

Los Angeles Valley College

L A V C

STUDENT EQUITY PLAN



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Los Angeles Valley College Student Equity Plan Taskforce

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Los Angeles Valley College Student Equity Plan

Executive Summary

As a public community college, Los Angeles Valley serves all members of the community who may benefit from our programs. We offer courses in general education, courses required of students preparing to transfer to four-year institutions, vocational and occupational programs for students entering the workforce, an extension program for working adults and general courses, events and activities for members of the community engaged in lifelong learning. Valley's goals focus on developing a college culture that will promote student success.

Los Angeles Valley College's enrollment has steadily increased over the last five years. This trend is most notable in our fall 2002 census headcount of 19,275. This increase may be attributed to the college's shift to a compressed calendar as well as the trickle of Tidal Wave II.

Valley's ethnic composition is changing, especially among Hispanic and White students. In 1998, for the first time, Hispanic students outnumbered White students. The majority of Valley students are ethnic minorities. The number of native English speaking students has decreased. During fall 2002, 40 percent of students indicated that English was not their native language. Nineteen percent are primarily Spanish speaking while nine percent speak Armenian.

Valley has responded to demographic shifts by creating or expanding programs and courses such as Kung Fu English, Puente classes, English as a Second Language (ESL), and ethnic studies. We have added class sections as determined by assessment and enrollment demand. We have added late-start classes and short-term courses within the regular semesters. Program Accelerated College Education (PACE) and Weekend College serve the needs of some of our students for more flexible hours for courses. The Advanced College Enrollment Program (ACE) provides advanced instruction for high school students. Many departments designate several class sections as honors classes to facilitate student transfer.

Fifty percent of all fall 2002 LAVC students reside in zip codes from Van Nuys, North Hollywood, Pacoima, Panorama City, Valley Village, Sun Valley or Sherman Oaks. When zip codes were combined into communities, the top five communities from which LAVC students resided during fall 2002 were North Hollywood, Van Nuys, Burbank, Los Angeles and Pacoima. The surrounding community populations of Van Nuys, Sherman Oaks, North Hollywood, Valley Village and Studio City are predominately Hispanic and White with White predominately residing in Valley Village, Studio City, Burbank and Sherman Oaks. Hispanics represent a large portion of the population in North Hollywood and Van Nuys. The San Fernando Valley generally comprised of equal percentages of males and females. Slightly over 50 % of the population is above the age of 35 and approximately 24% are under

the age of 18. Fifty-two percent of the San Fernando Valley residents have income levels under 40k. Thirteen percent of the population has incomes under 15k and nine percent have income levels over 150k.

The Student Equity Plan attempts to ensure that Los Angeles Valley College adequately serves all students. The College's mission is to offer transfer, vocational, general, transitional, and adult education programs in an atmosphere that fosters the free and respectful exchange of ideas. It is Los Angeles Valley College's further mission to provide educational programs and services, emphasizing critical thinking, cultural awareness, intellectual development, physical well being, self-direction, and social responsibility in an attractive, accessible learning environment. In addition, as the educational and cultural focal point for the San Fernando Valley, our mission is to provide vision, opportunity, and leadership for the cultural and economic growth of a changing and diverse community.

Los Angeles Valley College's goals are directed toward the establishment of an institutional culture that focuses all college efforts toward promoting student achievement and success. They are as follows:

- Develop and implement educational programs and support services that meet the needs of our diverse community.
- Develop and implement curricular programs that train the skilled workers that are necessary for today's businesses and industries.
- Develop critical thinking, creativity, academic, physical and social competencies, as well as personal pride and self-esteem.
- Develop and support a wide range of instructional strategies that will permit greater flexibility for students who use our educational services.
- Provide necessary student support services that will enable the students, upon entry into the college, to maximize their educational opportunities and prepare for their future.
- Expand and develop the use of technology in both instructional and support areas to provide greater service to the students and the community.
- Provide an accessible and supportive, safe physical environment that enhances the learning process.
- Provide programs and activities that will enhance the economic growth and development of the college's surrounding community.
- Recognize, promote and support the role of institutional research in the planning and operation of the college.
- Encourage and support professional growth and development among the administration, faculty and staff, providing for the enhancement of skills and abilities in all areas related to student success.

