 2011, the planning process was divided into three phases.

Phase 1: Project Preparation

The planning process began as a standing agenda item of the Educational Planning Committee. The first phase included the evaluation of the prior Educational Master Plan 2008-2013. The purpose of this initial step was to:

Survey owners of the plan across campus and determine how the Plan was utilized. Each was asked if they had a plan, how they implemented the objective(s), and if there was an evaluation. To do this, the Educational Planning Committee surveyed 19 Committees/ Constituency Groups and seven Administrative Offices.

The Committees surveyed included the following:
- Academic Senate
- Associated Student Union (ASU)
- Campus Distance Education Committee (CDEC)
- Career Technical Education (CTE)
- Chairs and Directors
- Committee for Academic Resources and Tutoring Services (CARTS)
- Diversity Committee
- Educational Planning Committee (EPC)
- Foundational Skills Committee
- Hiring Planning Committee (HPC)
- Institutional Effectiveness Council (IEC)
- Outcomes Assessment Committee (OAC)
- Program Effectiveness & Planning Committee (PEPC)
- Professional Development Committee (PD)
- Student Success Committee (SSC)
- Technology Committee (Tech)
- The Strategic Team for the Advancement and Retention of Students (STARS)
- Workforce Development

The Administrative Offices surveyed were:
- Foundation Office
- Office of Institutional Effectiveness
- President's Office
- Public Relations Office
- Vice President of Academic Affairs Office
- Vice President of Student Services Office
- Vice President of Administration Office

The survey took over 12 months to yield results. In addition to the assessment of the Educational Master Plan, the EPC reviewed data from the Office of Institutional Effectiveness which included success outcomes (i.e., persistence, completion, retention). These findings were reviewed and brought to the Educational Planning Committee where the Committee determined that:

Goal 1: Increase Student Retention, Persistence and Success

On average, Los Angeles Valley College increased its persistence, retention and success metrics and met the three-year targets of increasing by 5% in the 5 year period. It did not, however, meet the five-year targets to increase by 10%. Once the analysis disaggregated the data by student segments these outcomes showed great variation by home language. Although all groups met the three-year targets, some groups well outperformed the targets and increased twice the expected target (e.g., Armenian speakers increased success metric by 9%).

Goal 2: Increase Student Access

The objective of increasing enrollment growth rate was stunted by budgetary constraints. The Educational Planning Committee collaborated with the PASS workgroup and created a partnership in the FTEF/PASS workgroup which has met monthly while analyzing campus data to locate and remove structural barriers to student access. The Student Success Committee collaborates with PASS, Educational Planning Committee, Institutional Effectiveness Council and Student Services, and these collaborations have created many campus initiatives.

Goal 3: Enhance Academic Offerings to Meet Student and Regional Needs

The College has made steady progress in enhancing its academic programs and course offerings. The PASS/FTEF workgroup in collaboration with the Dean of Institutional Effectiveness, Outcomes Assessment and Curriculum Committees designed, administered and analyzed a student course demand survey which informed the college on the self-reported needs of students attending Los Angeles Valley College. Moreover, the Career and Technical Education (CTE) Committee evaluated their program SLOs and made recommendations that were widely disseminated across campus units including the Educational Planning Committee, Chairs and Directors, Academic Senate, and the Institutional Effectiveness Council. Part of the CTE work included interviews with their advisory boards that helped shape the final recommendations.

Goal 4: Increase Institutional Effectiveness

One major accomplishment during this Educational Master Plan cycle 2008-2013 includes the creation, adoption, and utilization of the Technology Plan. Additionally, the Institutional Effectiveness Council approved the 2012-2013 Planning and Decision Making Handbook which details the processes that comply with the Shared Governance structure.

The survey of the Educational Master Plan 2008-2013 showed:
1. The prior Educational Master Plan captured many of the initiatives and work on student success across campus;
2. Many goals had been met, of particular note are:
   a. increased success and persistence (the three-year goals were achieved in the 5 year period, but the five-year goals were not)
   b. increased equity across all student groups (further investigation by EPC and PASS showed the only two groups that have significantly lower outcomes are Male students and African American students).
   c. assessment of the need for alternative course scheduling to meet student needs

d. established a FTEF workgroup to determine the FTEF-FTES allocation
e. enhanced academic offerings to meet student and regional needs (SLOs used as a tool for improving teaching and learning; developed SLOs for all campus programs; assessment of SLOs)
f. created and adopted a Technology Plan
g. utilized and developed the College's broad-based governance process as a means for decision-making – and provided a Handbook that outlines these processes
h. made significant strides toward achieving a balanced fiscal position that reflects the priorities identified in the Educational Master Plan
    i. this work included a review of the District funding model and
    ii. the hiring of an external consultant to analyze Los Angeles Valley College's fiscal processes

The Committee also found that the document had failed to ignite the decision-making process and drive the campus to a prioritization that is so necessary to complete the difficult task of allocating resources during times of fiscal crisis. After face-to-face discussions with stake-holders of the 2008-2013 EMP preliminary evaluation survey, the Educational Planning Committee found:

1. the four EMP Goals had too many objectives and strategies;
2. many campus constituents had not used this document to drive decision-making, instead many used the document as an *expo-facto* rationale;
3. the plan did not effectively integrate all various campus plans and initiatives;
4. the campus priorities could not be determined;
5. the campus did not have the required infrastructure to support much of the integration and analysis necessary to meet the stated goals.

These findings helped inform the planning process for the Educational Planning Committee's work to revise the Educational Master Plan.

Phase 2: Strategic Research

Document Review

Next, the Educational Planning Committee began an extensive and comprehensive review of findings from various data sources and analyses:

The Committee reviewed the following data sources (if available, a web-address link to the data source may be found in the second column of the table):

Table 3. Data Sources used to Inform the Educational Master Plan.

DATA SOURCES	WEB ADDRESS
LAVC's Mission Statement, Vision Statement	http://www.lavc.edu/vision-mission/
LAVC's Accreditation Self Evaluation	http://college.lavc.edu:8888
Recommendations from California's Student Success Taskforce	http://www.lavc.edu/ssc/docs/Student%20Success%20Act%20of%202012%20bill%20summary%20-%20Final.docx
LACCD's Strategic Plan 2012-2017	http://www.laccd.edu/Departments/InstitutionalEffectiveness/Documents/District%20Strategic%20Plan/LACCD%20Strategic%20Plan%20Vision%202017.pdf
Plans and Goals from PASS	http://www.lavc.edu/pass/goals.html
LAVC's unit annual goals	SharePoint
Survey results from the 2008-2013 Educational Master Plan	
LAVC Community and Demographic Data	http://www.lavc.edu/research/News.html
LAVC's Success and Retention Tables	http://www.lavc.edu/research/6yrSucRet_2-27-13.pdf
Program-level and course-level assessment results	http://www.lavc.edu/outcomes/
Outreach to other campus committees, academic senate, and special programs	Alignment of EMP objectives to other campus plans (Matriculation, Institutional Assessment, Equity, etc.)
Regression analysis on equity at LAVC	
Certificate and Degrees	http://www.lavc.edu/programs.html
Gainful employment data	http://www.lavc.edu/research/gainfulemploymentdata/index.html
2013 ARCC Report EMSI Zip Code Data API Scores of Surrounding High Schools 2012 and 2013 LAVC Student English, Reading and Math Placement Scores	http://www.lavc.edu/research/pdf/ARCC%202012_LAVC%20Feb.pdf
2012 LACCD Student Survey	
FTEF/PASS workgroup reports	http://lavc.edu/pass/index.html
Prior LA Valley College planning documents	Foundational Skills Action Plan; Foundational Skills Program Pathways
Catalog; schedules of class; public relations materials	http://www.lavc.edu/schedules.html
Planning and Decision Making Handbook	http://www.lavc.edu/iec/pdf/C-Handbook%209.2012.pdf
LAVC Accreditation Data Template Summary	
California Department of Finance, Demographic Projections 2010-2060	http://www.dof.ca.gov/research/demographic/reports/projections/P-1/documents/Projections_Press_Release_2010-2060.pdf
Census Bureau, U.S. Department of Commerce	http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1
ACCJC on student achievement, assessment and standards	http://www.accjc.org/wp-content/uploads/2011/01/ACCJC-Regional-Workshop-Pierce-College_4-19-13.pdf
Advancing Student Success in California Community Colleges (2012)	http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf
Los Angeles County Economic Development Corporation. The Kyser Center for Economic Research (2013).	http://laedc.org/reports/2013-14EconomicForecastandIndustryOutlook.pdf
U.S. Department of Education :The Condition of Education (2013)	http://nces.ed.gov/programs/coe/indicator_tba.asp
IPEDS Scorecard	http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=747
The Industry and Labor Market Intelligence for L.A County (April, 2013)	cdn.laedc.org/.../Industry-and-Labor-Market-Intelligence_LAC_FINAL.pdf
California Employment Development Department	*www.edd.**ca**.gov*

The reviewed documents reveal major educational trends; resource allocation models; the alignment of student success metrics (success, retention, completion); and the integration of plans on multiple levels – federal, state, district and campus; enrollment management for growth and reduction; demographic patterns; etc. In sum, the Educational Master Plan 2014-2020 will integrate and build in mechanisms to evaluate and assess the goals and strategies necessary to meet the ever-changing environment of Los Angeles Valley College.

Environmental Scan

In order to understand and align institutional strengths and qualities with external forces and opportunities, the Educational Master Plan needs to assess the environment within which it exists. The campus draws diverse students from surrounding communities, the greater San Fernando Valley and Los Angeles area. Feeder high school API scores are on average lower than state and Los Angeles Community College District average and service area income levels are lower than the greater San Fernando Valley. The majority of LAVC's student population resides in the nearby communities of North Hollywood, Van Nuys, Burbank and Panorama City.

Table 4. Feeder School Outcomes

	School	Count of Recent Graduates Attending LAVC	API Score	Graduation Rate (2011/12)*	Dropout Rate (2011/12)*
	LA Unified District		745	66.60%	20.30%
	California	441	788	78.9%	13.1%
1	Grant Senior High School	157	705	81.9%	11.6%
2	North Hollywood Senior High School	121	770	84.3%	8.1%
3	Van Nuys Senior High School	96	761	84.2%	6.9%
4	Francis Polytechnic Sr. High	70	745	82.8%	10.1%
5	John Burroughs High School	62	826	97.3%	1.7%
6	Birmingham Senior High School	54	722	89.6%	7.1%
7	Monroe Senior High School	47	692	79.3%	9.7%
8	Burbank Senior High School	43	832	93.8%	4.7%
9	San Fernando Senior High School	35	677	77.0%	10.7%
	Other State	33	n/a		
10	Sherman Oaks Center for Enriched Studies	33	895	95.2%	3.3%
11	Granada Hills High School	30	877	92.1%	4.4%
12	John F. Kennedy High School	28	711	86.8%	7.2%
13	Taft Senior High School	24	790	86.8%	7.2%
14	El Camino Real Senior High School	23	838	87.3%	9.8%
15	Cleveland High School	20	783	83.7%	12.1%
	Average		737	86.8%	7.6%

Source: DEC SIS, CEN RDB and LAUSD data -California Department of Education, DataQuest, http://dq.cde.ca.gov/dataquest/

The vast majority of Los Angeles Valley College students come from within a 15 mile service area surrounding the campus. Table 5 below reports communities the college's total student population comes from. More than a third comes from North Hollywood and Van Nuys, the two areas adjacent to campus.

Table 5. Top 25 Communities of LAVC Students Fall 2013.

Top 25 Communities of LAVC Students Fall 2013					
	Count	**Percent**		**Count**	**Percent**
NORTH HOLLYWOOD	3798	21%	NORTHRIDGE	327	2%
VAN NUYS	3188	17%	GRANADA HILLS	292	2%
PANORAMA CITY	1099	6%	SYLMAR	267	1%
BURBANK	983	5%	CANOGA PARK	255	1%
SHERMAN OAKS	915	5%	STUDIO CITY	248	1%
LOS ANGELES	894	5%	ENCINO	230	1%
SUN VALLEY	825	4%	TARZANA	191	1%
ARLETA	600	3%	MISSION HILLS	184	1%
NORTH HILLS	553	3%	WOODLAND HILLS	183	1%
PACOIMA	420	2%	SAN FERNANDO	156	1%
RESEDA	403	2%	WINNETKA	143	1%
GLENDALE	393	2%	VALLEY GLEN	96	1%
VALLEY VILLAGE	385	2%	All Other Cities	1369	7%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE

By comparing the average and median income of households within the feeder communities, a pattern of disadvantage emerges. On average, the majority of Los Angeles Valley Students live in communities that are below the national average income median of $52, 029. Indeed, of the cities listed above, fewer than 10% come from cities with higher than average income. The household numbers, median and mean household income is reported in Table 6 below.