Student Equity Plan 2004

Los Angeles Valley College seeks to create a plan that addresses student access and success, closes the achievement gap between White, Asian, African-American, Native-American and Latino students and maximize the effectiveness of existing programs by linking their coordination. To accomplish these goals, Academic Affairs, Student Services and a variety of specialized programs work in tandem.

Goals/ Strategies/Outcomes

Goals:

1. Address student access and success.
2. Close achievement gaps between White, Asian, African-American, Native-American and Latino students.

Strategies:

Los Angeles Valley College employs a variety of strategies to effectively address student equity.

1. **Strategy: STUDENT SERVICES—MATRICULATION**

Student Services facilitates the access, retention, graduation and transfer by providing support services to aid students in educational success. Student services programs assist students in matriculation (admissions, assessment, orientation, counseling/ advisement and follow up) financial aid, job placement, and other related services.

At Los Angeles Valley College, matriculation enhances, promotes and sustains the efforts of students to be successful in their educational endeavors. It provides admissions, assessment, orientation, counseling and follow up services to all students. It assists in student access, retention, graduation and transfer by simplifying admission, evaluating student aptitudes and providing a transition to college. It assists students in setting and achieving academic goals and monitors their academic progress.

2. **Strategy: ACADEMIC AFFAIRS—EDUCATIONAL PROGRAMS**

Valley provides traditional curriculum and specialized programs to serve the many needs of students including non-native speakers, foreign, disabled, returning students, adult learners, veterans, high school and honor students.

To fulfill our mission and meet the demographic and economic needs of our diverse student population, Los Angeles Valley College offers a variety of educational programs. Transfer programs provide two years of general education and major preparation, enabling students to pursue upper division work at an accredited college or university. Students may take occupational programs with basic business, technical and professional courses leading to employment, job advancement, certification and associate degrees. General education programs develop knowledge, skills and attitudes that enhance student's roles as workers, homemakers and citizens. Transitional education offers remedial and basic skills courses to prepare students for college-level work. LAVC's Job Training and Extension Programs facilitate personal and occupational competence for adult learners in the workforce.

In 2002 - 2003, Valley College awarded a total of 1,343 certificates and degrees.

- **Transfer Education.** A college program that enables students who complete two years of study to continue upper division (third year) work at accredited four-year colleges and universities through careful and continuous articulation with accredited collegiate institutions and high schools.
- **Occupational Education.** Occupational education programs offer students basic business, technical, and professional curricula to develop skills which can lead to employment, job advancement, certification, or an associate degree.

- **General Education.** General education is comprised of associate degree programs and other planned experiences which develop knowledge, skills, and attitudes necessary for students to be effective as a people, family members, workers, and citizens, thereby enhancing the quality of life for the individual and for the society-at-large.
- **Transitional Education.** A program of remedial and basic skills education for students needing preparation for community college level courses and programs; and English as a Second Language instruction for immigrants, foreign students and other students with limited English proficiency.
- **Continuing Education.** A program of continuing education comprised of graded and ungraded classes to provide opportunities for personal and occupational competence that supplement formal fulltime college attendance.

3. Strategy: *SPECIALIZED SERVICES*

In addition to services provided through Academic Affairs and Student Services, specialized services target underrepresented populations. They provide a host of support services including supplemental tutoring, counseling, job placement and childcare.

- **Community Services.** A program of community services offered to meet the needs of the community for vocational and recreational courses, community and cultural events, and civic functions, completely financed by fees charged those in attendance.
- **Joint Programs.** Joint programs with business, industry, labor, education, government, international and other institutions which are of mutual benefit to sponsoring institutions, enhance the educational opportunities of program participants, and advance the mission and functions of the District.
- **DSPS.** The Disabled Student Programs and Services (DSPS) promote and provide equal access to educational programs and activities offered at the Los Angeles Valley College. DSPS serves as an advocate for students who find that their disability is a barrier to achieving their educational goals. DSPS provides information about campus and community resources as well as specialized support services. DSPS's main objective is to integrate students with disabilities into the general campus educational process. The ability of each student to function independently in the educational environment is the ultimate goal.
- **EOPS.** Extended Opportunity Programs and Services (EOPS), is a state funded support program for low income and educationally disadvantaged students. EOPS students are given priority registration as well as tailored counseling, tutoring, childcare and book services.
- **CalWorks/ Gain.** CalWorks is an educational program for students on TANF (AFDC). The goal is to provide an educational environment where the student may develop the needed vocational skills that will lead to meaningful employment. We offer assistance with childcare, counseling, classes, books, paid and unpaid work-study and other services.
- **PACE.** The Program for Accelerated College Education (PACE) offers college-level transferable courses in an accelerated format. PACE fits the needs adult and re-entry students, enabling them to meet their employment and family obligations and earn a college degree. There is also a Bridge to PACE Program allowing working adults the opportunity to brush up on their English and math skills for entrance into the PACE Program
- **Transfer Alliance Program (TAP).** The Transfer Alliance Program (TAP) is designed primarily for students who plan on transferring to a four-year college or university. It consists of academically enriched general education courses in which both written expresses and the critical analysis of ideas are stressed
- **Learning Communities:** Learning Communities link students according to their interests and allows them to take classes with the same group of student for several semesters. In learning communities students work closely with instructors and counselors to promote successful