Table 6. Income by Community

Community	Total Households	Median Household Income in dollars	Mean Household Income in dollars
Calabasas	8,266	118,182	183,537
Agoura Hills	7,182	108,820	148,718
Canoga Park Area	25,560	52,003	60,647
Tarzana	11,400	69,875	113,955
Encino Area	11,897	59,522	101,441
Reseda	22,485	53,842	66,213
Van Nuys Area	59,325	45,576	61,168
Sherman Oaks	64,609	73,947	117,771
Studio City	13,655	86,475	131,582
North Hollywood Area	64,055	49,784	62,611
Burbank	42,340	51,623	77,006
South Glendale	46,740	40,742	54,446
North Glendale-La Canada	41,330	94,633	127,324
Sunland - Sun Valley Area	34,890	56,169	70,522
Panorama City-Arleta Area	23,435	44,836	54,070
Sylmar-San Fern. Valley Area	36,145	53,178	66,318
Granada Hills - Mission Hills	44,125	63,071	82,885
Chatsworth - Northridge Area	44,375	76,479	104,142
San Fernando Valley CCD Tracts	584,645	58,511	82,954
Los Angeles City	1,280,535	48,882	78,541
Los Angeles County	3,168,362	55,499	81,169
California	12,176,760	61,021	84,275
United States	113,101,329	52,029	71,498

Sources: U.S. Census Bureau (2010); State of California Department of Finance Population Estimates 2012-2060 (2013); and, the LAVC Self Evaluation Study (January 2013).

Summary of LAVC service area
- The majority of LAVC students come from a 15 mile service area surrounding campus
- The service area is filled with a mix of average and low-income neighborhoods, though the majority of students come from neighborhoods that are often economically lower than the average San Fernando Valley on whole.
- The high schools from which the students generally come are, on average, low API scoring institutions.

Industry Employment

Workforce education represents a large portion of Los Angeles Valley College's educational programming. In order to maintain appropriate programs that lead to economic advancement, career-technical departments collect data related to the availability of jobs and career opportunities throughout the state. These objectives are achieved at a department level through the collection of labor reports, use of advisory groups, and the development of employer surveys.

Considering the residents of the county of Los Angeles, Table 7 below reports the occupational group membership in descending share of the total workforce in percentages. One third of the workforce is represented in office, administrative, sales and management positions. The remaining categories constitute less than 10% of the workforce and in the majority of the categories, 5% or less. These data provide information relevant to the training needs of the community and the manner in which programs can be developed to meet the needs of the business community and LAVC students. The data indicate positive trends in job fields related to healthcare and social services, education, business, computer science, construction related occupations, protective and legal fields and media.

Table 7. Resident Employment County of Los Angeles

SOC	Occupational Group	Employment	Share of Total (%)
43-0000	Office and administrative support	599,860	13.6
43-0000	Sales and related	490,160	11.1
11-0000	Management	390,480	8.8
51-0000	Production	288,290	6.5
53-0000	Transportation/material moving	276,310	6.3
35-0000	Food prep and serving related	239,850	5.4
25-0000	Education, training, and library	235,360	5.3
37-0000	Building/grounds cleaning/maintenance	220,620	5.0
13-0000	Business and financial operations	219,210	5.0
39-0000	Personal care and service	213,760	4.8
27-0000	Arts/entertainment/sports/media	187,100	4.2

Source: Los Angeles County Economic Development Corporation. The Kyser Center for Economic Research (2013).

The following analysis surveys the industry employment trends of Los Angeles County. The economic recovery after the 2008 downturn has ushered in nominal growth in primarily service sector industries. Table 8 reflects the employment environment in Los Angeles County by the percentage share of total employment by industry in descending order. The 10 most popular industries are given below with Wholesale disaggregated into durable and nondurable goods.

Table 8. Employment by Industry in Los Angeles County.

NAICS	Industry	Employment	Share of Total (%)
722	Food services and drinking places	286,090	7.4
541	Professional and technical services	255,830	6.6
561	Administrative and support services	222,520	5.7
621	Ambulatory health care services	179,260	4.6
512	Motion picture and sound recording	120,130	3.1
622	Hospitals	109,500	2.8
611	Educational services	98,070	2.5
423	Wholesale: durable goods	94,570	2.4
424	Wholesale: nondurable goods	90,420	2.3
445	Retail: food and beverage stores	87,800	2.3
522	Credit intermediation	69,760	1.8

Source: Los Angeles County Economic Development Corporation. The Kyser Center for Economic Research (2013).

Nonfarm jobs, reported in Table 9, have experienced a 1.8% increase, just ahead of the national rate of 1.7%. The largest gains occurred in the private sector, specifically in three industries – leisure and hospitality; administrative; and support services; and private education. These three industries contributed more than 60% of the jobs created in 2012. Construction jobs which had been on a decreasing trend have begun to increase by 4%. Public sector jobs continued to decrease, in 2012 by 1.8%.

Table 9. Total Nonfarm Employment.

YEAR	Number employed (in thousands)	Numerical change from prior year	Percent change from prior year
2005	4,024.2	27.7	0.7
2006	4,092.5	68.3	1.7
2007	4,122.1	29.6	0.7
2008	4,070.7	-51.4	-1.2
2009	3,824.1	-246.6	-6.1
2010	3,773.1	-51.0	-1.3
2011	3,794.1	21.0	0.6
2012	3,846.4	52.3	1.4
2013f	3,911.8	65.4	1.7
2014f	3,982.2	70.4	1.8

Source: Los Angeles County Economic Development Corporation. The Kyser Center for Economic Research (2013).

Summary of workforce and industry employment
- The economic recession of 2008 resulted in a massive decrease in available jobs.
- Los Angeles County is growing jobs, but is still not make to the baseline jobs in 2008.
- Ten industry sectors are top-ranked in projected job creation and total employment projections by 2020 in Los Angeles County. These sectors are:
  - Health Care and Social Assistance
  - Professional, Scientific, and Technical Services
  - Administrative, Support, Waste Management
  - Finance and Insurance
  - Motion Picture and Sound Recording Studios
  - Educational Services
  - Arts, Entertainment, and Recreation
  - Management of Companies
  - Manufacturing: Computer and Electric Products
  - Manufacturing: Fabricated Metal Products

Many of the top 10 growth industries, specifically Health Care, Administrative Support, and Manufacturing sectors align with current certificate and degree offerings at LAVC. The Industry and Labor Market Intelligence for L.A County and California Employment Development Department includes these industries as projected top- ranked jobs creation.

Health Care: Health services are expected to grow seen in Table 10 below, as the aging population and the expected expansion of insurance coverage is made possible through the Affordable Care Act.

Table 10. Number of Healthcare Jobs in Los Angeles County, 2013 and Projected Jobs 2018.

NAICS Code	Description	2013 Jobs	2018 Jobs	% Growth
621	Ambulatory Health Care Services	210,330	336,822	13%
622	Hospitals (Private)	109,816	119,354	9%
623	Nursing and Residential Care Facilities	75,732	85,672	13%
	Total	395, 878	541,848	12%

Source: EMSI, 2013

Administrative and Support Services: Establishments in these industries provide support to the day-to-day operations for other organizations, such as management, personnel administration, clerical activities and cleaning activities. The sector is expected to continue growing and will add 52,050 new jobs in Los Angeles County from 2012 to 2017 as businesses follow the trend of contracting with outside services for administrative and support services rather than conducting them in-house.

Education Services: The education (including Child Development/Child Care) and health services sectors were the only sectors to continue adding employment during the recession.

Private education continues to grow in Los Angeles as private education provides training and education services at a variety of skill levels. Employment in the sector will add 7,400 new jobs between 2012 and 2017, achieving an average growth rate of 2.6% per year. Sixty-one percent of all children under the age of four are in childcare. This creates a need for an early care and education workforce to support families who work in all industries.

Manufacturing: Although employment in manufacturing as a whole has been on a long-term decline over the past two decades, several manufacturing industries continue to be promising targets for employment growth in the county based on upon their performance. These include: transportation equipment, computer and electronic products, apparel, beverages and tobacco products, leather products, textile mills, and fabricated metal products. Many of these are highly skilled jobs that are well commensurately highly compensated, but many include positions that require workers with community college degrees or technical training.

The Industry and Labor Market Intelligence Report (2013) from the Los Angeles County Economic Development Corporation further identifies target regional industries based on the size of the industry, its job creation potential, its relative competitiveness, and the average labor compensation paid to workers. These metrics are used to identify the industries that are most promising targets for job retention and expansion activities in Los Angeles County. The report identifies the entertainment industry (including sound recording, performing arts, spectator sports, and art galleries and museums,) Biomed/Biotech and other STEM-related industry sectors as target industries.

LAVC offers multiple certificates of achievement in the targeted areas listed above. Child Development related certificates continue to be the highest awarded CTE certificates by the College, then STEM-related and then business–related certificates. However, there are many certificates that are related to administrative support and the arts industry that have little to no completers which show a need to address those areas more to meet occupational demands.

Regional Educational Attainment
On average, 15% of Americans drop out of school prior to completing high school, about 30% have earned a high school diploma, and about one fifth earned a BA as reported in Table 11. The service area of Los Angeles Valley College has a disproportionately higher percentage of individuals with less than a high school diploma – the national average is 15% compared to 22% in the San Fernando Valley and 24% in Los Angeles County.

Table 11. Educational Attainment Comparisons.

Educational Attainment (Age 25 +)	9th Grade or Less	Some High School	High School Graduate	Some College	Associate's Degree	Bachelor's Degree	Graduate/ Professional Degree
San Fernando Valley	13%	9%	21%	19%	7%	21%	10%
Los Angeles County	14%	10%	21%	20%	7%	18%	10%
California	10%	9%	21%	22%	8%	19%	11%
United States	6%	9%	29%	21%	8%	18%	11%

Source: U.S. Department of Labor, Bureau of Labor Statistics, Office of Employment and Unemployment Statistics, unpublished annual average data from the Current Population Survey (CPS), 2012. See *Digest of Education Statistics 2012*, table 431.
Note: the percentages may not tally to 100 due to rounding.

This presents a unique challenge for the college as a large segment within the service area lacks education. Despite this fact, more earn a Bachelor's Degree compared to the county, state and nation.

Higher Education Trends

The annual *The Condition of Education* report by the United States Department of Education surveys educational trends in higher education. The trend of increasing enrollments continues at a slow but steady pace – higher educational institutions have increased by about 1% per year since 2000. Between 2010-2011 and 2010-2011, the number of associate's degrees awarded increased by 63% to 0.9 million. It also shows that across the nation 97% of public 2-year colleges had open enrollment. In 2011, 7.5 million students attended 2-year colleges, which is 42% of all undergraduates in the United States. Comparing 4-year to 2-year students, more than 75% of 4-year student attend full time, compared with only 42% of 2-year students.

According to the United States Department of Education (2013), employment is closely associated with educational attainment across all age groups. This fact underscores the importance of higher educational institutions to the health of the economy. Figure 2, below, highlights this fact with more than 75% of those with some college or a bachelor's degree having full employment. Given that the service area of LAVC has not yet recovered from the economic downturn of 2008, and the majority of students are from low-income families, earning a college degree will have a positive effect on the student, the community, county, and state.

Figure 2. Proportion of Employed Individuals by Age Group and Educational Attainment.

Source: U.S. Department of Labor, Bureau of Labor Statistics, Office of Employment and Unemployment Statistics, unpublished annual average data from the Current Population Survey (CPS), 2012. See *Digest of Education Statistics 2012*, table 431.
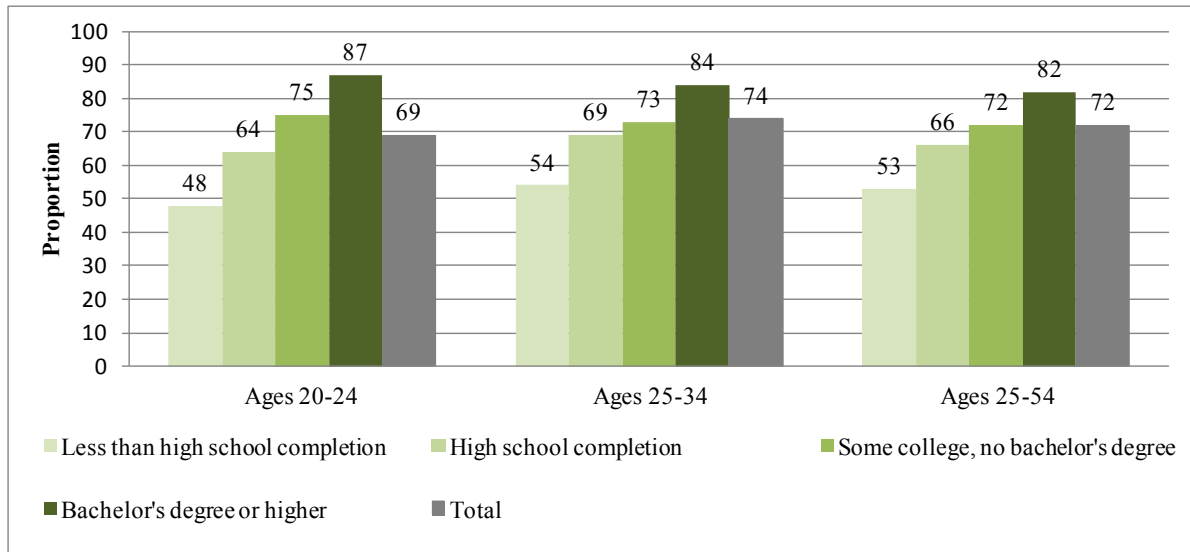
Summary of Environmental Educational Trends
- About 1 in 4 residents above the age of 25 in the service area did not graduate high school.
- Despite the low high school diploma rate, more residents have earned a bachelor's degree compared to the state and national averages.
- Factors of poverty are driving the low high school graduation rates in the service area and residents often must prioritize jobs over education.
- Full employment status is highly correlated to college completion.
- There is a slow increase in college enrollment across the nation.

Internal Scan

Many LAVC students are financially challenged; the median household income for major feeder areas is lower than that of the entire San Fernando Valley and Los Angeles County. Based on the 2012 LACCD Student Survey, about 67% of LAVC students are designated as low income, about 53% report a family income of under $24,000 and between 60-70% receive some form of financial aid. Seventy-nine percent of full-time, first-time degree/certificate-seeking undergraduate students received grant or scholarship aid or loans during 2011-12 (IPEDS Feedback Report 2013). In the 2012 LACCD Student Survey, over 69% of students report that financial factors are somewhat a problem when completing their educational goal and 61.7% indicate that job obligations are somewhat a problem. About 40% of LAVC students reported working more than 20 hours per week and 15% work full-time (2012 LACCD Student Survey). Most students (82%) who attend LAVC are part-time students. About 43% were identified as day only and 25% as evening only students.

The major feeder areas of North Hollywood and Van Nuys have lower percentages of high school graduates (69.5% and 70.8%, respectively) compared to LA County (75.2%). These areas also have a lower percentage of the population with a Bachelor's degree or higher (21.6% and 17.2%) compared to 28.1% for the county. At LAVC, 40% of our students are first generation college students. The majority (over 70%) of LAVC students taking the assessment test in English or Math place below college level in English and Math assessments.

The fact that the vast majority of students are from low socioeconomic status communities has major implications for educational planning, as many students have been poorly educated in public schools, often come from families that face economic challenges and often are the first in their family to attend college. The under preparedness of students is evidenced in the student preparation and basic skills analysis below. LAVC has multiple special programs and student support services that serve under-prepared students and address equity gaps. However, the populations served by these programs only represent a small proportion of the needs of the majority of the students at LAVC. To provide more opportunities to students and promote greater access, these programs and services that focus and target certain populations can be used as models to addressing gaps seen at a larger scale and may be expanded through making students more aware of resources available to them.

In the last decade, LAVC student headcount peaked in fall 2010 at 19,888 (credit). In the two years since, enrollments have declined and fall 2013 enrollments include 18,297 credit students and 985 noncredit students. In fall 2013, 19% of students were identified as first-time freshman. The majority, over 60%, are continuing students, and about one third are new students. There has a been a decline in returning students over the six-year period.

Figure 3. LAVC Headcount.

Credit & Noncredit Headcount
Fall 2008 - Fall 2013

	2008	2009	2010	2011	2012	2013
Credit	18,436	19,205	19,888	18,571	18,000	18,397
Noncredit	899	877	839	762	785	985
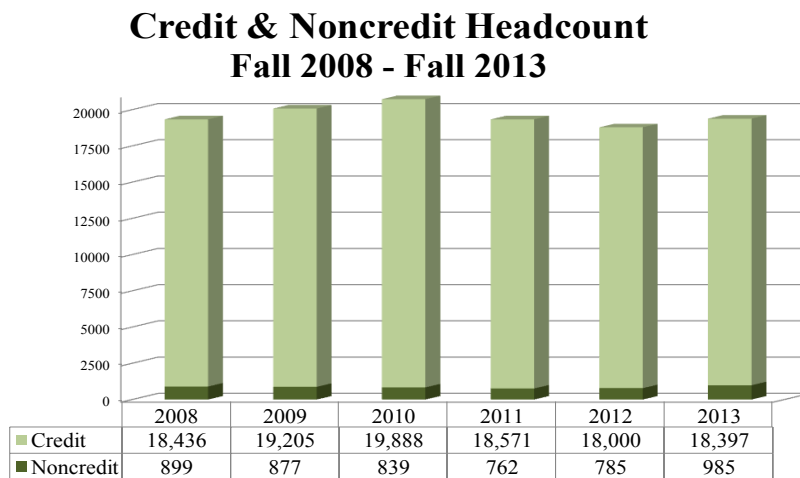
Sources: CEN RDB and DEC SIS compiled by LAVC OIE

Figure 4. Incoming Student Status.

Incoming Status Trend

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
New	31%	31%	28%	26%	28%	29%
Continuing	56%	58%	62%	64%	65%	64%
Returning	13%	11%	9%	11%	6%	7%
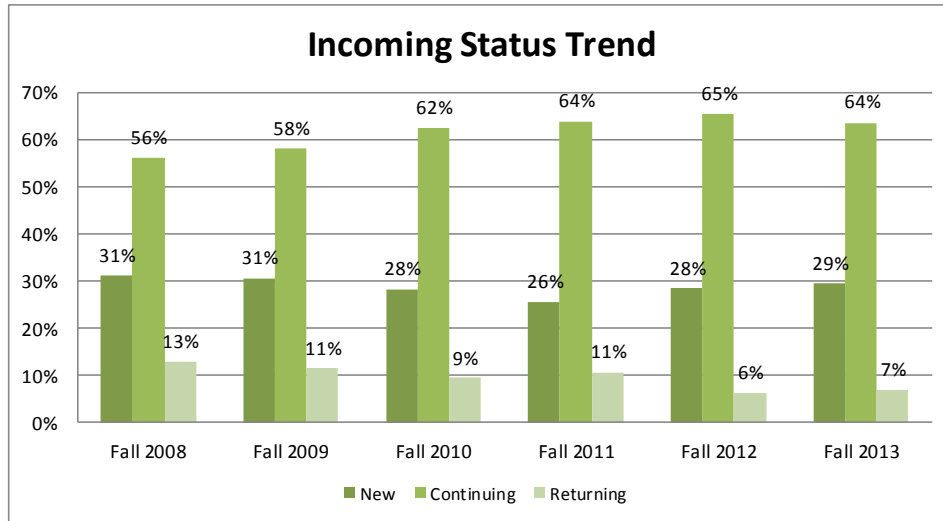
Sources: CEN RDB and DEC SIS compiled by LAVC OIE

LAVC's diversity is represented in many ways. The majority (65%) of Los Angeles Valley College students are under the age of 25 and 40% are under 20. Despite a low in Fall 2010, the under 20 population has grown in recent years, while 20-34 year olds have declined. About 18% of the students are between 25 and 34 years old and about 16% are over 35 years old. This indicates that the college is continuing the tradition of serving a wide range of age groups and supporting individuals who seek an education from high school well into their later years.

Figure 5. Age Trend.
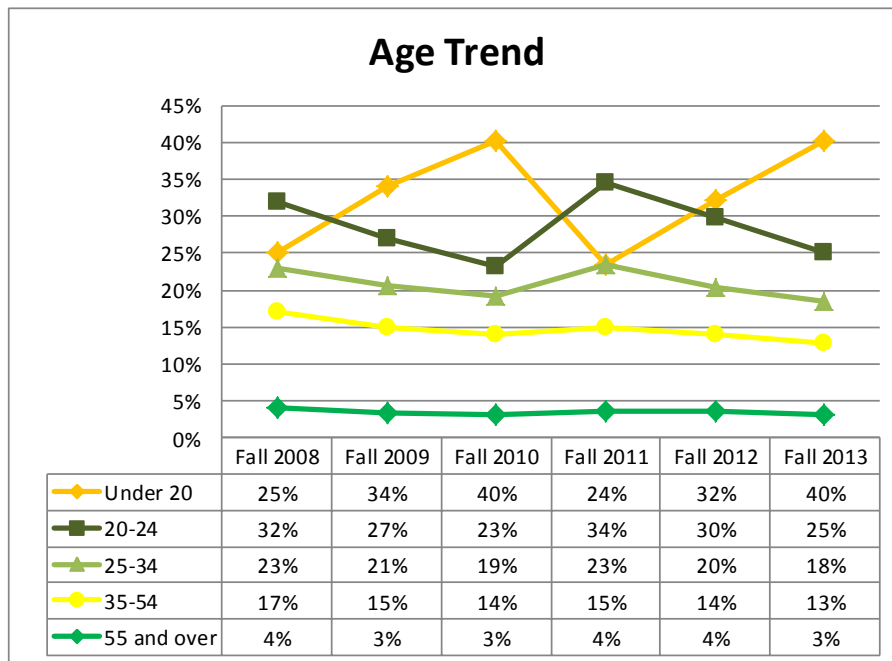
Age Trend

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Under 20	25%	34%	40%	24%	32%	40%
20-24	32%	27%	23%	34%	30%	25%
25-34	23%	21%	19%	23%	20%	18%
35-54	17%	15%	14%	15%	14%	13%
55 and over	4%	3%	3%	4%	4%	3%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE

The State of California, Department of Finance (2013) estimates that the average (median) age of Californians will continue to increase so that by 2060 the median age will be 41.9 compared to 35.2 in 2012. This suggests the College will need to continue serving students from a wide range of ages.

The percentage of full-time students has decreased in the past five years to 18% in fall 2013. The majority of students (82%) are enrolled part-time and take less than six units (43%). The college has experienced a 6% increase in the number of students who have earned a high school diploma or GED prior to enrollment, and a slight decrease in students who have earned a Bachelor's prior to enrolling. About 85% of the student body in fall 2013 came to college with a high school diploma or equivalent degree (including foreign equivalents). Ten percent of the students have earned an Associates or Bachelor's degree. About 3% of students were concurrently enrolled in high school during fall 2013.

Figure 6. Unit Load.