completion of requirements to graduate or transfer to a four-year college or university. Learning communities also give students a home base and sense of community that is often lacking on community college campuses.

Freshmen/ Sophomore Experience. The Freshmen/ Sophomore Experience help students handle the changes and challenges of being a new college student. Students become part of a community who share their experiences. The Freshmen/ Sophomore Experience Program emphasizes successful completion of courses necessary for degree completion and transfer. It also provides tutoring, mentoring and supplemental instruction and free text books.

Gateways To Student Success. The Gateways To Student Success Program is a federally-funded grant for Hispanic serving institutions, designed to encourage and prepare students to transfer to a four-year college or university.

Puente. Puente is an award-winning program that has helped thousands of students achieve college success. The goal of Puente's founders was to increase the number of Mexican American students who transfer to four-year colleges or universities. Since then, Puente has expanded to 38 community colleges and 32 high schools

Goal:

3. Maximize the effectiveness of existing programs by linking their coordination.

Strategies:

Los Angeles Valley College employs a variety of techniques to improve the effectiveness of existing programs.

1. **Strategy: *OUTREACH AND RECRUITMENT OFFICE***
The Outreach and Recruitment Office was developed to coordinate campus-wide recruitment activities. To develop a common and consistent message for all recruitment entities.
2. **Strategy: *ADVANCED COLLEGE ENROLLMENT PROGRAM***
Advanced College Enrollment Program (ACE) is the brain child of the Outreach and Recruitment group. It consolidates high school concurrent enrollment programs under one umbrella.
3. **Strategy: *LEARNING COMMUNITIES COORDINATION***
Students who apply through the Early Admissions Program are invited to the college to take a placement test in the Computerized Assessment Center. After assessment, students meet with learning community representatives and are placed in communities based on their assessment scores and personal interests.

This process allows the college to channel students in need of specialized services into cohorts from the onset, it helps build a sense of community among students and ultimately helps them attain their goals of graduation and transfer.

4. **Strategy: *COORDINATION OF TUTORIAL AND SUPPLEMENTAL INSTRUCTION SERVICES***
Maximize resources by coordinating campus wide Tutorial and Supplemental Instruction services under one umbrella. This process allows for the development of training modules and implementation of coherent and coordinated efforts. It reduces duplication of services and maximizes number of students served.
5. **Strategy: *STRATEGIC TEAM FOR THE ADVANCEMENT AND RETENTION OF STUDENTS (STARS)***
STARS brings together its participants in and out of the classroom. The focus of this project is to encourage a focus on how students learn and how different teaching and learning approaches can impact student learning. Students and faculty meet regularly in and out of class in order to discuss and monitor learning.

The goal of the grant is to move our college into the vanguard of learning centered educational reform.

The committee identified the essential elements to effectively address student equity.

1. **Campus Training:** Plan, develop and implement campus-wide diversity training.
2. **Communication:** Create a variety of means of mass communication that allows for the free flow of information through the college.
3. **Campus Culture:** Foster an atmosphere sensitive to diversity.
4. **Student Success Strategies:** Assess and address our student population to identify and remove barriers to their success.
5. **Shared Governance:** Address and redefine the goals of shared governance committees to include student equity.