Unit Load Trend
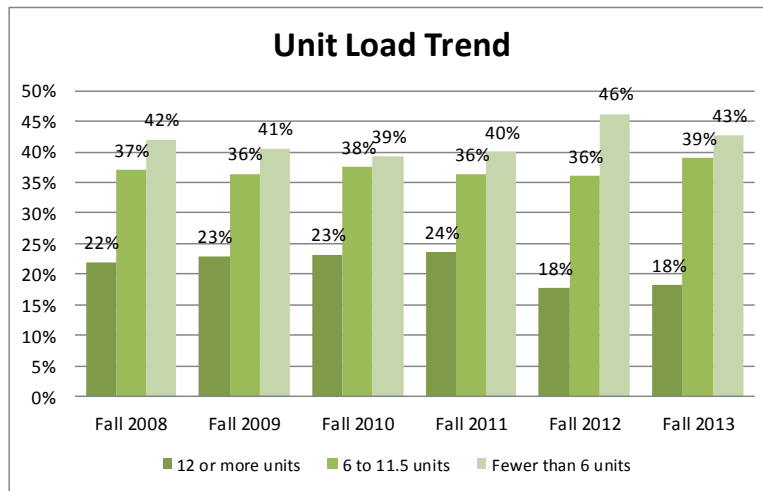
Sources: CEN RDB and DEC SIS compiled by LAVC OIE

Table 12. Prior Educational Status.

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Special student currently enrolled in grade 12 or below	814	4%	755	4%	548	3%	784	4%	464	3%	517	3%
Passed the GED or received a certificate of H.S. equivalency	803	4%	886	5%	962	5%	842	5%	864	5%	955	5%
Not a High School graduate, currently enrolled in adult school	159	1%	140	1%	135	1%	99	1%	102	1%	50	0%
Not a High School graduate	595	3%	582	3%	518	3%	484	3%	413	2%	411	2%
Earned California High School Proficiency Certificate	205	1%	260	1%	273	1%	294	2%	261	1%	259	1%
Earned a U.S. High school diploma	11,336	61%	12,143	63%	12810	64%	12,119	65%	12,026	67%	12248	67%
Earned a Foreign Secondary diploma or certificate of graduation	1,984	11%	1,934	10%	2116	11%	1,987	11%	2,061	11%	2114	12%
Earned a Bachelor's or higher degree	1,691	9%	1,745	9%	1735	9%	1,363	7%	1,227	7%	1216	7%
Earned a Associate degree	828	4%	744	4%	779	4%	591	3%	572	3%	572	3%
Total	18,436	100%	19,189	100%	19,876	100%	18,563	100%	17,990	100%	18,342	100%

Sources**:** CEN RDB and DEC SIS compiled by LAVC OIE
Note: Unknown excluded.

Currently, more than half (58%) of students indicate an educational goal of degree or transfer with an additional 18% indicating a vocational or job-related goal and about 8% for personal development reasons. LAVC grants an average of 1,300 awards (credit degrees and certificates) annually. In 2011-2012, 55% of awards were certificates and 45% were Associates degrees. Top areas of study are CSU Breadth, Child Development, IGETC, Nursing, and General Studies: Social & Behavioral Science and General Studies: Natural Science. Despite recent declines in UC and CSU admissions, LAVC continues to transfer over 750 students to these institutions annually.

The fact that the majority of residents in the campus service area are Hispanic is reflected in the student population which is 42% Hispanic/Latino. In Fall 2010, the college began recording multiple ethnicities and in Fall 2013 9% of students indicated more than one ethnicity. The Asian population is down about 3% since Fall 2008, as well as Hispanics and Whites being down slightly (1% each). The English speaking population has grown about 8% in the five year period with 74% of students indicating English as their primary language. About 9% indicate Spanish as their primary language, down 5% from Fall 2008. An equal percentage indicate Armenian as their primary language, see Table 14.

Table 13. Ethnicity Trends.

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African-American	1,152	7%	758	6%	1,176	7%	1,095	7%	1,066	6%	1010	6%
Asian	2,008	12%	1,368	11%	1,940	11%	1,752	10%	1,644	10%	1599	9%
Hispanic	7,248	43%	5,386	44%	7,255	41%	6,715	40%	6,863	41%	7250	42%
Other Non-White	879	5%	634	5%	51	0%	37	0%	38	0%	36	0%
White	5,716	34%	4,018	33%	6,365	36%	5,875	35%	5,745	35%	5743	33%
Multiple Ethnicities*					896	5%	1,228	7%	1,256	8%	1527	9%
Total	17,003	100%	12,164	100%	17,683	100%	16,702	100%	16,612	100%	17,165	100%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE.
Note: Declined to State and Unknown excluded. Students indicating multiple ethnicities within the same group, e.g. Asian ethnicities are coded Asian.

Table 14. Primary Language.

| Language												
	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
English	12,182	66%	13,114	68%	13,866	70%	13,052	70%	12,943	72%	13565	74%
Armenian	1,880	10%	1,874	10%	1,987	10%	1,954	11%	1,857	10%	1716	9%
Chinese	50	0%	46	0%	46	0%	38	0%	43	0%	28	0%
Farsi	185	1%	172	1%	242	1%	218	1%	229	1%	273	1%
Japanese	38	0%	37	0%	27	0%	24	0%	22	0%	16	0%
Korean	85	0%	81	0%	75	0%	67	0%	41	0%	36	0%
Russian	412	2%	421	2%	455	2%	442	2%	421	2%	420	2%
Spanish	2,584	14%	2,450	13%	2,222	11%	1,971	11%	1,710	10%	1635	9%
Filipino	255	1%	242	1%	220	1%	207	1%	192	1%	168	1%
Vietnamese	66	0%	57	0%	55	0%	37	0%	43	0%	44	0%
Other	624	3%	656	3%	651	3%	529	3%	468	3%	472	3%
Total	18,361	100%	19,150	100%	19,846	100%	18,539	100%	17,969	100%	18,373	100%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE

The State of California, Department of Finance (2013) indicates the Hispanic population will continue to increase and will reach parity with non-Hispanic Whites by 2014. Asians will al-

so increase significantly and despite an increase in the number of Black non-Hispanics and White non-Hispanics, the increase is in size and not proportion. Therefore the growing Hispanic and Asian populations will be the labor force that is tied to the economy of California. The internal scan from Los Angeles Valley College shows that 24% of the students did not indicate if they are of Hispanic ethnicity which suggests that the measure of 36% Hispanic enrollment might be a conservative estimate.

Since the 1980s there has been an ongoing international trend of increasing female participation in higher education. Currently, 14% more females than males are enrolled at Los Angeles Valley College despite a more equitable distribution of males within the community, county, state and nation. When the data are disaggregated by ethnicity, in Table 15, the female advantage is still present except for American Indian/Other Non-White.

Figure 7. Gender Trend.
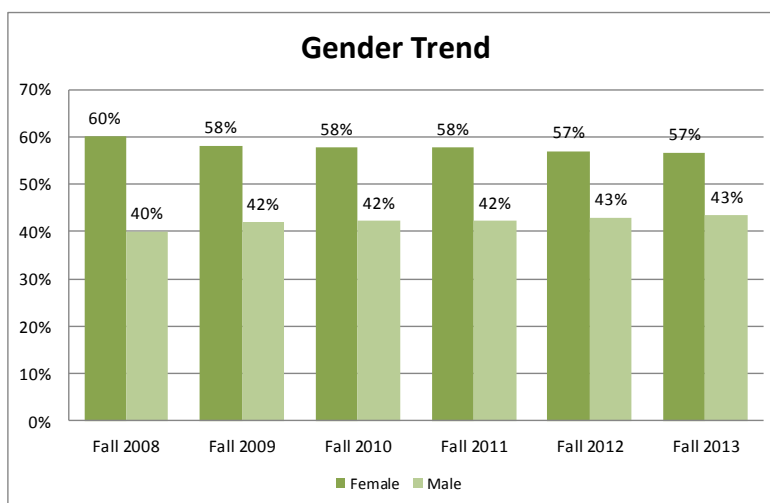
Sources: CEN RDB and DEC SIS compiled by LAVC OIE

Table 15. Gender and Ethnicity Fall 2013.

Gender and Ethnicity Fall 2013	Female			Male			
Ethnicity	Count	Percent of Female Population	Perccent of Ethnic Group	Count	Percent of Male Population	Percent of Ethnic Group	Total Count
American Indian/Other Non-White	11	0%	31%	25	0%	69%	36
Asian/Pacific Islander	882	8%	55%	717	9%	45%	1599
Black, African-American	544	5%	54%	466	6%	46%	1010
Caucasian, White	3334	32%	58%	2409	30%	42%	5743
Hispanic	4047	39%	56%	3203	40%	44%	7250
Multiple Ethnicities	888	9%	58%	639	8%	42%	1527
Unknown	714	7%	58%	518	6%	42%	1232
Total	**10420**	**100%**	**57%**	**7977**	**100%**	**43%**	**18397**

Sources: CEN RDB and DEC SIS compiled by LAVC OIE

Table 16 below shows that more than 94% of students reside in Los Angeles Community College District. This pattern has remained stable across the last 6 years. More than 80% of the

student population indicates that they are citizens of the United States and 14% are Permanent Residents. All citizenship statuses have also remained stable across the 6 years, with a slight increase in US citizens.

Table 16. Residency Status of LAVC students

Residency												
	Fall											
	2008		2009		2010		2011		2012		2013	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
L.A. District	15803	94%	18107	94%	18820	95%	17605	95%	16970	94%	17256	94%
Other California District	545	3%	611	3%	580	3%	548	3%	594	3%	675	4%
non-Resident, Foreign	245	1%	305	2%	267	1%	232	1%	187	1%	213	1%
Non-Resident, Out of State	141	1%	181	1%	220	1%	184	1%	247	1%	249	1%
Resident, Military					1	0%	2	0%	2	0%	4	0%
California Non-District			1	0%								
	16734	100%	19205	100%	19888	100%	18571	100%	18000	100%	18397	100%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE

Table 17. Citizenship.

	Fall											
	2008		2009		2010		2011		2012		2013	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
U.S. Citizen	12881	77%	15258	79%	15786	79%	14694	79%	14270	79%	14694	80%
Permanent Resident	2635	16%	2636	14%	2804	14%	2682	14%	2558	14%	2506	14%
Other	645	4%	744	4%	670	3%	673	4%	711	4%	729	4%
Refugee, Asylee	286	2%	264	1%	324	2%	271	1%	231	1%	208	1%
Temporary Resident (Amnesty)	165	1%	177	1%	188	1%	156	1%	141	1%	162	1%
Student Visa (F1 or M1 Visa)	96	1%	116	1%	108	1%	91	0%	85	0%	94	1%
Visitor Visa (B1 or B2 Visa)			7	0%	4	0%	3	0%	2	0%		
Unknown			3	0%	4	0%	1	0%	2	0%	4	0%
Total	16708	100%	19205	100%	19888	100%	18571	100%	18000	100%	18397	100%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE

The time of day students attend classes is presented in Figure 8 below. A stable pattern exists across the 6 years reported for the Day Only segment. Forty-three percent of LAVC students attend day only classes. There has been a decrease in the percentage of students taking evening only classes, accounting for 25% of student in fall 2013. This is probably an artifact of the economy – that fewer jobs mean less need to provide classes for students who work traditional day jobs. And about one third take a mix of both day and evening classes. As classes fill quickly and students must navigate complex schedules to be successful, there is an expectation that students will need to take classes when they can, even if this is not an ideal schedule.

Figure 8. Time of Day.

Time of Day Trend
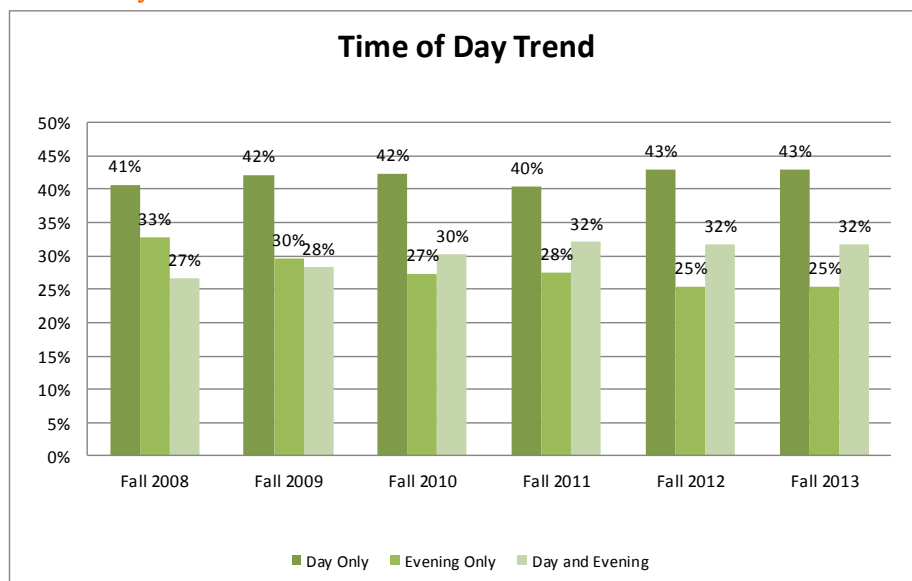
Sources: CEN RDB and DEC SIS compiled by LAVC OIE

Summary of Internal Scan
- The largest segment of student population by ethnicity is Hispanic, though there has been a trend downward from 44% in 2009 to 39% in 2013.
- There is a growing trend for students who are under 20 years old, up from 25% in 2008 to 40% in 2013.
- The majority speak English, 74%, and the next largest segments speak Armenian (9%) and Spanish (9%).
- The overwhelming majority of students reside in the Los Angeles District.
- The vast majority, 94%, are citizens or permanent residents.