Goal: Address Access and Student Success				
Element	Recommendations	Strategies	Responsible Area	Timeline
Shared Governance	All Shared Governance Committees must include student equity goals as part of the committee's goals.	The Student Services Committee should recommend this to the campus using the existing committee structure. This recommendation should include follow up to the current plan as well as tracking and measurable outcomes.	Student Services Committee	June 2004
Student Success Strategies	Establish and Early Outreach component	Provide outreach services to middle schools and coordinate with community groups create an early college awareness.	Office of School Relations	June 2005
Campus Culture	Cultural Celebrations	<ul style="list-style-type: none"> ▪ TV monitors to communicate what's going on. ▪ Involve staff in the promotion of cultural education. ▪ Institute Multicultural Week ▪ Redesign campus to facilitate diversity 	Action Plan must include ownership	June 2003
Campus Training	Design, develop and implement Equity Training.	<ul style="list-style-type: none"> ▪ Mandatory diversity training for faculty and staff ▪ Include diversity training ▪ Student diversity training ▪ Design a series of programs/ events to promote cultural awareness, sensitivity and diversity. 	Faculty Staff Diversity Committee STARS	June 2005
Communication	Increased awareness of equity through communication.	<ul style="list-style-type: none"> ▪ Create, develop and publish a monthly campus-wide newsletter ▪ Campus-wide posting of committee information and minutes ▪ Evaluate the communication flow through the organization 	Public Relations Office	June 2003

Goal: Close the Access and Achievement Gaps between White, Asian American, African American, Native American and Latinos

Element	Recommendations	Strategies	Responsible Area	Timeline
Student Success Strategies	Establish a dialogue with high school faculty to address student preparedness	<ul style="list-style-type: none"> ▪ The Office of School Relations should build a bridge between Los Angeles Valley College and local high school ▪ Create partnerships with feeder schools to improve college readiness. ▪ Curriculum Alignment (Faculty-to-faculty dialogs to determine curriculum gaps, develop alignment measures and student success strategies. 	Office of School Relations Academic Affairs Diversity Scorecard	June 2005
Communication	Communicate student support services including: tutoring, counseling, supplemental instruction and study skills workshops to department chairs.	<ul style="list-style-type: none"> ▪ Determine student's college expectations ▪ Attach courses to tools for success ie. Writing workshops, study groups, tutoring components. 	Matriculation	June 2005
Student Success Strategies	Focus on successful completion Create faculty driven Early Alert System Expand support services	<ul style="list-style-type: none"> ▪ Pilot Faculty Student Partnership for Success Pilot Program ▪ Assess Current Counseling Services 	Counseling Department	June 2005
Student Success Strategies	Address achievement gap of under-represented students	<ul style="list-style-type: none"> ▪ Participate in the Diversity Score Card Project coordinated by the University of Southern California (USC) 	Office of Research and Planning	June 2005
Student Success Strategies	Increase degrees and certificates awarded.	<ul style="list-style-type: none"> ▪ Implement a degree audit system ▪ "Think Transfer" ▪ Research areas that need additional support staff 	Transfer Center	June 2005

**Goal: Maximize the Effectiveness of Existing Programs by
Linking their Coordination**

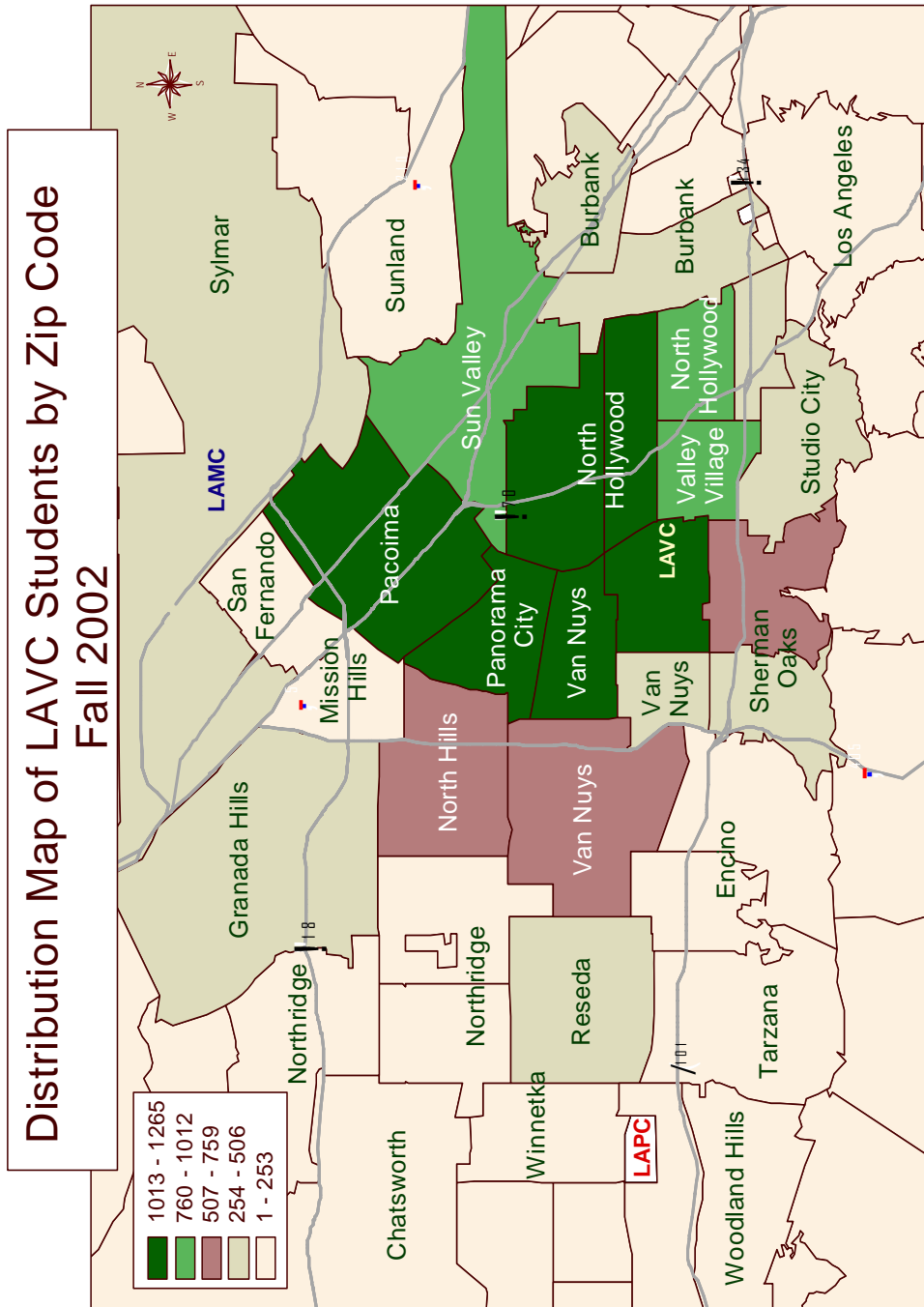
Element	Recommendations	Strategies	Responsible Area	Timeline
Communication	Coordination of services	<ul style="list-style-type: none"> ▪ Have department chairs communication and coordinate services to faculty ▪ Present services to departments ▪ Coordinate Tutorial and Supplemental Instruction Services 	Academic Affairs Student Services	June 2005
Campus Training	Increase the quality of services delivered to students.	<ul style="list-style-type: none"> ▪ Staff training and development on equity, multicultural and multilingual issues. ▪ Create an on-going training schedule that includes annual updates of the admissions component. ▪ Create a summer workshop plan that includes training and development materials. ▪ Develop and implement an online staff training using the City College model. 	Matriculation	June 2005
Student Success Strategies	Reduce the complexity of the enrollment process	<ul style="list-style-type: none"> ▪ Develop a check list/ enrollment aid ▪ Online registration that does not require students to print a signature page. ▪ Clarify the counseling process ▪ Bring student in early enough to get financial aid 	Matriculation	June 2005



Appendix A – Service Area Student Distribution by Zip Code

All data in proceeding pages was provided by the LAVC Office of Research & Planning. More information can be found in the annual *LAVC Fact Book and Effectiveness Manual*.