Academic Preparation

The academic preparation of the students at LAVC can be described in part by the results of assessment testing. The scores give a guide to the need for basic skills programming and also highlight the enrollment patterns in Math and English sequences that may represent barriers to student completion. Only 5% of students test into transfer level Math, indicating that 95% of students will need at least one semester of developmental math prior to being able to take their transfer requirements. Eighty-five percent will need to take at least one course prior to reaching their graduation requirement, and a majority of students place into two or more levels below the college's graduation requirement. As a result, most students will need a minimum of three semesters of math to graduate and four to transfer. The unit loads of required math courses will slow students' progress towards completion even if they complete each level in the sequence in consecutive semesters. Fall 2012 placement data, reported below, show 69% of Los Angeles Valley students place lower than English 101, 62.71% complete with a "C" in composition raised to 69.9%. Most place in intermediate reading or higher.

Table 18. Number of Students Assessed Fall 2013.

Placement Result Total	General Population
Number of Students Assessed	1957
English (ENL)	1309
English (ESL)	216
Mathematics (All Levels)	1426

Table 19. English Placement Results Fall 2013.

English (ENL) Placement	ENL Population	1309
English 101	404	30.86%
English 28	251	19.17%
English 21	384	29.34%
English 33	269	20.55%
No ENL Placement	1	0.08%

Table 20. English as a Second Language Placement Results Fall 2013.

English (ESL) Placement	ESL Population	216
English 363	83	38.43%
English 362	39	18.06%
English 361	26	12.04%
English 83	38	17.59%
English 82	28	12.96%
English 80	2	0.93%

Table 21. Number of Students Assessed in Reading Fall 2013.

Placement Result Total	General Population
Number of Students Assessed in Reading Placement	1957
English Reading Placement (ENL)	1309
English Reading Placement (ESL)	216

Table 22. English Reading Placement Fall 2013.

ENL Reading Placement	ENL Population	1309
None Needed	265	16.90%
Dev Com 36	892	68.14%
Dev Com 35	152	11.61%
Dev Com 22	0	0.00%

Table 23. English as a Second Language Reading Placement Fall 2013.

ESL Reading Placement	ESL Population	216
Dev Com 36 & 23	83	38.43%
Dev Com 35 & 22	39	18.06%
Dev Com 35 - ESL	26	12.04%
Dev Com 22AB	68	31.48%

Table 24. Mathematics Placement Results Fall 2013.

Mathematics	Math Population	1426
Math 265	7	0.49%
Math 260	5	0.35%
Math 240/259	21	1.47%
Math 215/225/227/238/245 or Stats 101	23	1.61%
Math 120/125	380	26.65%
Math 115	231	16.20%
Math 113	134	9.40%
Math 112	107	7.50%
Math 105/110	518	36.33%

Valley College serves over 700 noncredit students each semester, mainly in the English as a Second Language discipline. Many of these students are taking noncredit classes concurrently with credit basic skills courses to develop the reading and writing skills necessary for college-level courses.

As reflected in Table 14, almost 30% of Valley College students speak languages other than English at home. Noncredit ESL classes are essential in developing these students' language skills and preparing them for college level courses across the curriculum. The Foundational Skills pathway document reports the Continuing Education Survey findings, according to which more than 90% of noncredit students report that experiences in noncredit classes helped them to read and write more clearly and effectively.

Summary of Academic Preparation
- Very few students come to LAVC prepared for college.
- About 95% of students taking math assessments are not college prepared and will have to take at least one math course prior to attempting transfer level math, up to four semesters of math courses.
- About three-quarters of students are not at college level in English.

Retention, Success and Persistence
The following information depicts the retention, success and persistence rates for Los Angeles Valley College. Retention is defined as the percentage of students that are retained in the course to the end of the term (i.e., earned a grade of A, B, C, D, F, P, NP, CR, NC, W, or I). Success in this analysis is defined as the percentage of students who succeeded in the en-

rolled course (i.e., earned a grade of A, B, C, P or CR). Both success and retention have remained fairly consistent across the last six years. For the campus as a whole, within course retention rates varied between 85% and 89% over the six-year period and have shown a stable trend between 2006-2013. The results indicate that approximately 14% of students fail to complete the course and that nearly a third are not successful (based on graded enrollment, drops after census).

Table 25. Retention and Success Trends

Fall							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Retention	86%	87%	86%	89%	89%	89%	86%
Success	67%	68%	68%	70%	71%	72%	69%
Spring							
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Retention	85%	87%	88%	89%	89%	89%	86%
Success	67%	69%	68%	71%	72%	73%	69%

Source: DEC SIS compiled by LAVC OIE

Table 26. Student Success by Lesson Delivery Comparison.

| **Percent of Student Success** by Distance Education and Face-to-Face								
	FALL							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Distance	58	58	55	60	60	60	62	59
Face-to-face	65	66	67	68	70	71	69	68
Percentage difference	-7	-8	-12	-8	-10	-11	-7	-9
	SPRING							
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Distance	59	58	58	61	61	62	60	
Face-to-face	66	67	66	70	72	72	69	
Percentage difference	-7	-9	-8	-9	-11	-10	-9	

Source : DEC SIS compiled by LAVC OIE.
Note: Success Definition: Student succeeds in the course. A, B, C, P, CR grade notations. Distance Education identified based on scheduling accounting methods.

Analysis of success rates in courses varied by delivery method, with face-to-face courses having a higher success rate across all the semesters. This difference ranged from 7 to 12% high for the face-to-face courses.

Persistence is defined as retention in a subsequent semester (fall or spring). At LAVC, fall to spring persistence has been about 10% higher than that of fall to fall. LAVC has slightly outperformed the district average in fall to fall persistence and slightly underperformed compared to the district average in fall to spring persistence. Persistence has remained stable over the last three years.

Figure 9. LAVC & LACCD Persistence
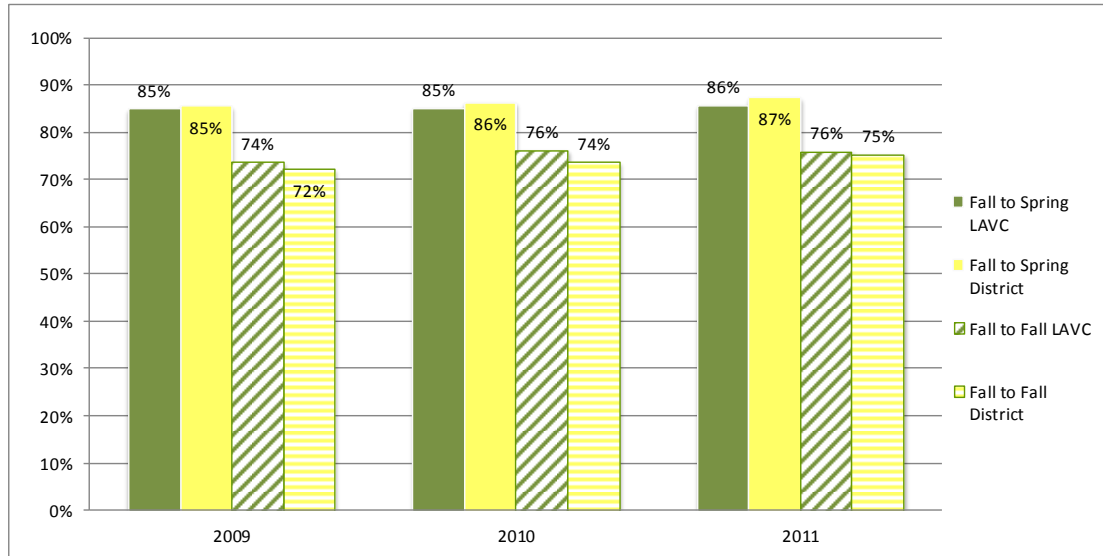
Source: LACCD OIE, DEC SIS for 2013 Annual Institutional Effectiveness Report. Compiled by LAVC OIE.

The Fall to Fall persistence among the various groups ranges from a low of 57.6% among Blacks to a high of 80.3% among Asians in the Fall 2011 cohort. Males demonstrate a lower persistence rate than females. Students receiving financial aid persist at a higher rate than those without. Those with Pell and BOGG persist at higher rates than the overall cohort. Among age groups, students under 20 demonstrated the highest persistence rate in the most recent cohort.

Table 27. LAVC Persistence

Persistence						
	Fall 2009- Fall 2010	Fall 2010- Fall 2011	Fall 2011 - Fall 2012	Fall 2009- Spring 2010	Fall 2010- Spring 2011	Fall 2011- Spring 2012
Asian	74.7	75.1	80.3	88.3	81.1	88.5
Black	64.8	63.5	57.6	80.7	75.3	71.2
Hispanic	75.5	74.9	76.3	84.8	85.1	85.6
White	72.7	79.9	75.8	86.2	87.5	86.7
Female	73.9	79	76.9	85.5	86.7	86.7
Male	73.2	72.8	74.7	84	83.1	84.4
Under20	76.8	77.5	78	86.5	86	86.6
20-24	52.6	62.5	61.8	69.5	74.3	75.6
25-34	61.6	65.7	72.6	78.8	77.8	83.2
35+	77.3	88.6	76.5	91.7	95.1	92.6
No Financial Aid	68.1	68	69.7	79.8	78	79.4
BOGG Only	67.9	65.2	71	77.5	77.6	72.5
Pell Grant (comes with BOGG	79.5	82.8	79.1	91.1	90.4	90.4
All Students	73.6	76.1	75.8	84.8	85	85.6

Source: LACCD OIE, DEC SIS for 2013 Annual Institutional Effectiveness Report. Compiled by LAVC OIE.

Degrees, Certificates and Transfer

Considering the total awards granted by academic year, there is generally stable pattern with minor fluctuations, and an upward trend since 2008-2009. Trends in counts are attributable to internal an external factors, including the admissions at UC and CSU institutions.

The counts of degrees and certificates awarded annually by the campus serve as an indicator of completion. Of note is that the completions of Associate in Art degrees (AA) have declined significantly over the past several years while the number of Associate in Science degrees (AS) have been relatively stable. Associate Degrees for Transfer (AT/ST) are increasing as the options to obtain those awards are also increasing. The number of Certificates of Achievement awarded are increasing due to a similar. Changes in graduation requirements may be one potential cause of recent graduation numbers as well as a newer policy restricting the number of attempts in a specific course from to three. The changes in Certificates of Achievement (C) may also be related to statewide changes in the definition of certificates to include state-approved low-unit certificates of 12-17 units. Skills Certificates (CS) are not state approved and generally comprise of a total of 11 or less units.

Table 28. Degrees and Certificates.