Distribution Map of LAVC Students by Zip Code



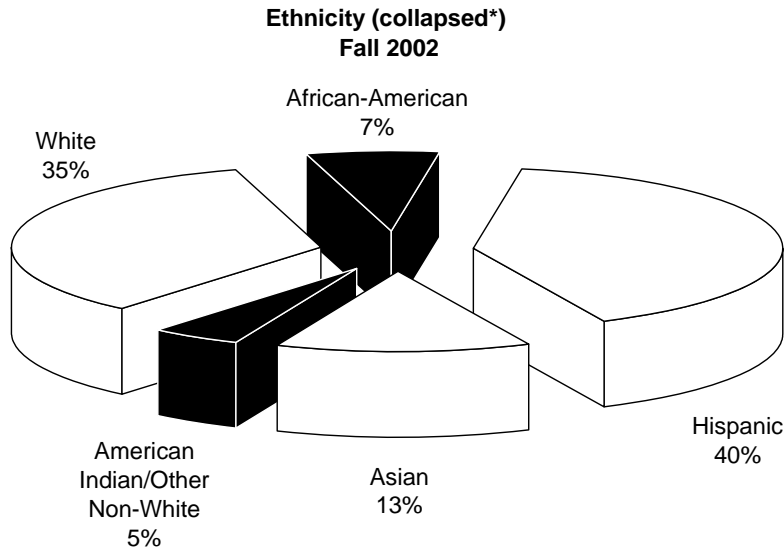
Source: Fall 2002 Census file (CEN_RDB).
Note: Includes credit students only. Map generated using ArcView GIS (Geographic Information Systems) Software.



Appendix B – Student Demographics

Ethnicity

Data provided by: LAVC Office of Research & Planning



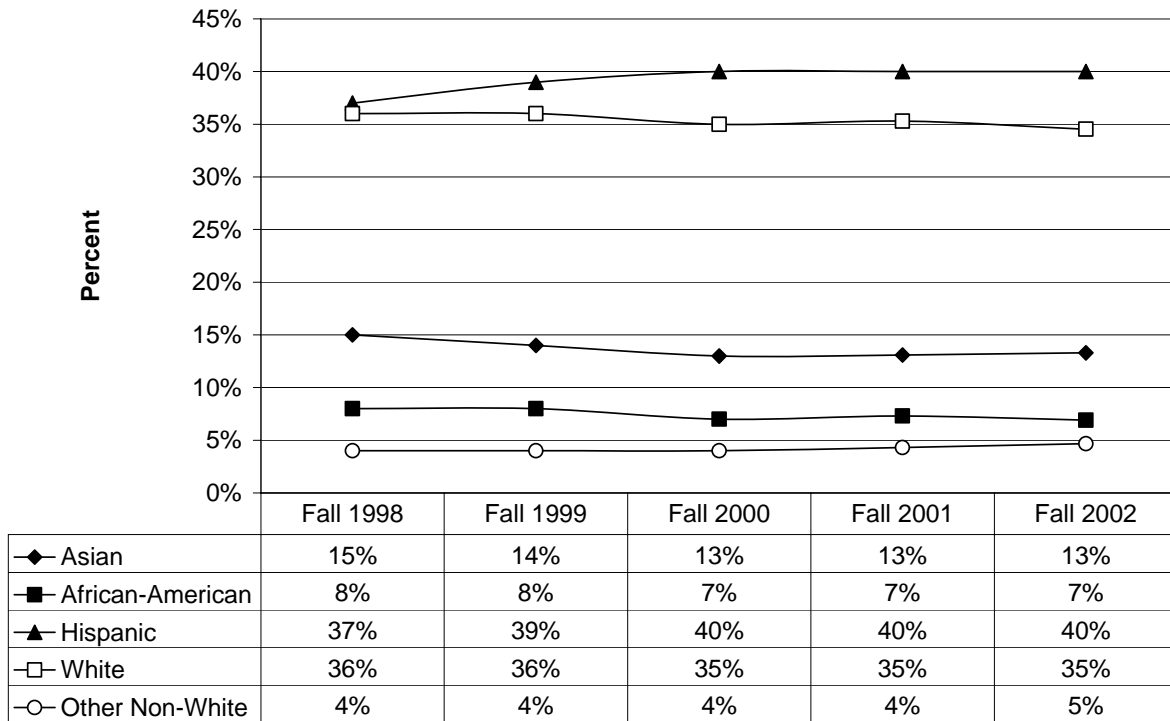
**Number and Percent of Students by Ethnic Category
(from Admission Application)
Fall 2002**