Award	Academic Year					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
AA	776	736	696	576	553	523
AS	120	156	179	148	166	139
AT					3	20
ST						1
Associate Total	896	892	875	724	722	682
C	80	92	435	567	888	730
CS	346	77	3	1		2
Certificate Total	426	169	438	568	888	732
Total Awards	1322	1061	1313	1292	1610	1414

Source: DEC SIS compiled by LAVC OIE
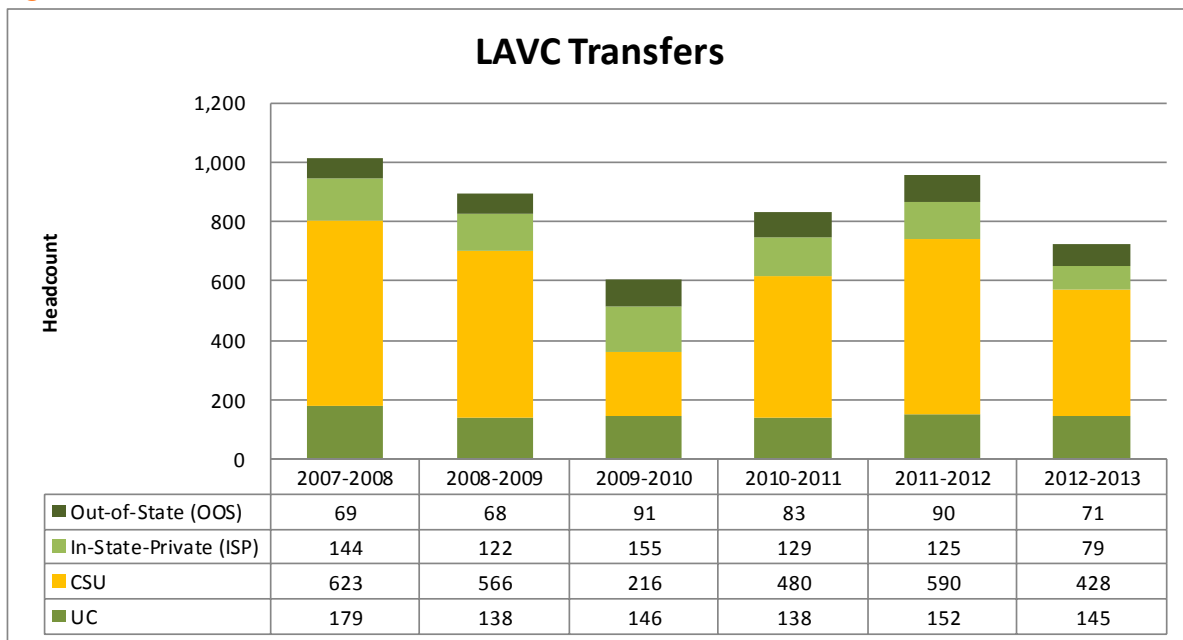
Figure 10. Awards.
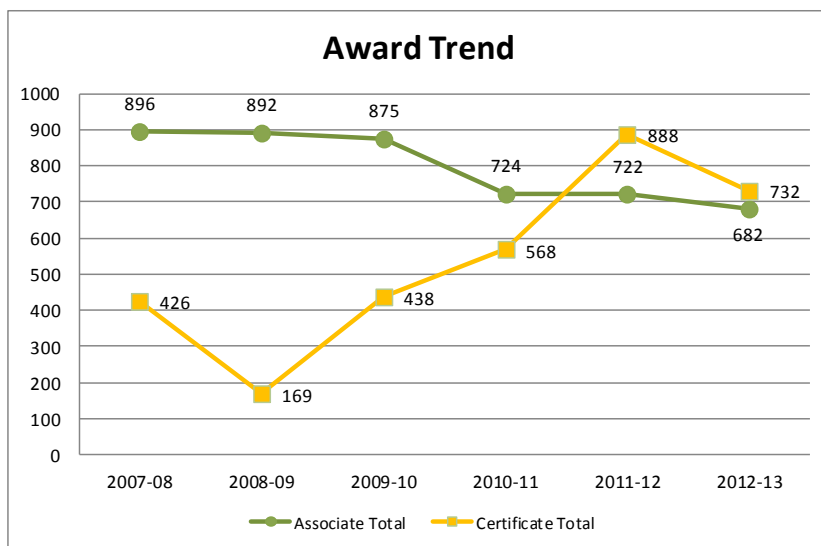
Source: DEC SIS compiled by LAVC OIE

Transfer and completion rates are gathered from multiple external sources using various methods and thus vary based on how cohorts and "transfer students" are defined. The CCC Chancellor's Office Data identifies a cohort as first-time college students who completed 12 units and attempted transfer level Math or English within six years of initial enrollment.

Transfers to four year institutions provide an indicator of achievement among LAVC students. The count of transfers to California State University and University of California have declined in the past 6 years. Transfer to In-State-Private have also declined during this period. Transfers to Out-of-State–Private institutions have fluctuated, but remain at a level close to fall 2008. The majority of LAVC students transfer to California State University Northridge (CSUN). Followed by University of California Los Angeles (UCLA) and California State University Los Angeles (CSULA). LAVC has had enrollments at all nine UC campus over the past six years and at twenty-two of the twenty-three California State campuses.
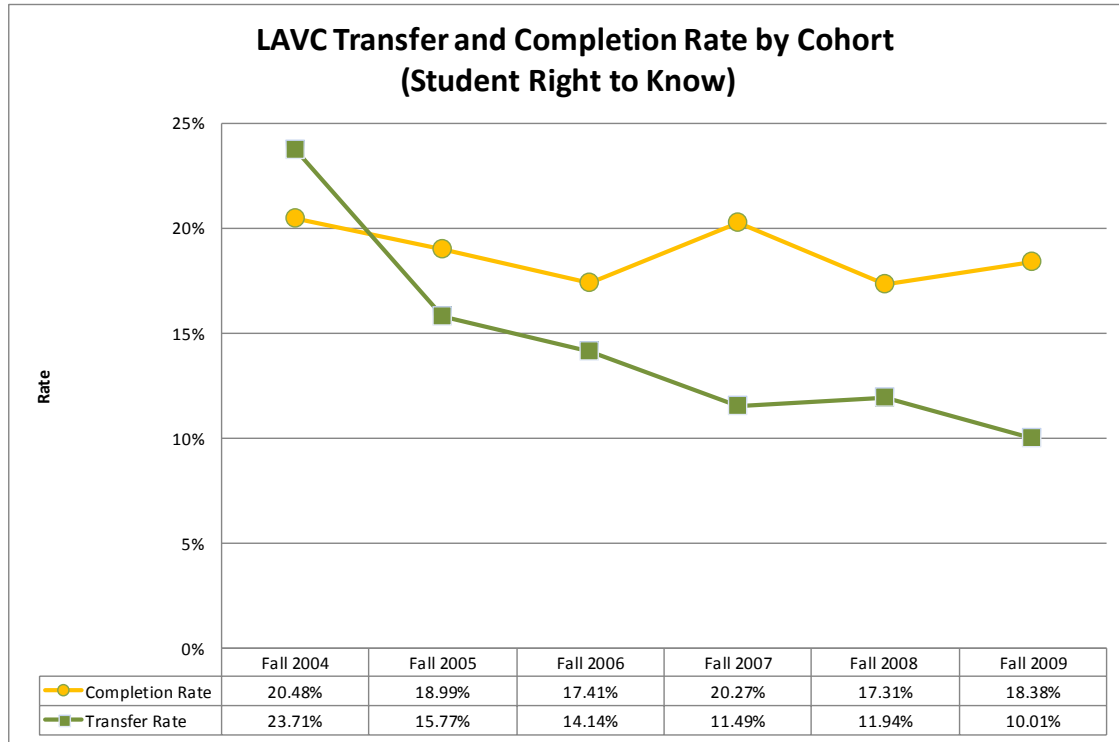
Figure 11. Transfers.

LAVC Transfers

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
■ Out-of-State (OOS)	69	68	91	83	90	71
■ In-State-Private (ISP)	144	122	155	129	125	79
■ CSU	623	566	216	480	590	428
■ UC	179	138	146	138	152	145

Sources: CSU data - http://www.calstate.edu/as/CCCT/2012-13/campus12-13.shtml, http://www.calstate.edu/as/ccct/index.shtml; UC data - http://extranet.cccco.edu/Divisions/StudentServices/Transfer/TransferData.aspx; ISP, OOS data - http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx. Compiled by LAVC OIE.
Note: 2009-2010 coding error for CSU resulted in reduced reporting for transfers to CSUN.

**Figure 12. Completion & Transfer Student Right to Know**

LAVC Transfer and Completion Rate by Cohort
(Student Right to Know)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Completion Rate	20.48%	18.99%	17.41%	20.27%	17.31%	18.38%
Transfer Rate	23.71%	15.77%	14.14%	11.49%	11.94%	10.01%

Source: SRTK Disclosure site—http://srtk.cccco.edu/index.asp

Note: Beginning in a Fall semester, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three-year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer- prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five-semester period are transfer students.

The 2013 Scorecard Report shows the connection between the levels of college preparedness of Los Angeles Valley College students and their ability to complete educational goals. The Scorecard graphic below helps unpack the effect of under-preparedness on college success by showing students who are unprepared for college are have a completion rate (35%) that is half that of the prepared members of their cohort (70%). The overall completion rate of the cohort is about 42% due to the disproportionate number of unprepared students. Based on the ScoreCard data, females demonstrate better completion rates than males, for both pre-pared and unprepared groups. Similarly, Asians and students under 20 outperform other ethnic groups.

Figure 13. Completion by College Preparation & Demographics
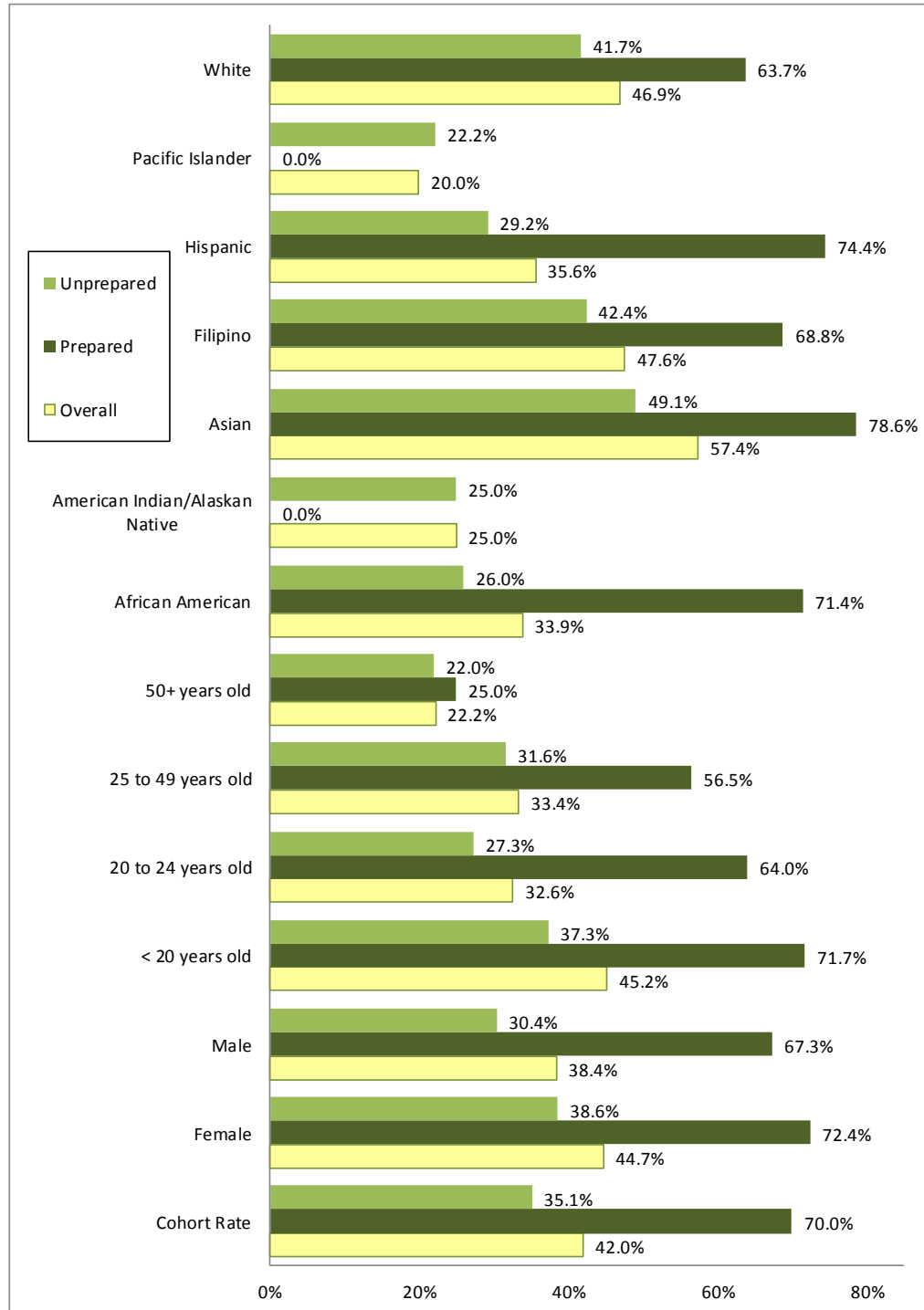
Source: 2013 ScoreCard; 2006-2007 Cohort

Note: College Prepared-Student's lowest course attempted in Math and/or English was college level; Unprepared-Student's lowest course attempted in Math and/or English was remedial level; Overall-Student attempted any level of Math or English in the first three years. Completion- Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

Peer Institutions

When comparing Los Angeles Valley College to sister colleges, Table 329 shows that Los Angeles Valley College is one of the top performing campuses in terms of completions and obtaining 30 units. It is in the top three of completions and fourth in 30 units. It is, however, in the fourth from lowest school in persistence. Taken with the retention data that shows Los Angeles Valley College students completing the course, this low retention measure indicates that students are facing some structural obstacles to continuing their education. Indeed, the research findings compiled from the student surveys report that students are most likely to drop out due to financial reasons and work obligations. When focusing on remedial progress, reported in Table 30 Los Angeles Valley College is far above the average on English progress rate, 32%, with only Pierce College performing higher. The ESL and math remedial progress rates are comparable to the peer institutions. It is also in the top three for Career Technical Education (CTE) rates, at 57.4%.

Table 29. Outcomes Comparison with Peer Institutions.

	Completion (SPAR)			Persistence			30 units		
	Colle-giate	Remedi-al	Over-all	Collegiate	Remedial	Over-all	Colle-giate	Remedial	Overall
East Los Angeles College	72.4%	37.7%	41.9%	47.8%	66.7%	64.4%	62.5%	66.5%	66.0%
Los Angeles City College	62.9%	33.3%	37.1%	42.0%	61.6%	59.1%	55.1%	62.5%	61.6%
Los Angeles Harbor College	70.3%	37.5%	44.6%	42.3%	57.7%	54.3%	65.3%	63.9%	64.2%
Los Angeles Mission College	73.1%	30.4%	34.8%	46.2%	58.5%	57.3%	62.4%	56.7%	57.3%
Los Angeles Pierce College	79.0%	45.4%	52.5%	51.4%	66.1%	63.0%	69.1%	70.1%	69.9%
Los Angeles Southwest College	81.5%	30.4%	35.4%	30.9%	45.5%	44.0%	48.1%	50.5%	50.2%
Los Angeles Trade-Tech College	73.8%	30.3%	32.8%	36.1%	59.9%	58.5%	54.1%	57.2%	57.1%
Los Angeles Valley College	70.0%	35.1%	42.0%	49.0%	57.7%	56.0%	65.9%	61.7%	62.5%
West Los Angeles College	62.4%	34.9%	39.3%	40.4%	52.5%	50.5%	54.1%	59.4%	58.6%

Source: 2013 ScoreCard

Note: Completion-Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes; Persistence-Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who enrolled in the first three consecutive terms; 30 Units-Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units.

Table 30. Remedial Progress Rate By Peer Institution.

Remedial Progress Rate	Math	English	ESL
East Los Angeles College	29.9%	29.6%	23.2%
Los Angeles City College	36.6%	29.1%	28.3%
Los Angeles Harbor College	34.6%	25.1%	25.0%
Los Angeles Mission College	33.7%	27.6%	N/A
Los Angeles Pierce College	26.8%	42.5%	N/A
Los Angeles Southwest College	20.4%	19.6%	4.2%
Los Angeles Trade-Tech College	24.4%	17.3%	3.7%
Los Angeles Valley College	27.9%	32.0%	18.9%
West Los Angeles College	32.3%	23.5%	14.3%

Source: 2013 ScoreCard
Note: Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Table 31. Career Technical Education Rate by Peer Institution.

CTE Rate	
East Los Angeles College	52.1%
Los Angeles City College	49.9%
Los Angeles Harbor College	65.7%
Los Angeles Mission College	51.9%
Los Angeles Pierce College	56.6%
Los Angeles Southwest College	60.8%
Los Angeles Trade-Tech College	48.1%
Los Angeles Valley College	57.4%
West Los Angeles College	40.1%

Source: 2013 ScoreCard
Note: Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Success Indicators

In order to comply with USDE and ACCJC requirements, the college must explicitly state its minimum standards for student achievement. The development of college targets was based on college dialog on the improvement of student outcomes and institutional effectiveness. These institutional standards were developed through a 10-year trend analysis which established the standard as the lowest percentages within the range and therefore set the lowest threshold. The targets represent a shared understanding of targeted improvements that the college believes are both attainable and challenging.

Table 32. Institutional Standards and Targets.

	Institutional Standards	2012-2013 Baseline	Year 3 (2016-2017)		Year 6 (2019-2020)	
			Target	3 Year Change	Target	6 Year Change
Success	64%	68.35%	69.85%	1.50%	71.35%	3.00%
Retention*	84%	86.10%	87.10%	1.00%	88.10%	2.00%
Persistence**	41%	44.27%	45.77%	1.50%	42.27%	3.00%
Degree Completion	722	722	729	7 (1%)	736	14(2%)
Certificate Completion	260	887	895	8(1%)	903	16(2%)
Transfers	618	742	749	7(1%)	756	14(2%)

* Within Course Retention; ** Fall to Fall, First Time Students

Institutional Efficiency

Los Angeles Valley College has increased its accountability reporting to align with requirements (e.g. federal, state, district). These requirements include its ability to generate apportionment revenue, demonstrate fiscal stability, and sustain integrated planning. In response, the College is engaged in an in-depth review of its current enrollment, budget, and planning strategies and practices. The following graph, Figure 14 below, demonstrates that the college expends too much per FTES which cannot be sustained by its current allocation. In addition, due to state-wide softening of enrollment, average class size has shown significant decrease within the last four years from 40.2 to 37.1. Conversely, annual cost per FTES has increased by 6% from $3994 in 2010-2011 to $4229 in 2012-2013. Since the majority of the College's expenditures are in salaries and benefits, the College must use a multi-year balanced budget approach to fiscal stability that focuses on attrition, capturing growth funding and increases in efficiencies. In addition, since so much of the College's budget is in areas that cannot be significantly reduced, the College must turn to resource development such as the acquisition of grants or other types of fund raising. The college community has come together articulating and implementing planning strategies for fiscal review and oversight of the college's budget, practices of college-wide outcomes assessment, and sustainability of efforts to achieve student learning and success. However, cost-saving strategies have had a dramatic effect on the college. These include hiring freezes, course cancellations, and supply and equipment reductions.

Of primary concern is the college commitment to ensuring maintenance of its facility and technological infrastructure. Although the college has made strides in maintaining institutional efficiency in these areas over the last educational planning cycle, further advancements need to be made in the areas of communication, Informational Technology (IT) staffing, and committed funding to cover the 2013-2017 Scheduled Maintenance Special Repair five-year Plan and other maintenance needs.

Figure 14. Budget, FTES and Efficiency Trends.
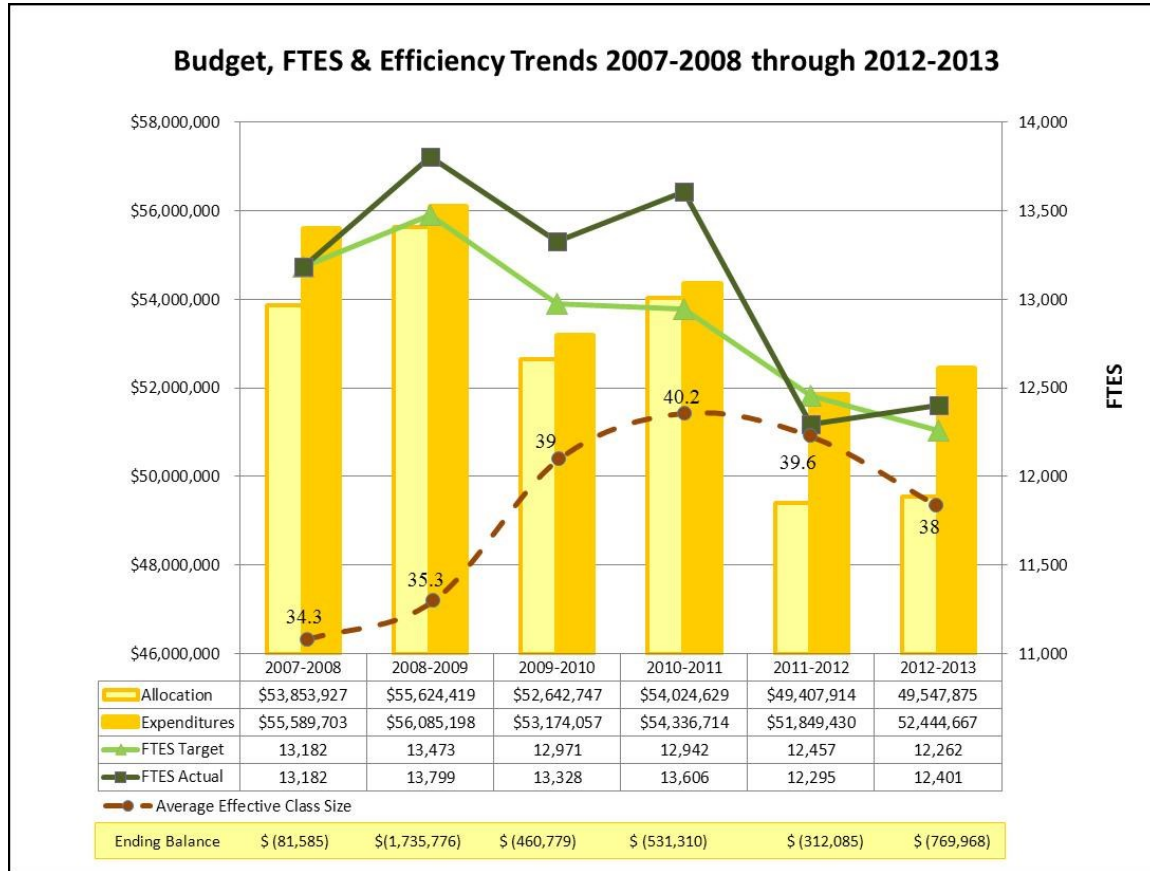
Source: LACCD Final Budget. Compiled by LAVC OIE.

The college's accreditation Self Evaluation recognized added work was needed to maintain new buildings and the need to be proactive in replacing and purchasing required equipment. As a result, the college created an actionable improvement plan to enhance IT staff capability and availability to maintain and improve support of the college's technological environment. In addition, a review of the college's 68 unit annual goals from the 2012-2013 program review revealed more than a third of the units established goals which would require increased IT service including enhancements to the college's website resulting in increased communication on campus and with the surrounding community.

Phase 3: Opportunity Development

The Educational Planning Committee and its Mission, Vision, and Core Values workgroup worked over two years to articulate the campus core commitments. The Los Angeles Valley College Mission, Vision, and Core Values were adopted in Spring 2013. The adoption

moved through the shared governance process across campus and was adopted by the Academic Senate on January 17, 2013 and the Board of Trustees on February 06, 2013.
The Mission, Vision, and Core Values together are the philosophical description of what Los Angeles Valley College is and what it strives to be. A lively discourse surrounded the adoption of the mission, vision, and core values given the context of California Community Colleges, open enrollment, equity, access, and budgetary limitations.
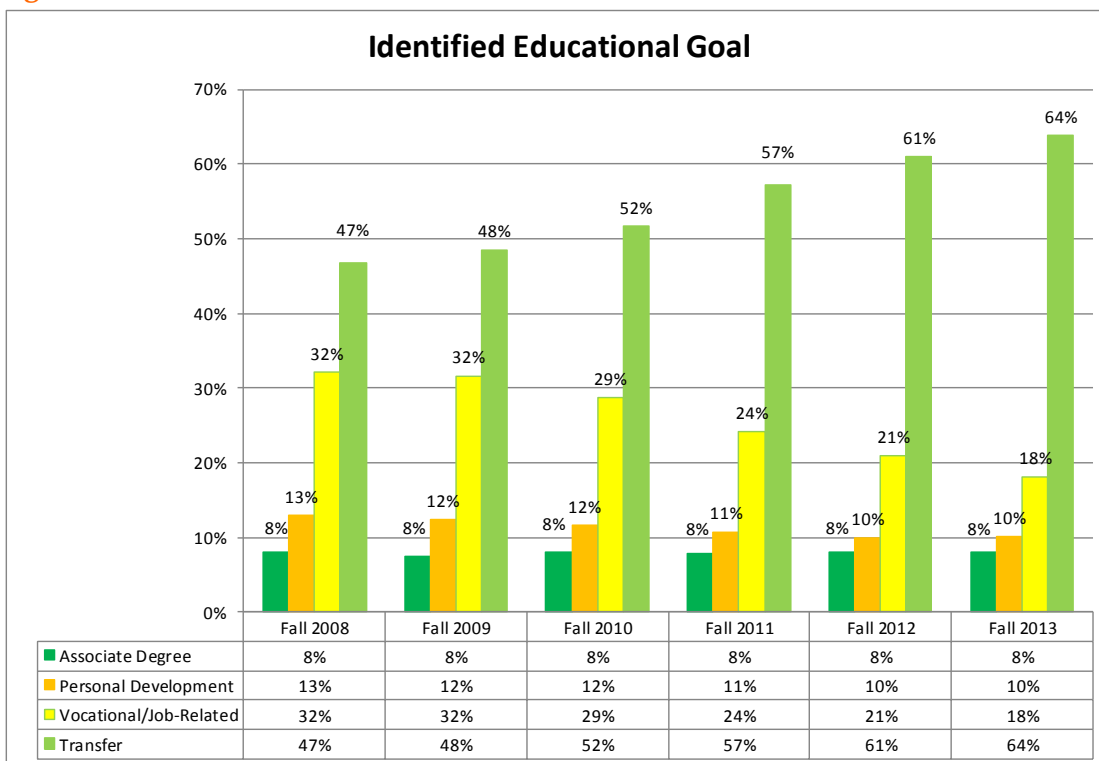
The Educational Planning Committee reviewed constituents' feedback on the Educational Master Plan 2008-2013 through the EMP survey and the analysis of Annual Goals. In addition to this primary data analysis, between spring 2013 and summer 2013 the Committee conducted a series of meetings with stakeholders (i.e. Chairs and Directors, the Academic Senate and the Institutional Effectiveness Council) where the goals and objectives draft was read in its entirety and an open dialogue occurred.

The Educational Master Plan 2014-2020 furthers the foundational work of the Educational Master Plan 2008-2013 and integrates the initiatives and plans that resulted from the multiple analyses and reflections over the 2008-2013 cycle. Group discussions were held with faculty, staff, students, and community members to hear their thoughts about the strengths of the College and their insights about the needs and opportunities for the College.

Through discussions that focused on student success initiatives with campus leaders (e.g., PASS, Student Success Committee, EPC), student completion has been identified as the campus priority. Equity and Institutional Effectiveness were identified as supporting goals. Recent campus activity aligns with various campus, District, State and Federal initiatives. During the next six years, the campus will work towards integrating institutional effectiveness and infrastructure to provide equitable educational experiences that lead to completion of educational goals (certificates, transfers and degrees).

In order to align the educational goals of LAVC students, the Educational Master Plan establishes transfer as a completion priority. The EMP aligns student motivations with institutional expectations. Seventeen percent of students have not identified an education goal, which further shows the needs for guidance and support to put students on a pathway to complete. Among Fall 2013 students who identified their education goals a: 64% indicated Transfer; 18% Vocational Job Related; 10% Personal Development; and 8% Associate Degree (reported in Figure 15 below). Among students decided on an educational goal, transfer has increased significantly from 47% in 2008 to 64% in 2013. The educational goal of vocational/job-related has significantly decreased from 32% in 2008 to 18% in 2013 among students with an identified goal. Best practices include having students declare an educational goal and major and develop an educational plan before reaching 30 units.

Figure 15. Identified Educational Goal Trends

Identified Educational Goal

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
■ Associate Degree	8%	8%	8%	8%	8%	8%
■ Personal Development	13%	12%	12%	11%	10%	10%
■ Vocational/Job-Related	32%	32%	29%	24%	21%	18%
■ Transfer	47%	48%	52%	57%	61%	64%

Sources: CEN RDB and DEC SIS compiled by LAVC OIE, Undecided educational goal are excluded.

A large number of LAVC students are first-generation and students in focus groups reported difficulties navigating the college environment. A similar sentiment was reported in focus groups with faculty and student services. With the advent of the Student Success Act of 2012 funding from the state will be targeted to fully implement core services: orientation; assessment; counseling, advising, and other educational planning services needed to assist a student in making an informed decision about his or her educational goal and course of study and to develop an educational plan.

It is in this spirit that the current Educational Master Plan 2014-2020 goals, objectives, and institutional strategies emerged.

Goals, Objectives and Strategies

Goal 1: Foster student completion by supporting a learner-centered environment

Objectives:
1. Increase completions (transfers/degrees/certificates)
   a. Assess, scale up, sustain, integrate and institutionalize as appropriate PASS-inspired activities (e.g., Accelerated Math, Welcome Fair, START, and expanded tutoring services)

b. Increase the number of incoming students participation in orientation and identification of an educational plan before their first semester

c. Increase access of student support services such as orientation, counseling, tutoring, and educational planning services

d. Establish an effective educational technological support for classroom instruction, both face-to-face and online

e. Hold regular forums on student success, persistence and retention strategies

f. Establish mandatory probation intervention services to students

2. Support students' ability to complete a program pathway

a. Provide faculty tools/training to help guide students toward pathways, and act as mentors/advisors

b. Create opportunities for students to have more and regular interactions with instructors outside of the classroom

c. Enhance ways for each student to personally connect to the college, including promoting campus involvement (e.g., leadership; extracurricular activities; experiential learning opportunities)

d. Investigate flexible scheduling alternatives implement as appropriate

e. Establish institutional standards for core library educational materials to support students' ability to complete a pathway

f. Implement program pathway improvement plan strategies

g. Reorganize the catalog and schedule of classes around major pathways to specific degrees

3. Enhance Professional Development to reach a broader base of faculty and include more training in pedagogical methods shown to stimulate student engagement, e.g. active/collaborative learning, use of technology in the classroom

4. Increase first-term retention, first-term success, and first-term persistence

a. Promote and provide opportunities to prepare for English/Math placement exams

b. Increase student completion of assessment, orientation, educational plans, and English and Math enrollment in their first year

c. Promote and provide targeted interventions to students who have not yet selected a major

5. Increase students' transition from basic skills to college-level courses

a. Review current basic skills curriculum, achievement and assessment data and integrate strategies to improve reading skills, general reasoning skills, and math reasoning skills

b. Create a stronger pipeline from high schools to the college in terms of outcomes alignment and program expectations

6. Promote learning and service outcomes to all constituencies (especially students)

Goal 2: Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps.

Objectives:

1. Create institutional opportunities to promote transfer targeted towards low-income, first-generation, and under-prepared students

2. Promote awareness of support programs and services to incoming students

3. Create mechanisms to advise underprepared/low-socioeconomic class students on how to access financial resources
    a. Increase awareness of foundation/scholarship opportunities
    b. Provide to the student body factual information on costs and benefits and obligations associated with financial aid

4. Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers
    a. Identify high-demand pathway/gatekeeper courses and key momentum/pipeline points where success rates are significantly lower for specific populations
    b. Provide forums and workshops to faculty and staff focused on serving students with different backgrounds and experiences

5. Reduce gaps between success rates for Distance Education versus face-to-face courses
    a. Offer instructors pedagogical support to decrease the success gap between face-to-face and Distance Education
    b. Implement student Distance Education orientation and readiness assessment

6. Assess the college's ability to provide services to students with disabilities, and create strategies to address areas that need improvement

Goal 3: Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.

Objectives:

1. Strengthen the link between assessment results, planning, and resource allocation
    a. Establish and support an operational baseline for classroom support (i.e., technological; instructional material; equipment)

b. Enhance the College's Facilities Master Plan by including a deferred, scheduled maintenance and Maintenance & Operations plan that aligns with the College's Technology and Educational Master Plans
c. Create mechanisms to clearly communicate to campus constituents how budgetary and staffing decisions are supported by evidence and planning documentation

2. Increase alternative sources of revenue and community partnerships
   a. Increase contributions and participants from the College Foundation
   b. Coordinate efforts to obtain external grant funds

3. Increase a healthy and safe college environment
   a. Promote campus pride
   b. Promote environmental sustainability across campus
   c. Provide the campus community resources associated with environmental conservation

4. Create a comprehensive enrollment management plan informed by campus priorities
   a. Create and sustain a database infrastructure to review annually, per term, and projected over the next five years to support decision making
   b. Create strategies for outreach and recruitment of new students
   c. Create forums to involve chairs and program directors more directly in how data analysis can be used to make decisions, reach conclusions, and apply those conclusions

5. Ensure the College's technological infrastructure supports student completion Initiatives and campus processes
   a. Create mechanisms to ensure planning items are funded and that the college reserves fiscal resources to support future plans.
   b. Implement a long-term, sustainable plan for replacing computers and purchased hardware/software
   c. Set consistent format for web pages and increased web support

Phase 4: Final Documentation

The Educational Planning Committee forwarded the Educational Master Plan to the Academic Senate and the Institutional Effectiveness Council on April 14, 2014.
The Educational Master Plan was approved by:
Academic Senate on May 15, 2014
Institutional Effectiveness Council on May 20, 2014
College President on May 20, 2014
The Los Angeles Community College District Board of Trustees on May 28, 2014

Implementation

The implementation of the Educational Master Plan is the responsibility of each area on the campus. Designated committees or administrative areas are charged with the implementation of specific strategies. Operational areas are also responsible for linking their annual goals with the Educational Master Plan objectives.

Proposed steps for implementation:
- Prioritize Objectives
- Establish a Timetable—Determine short and long term strategies
- Determine responsible entities and leaders for each strategy
- Determine measurable outcomes for each objective
- Integrate into other institutional planning activities
- (Re)allocate resources
- Monitor progress
- Communicate the activities and progress of the plan

Plan Integration
As part of the planning process, each plan developed on campus must align with the Educational Master Plan goals and objectives and be approved through the Institutional Effectiveness Council. The Council will verify the alignment of the plans with the institutional goals and priorities, determine areas of collaboration and impact, and make any necessary recommendations to the College President. The Council monitors progress on plan implementation and plan evaluation through annual reports submitted to the Council by the plan owners.

EMP Monitoring
The Educational Master Plan drives campus planning and institutional priorities. As such, the implementation and evaluation of the plan are continuous. The Educational Planning Committee is charged with monitoring the implementation of the EMP and reporting out to the IEC each fall. Additionally, EPC reviews the Annual Plan or program review module on department goals for alignment with the EMP objectives. A summary report is presented to the Council in December along with any resulting recommendations.

Modifications to the Educational Master Plan
The Educational Master Plan is a living document and as such can and should be changed when the need arises. To propose changes to the EMP, a written request should be sent to the Co-chairs of the Educational Planning Committee that includes the following:
- A description of the proposed change
- How the change relates to the existing EMP (e.g., connection to existing goals and objectives)
- What strategic research supports this change
- Justification of change based on other planning evaluation or data analysis
- Any other rationale for the change

EPC will review the proposed change and if approved, will forward the change for approval by the Institutional Effectiveness Council.

Evaluation

The formal evaluation of Educational Master Plan occurs annually by the Educational Planning Committee. The plan evaluation includes monitoring the status of strategy implementation progress toward stated targets, objectives and goals.

Student achievement data is reported annually for analysis of trends and progress toward stated performance targets. Progress on strategies is reported out based on its identification as a short (1-2 years) or long-term (3-5 years). A more comprehensive evaluation of all the objectives occurs at the midpoint (year 3) and end of the cycle (year 6) of the implementation cycle.

The ongoing evaluation of the plan is the foundation for subsequent modifications and revisions to the plan.