Ethnicity	Number	Percent
Caucasian, White	6,274	32.5%
Mexican, Chicano, Mexican-American	3,959	20.5%
Central American	1,812	9.4%
Black, African-American	1,252	6.5%
Other Hispanic	1,020	5.3%
Decline to state	1,010	5.2%
Filipino	918	4.8%
Other Non-white	763	4.0%
South American	589	3.1%
Other Asian	533	2.8%
Korean	282	1.5%
Vietnamese	162	0.8%
Indian Sub-Continent	132	0.7%
Chinese	122	0.6%
Japanese	104	0.5%
Unknown	102	0.5%
American Indian, Alaskan Native	81	0.4%
Laotian	41	0.2%
Other Pacific Islander	37	0.2%
Pacific Islander: Hawaiian	36	0.2%
Cambodian	34	0.2%
Pacific Islander: Samoan	8	0.0%
Pacific Islander: Guamanian	4	0.0%
Total Credit Students	19,275	100.0%



Ethnicity (continued)

**Ethnicity Trend
Fall 1998 - Fall 2002**



Number and Percent of Students by Ethnicity

	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	Number	%	Number	%	Number	%	Number	%	Number	%
Asian	2,294	15%	2,169	14%	2,354	13%	2,419	13%	2,561	20%
African-American	1,261	8%	1,221	8%	1,297	7%	1,355	7%	1,329	11%
Hispanic	5,772	37%	6,119	39%	7,199	40%	7,398	40%	7,829	40%
Other Non-White	548	4%	595	4%	719	4%	789	4%	901	7%
White	5,647	36%	5,562	36%	6,234	35%	6,526	35%	6,655	53%
Total	15,523	100%	10,104	100%	11,569	100%	18,487	100%	12,620	100%

Source: Information Digest of the Los Angeles Community College District Office of Institutional Research and Information:
<http://research.laccd.edu/research/>

Notes: "Unknown" category excluded; therefore, totals may not match total enrollment. Headcount numbers have been revised due to attendance accounting reruns.

*The following District categories were used for ethnicity:

Asian group includes students identifying themselves as Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Indian Subcontinent, Pacific Islander, and Other Asian.

African American group includes Black, and African-American.

Hispanic group includes Mexican/Chicano, Central or South American, and Other Hispanic.

White group includes Caucasian and White.

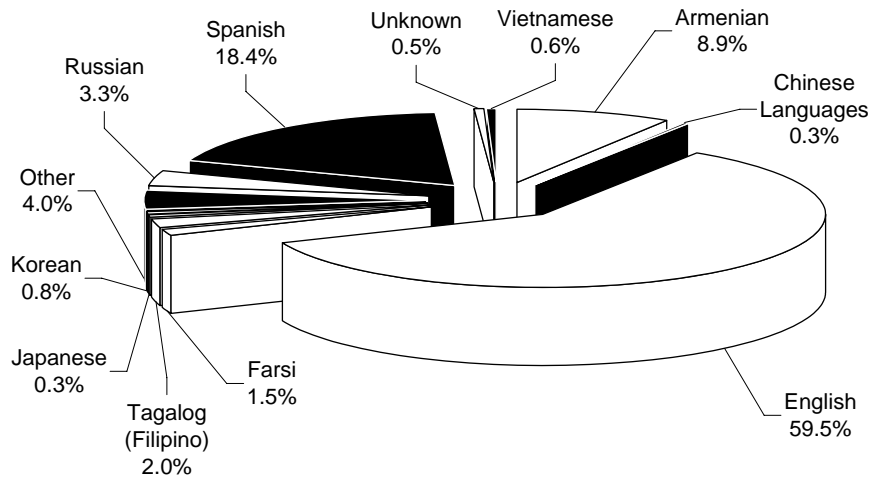
Other Non-White/American Indian group includes Other Non-White, American Indian, and Alaska Native.

Decline to State and Unknown categories were omitted.



Primary Language

**Primary Language
Fall 2002**



Number and Percent of Students by Primary Language

	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	Number	%	Number	%	Number	%	Number	%	Number	%
English	9,459	61%	9,457	60%	10,743	60%	11,259	61%	11,523	60%
Armenian	1,095	7%	1,147	7%	1,338	8%	1,497	8%	1,724	9%
Chinese Languages	72	1%	61	0%	69	0%	52	0%	51	0%
Farsi	245	2%	212	1%	233	1%	257	1%	282	1%
Japanese	78	1%	83	1%	77	0%	69	0%	54	0%
Korean	160	1%	165	1%	170	1%	166	1%	150	1%
Russian	464	3%	546	4%	554	3%	607	3%	644	3%
Spanish	2,701	17%	2,814	18%	3,306	19%	3,353	18%	3,560	18%
Tagalog (Filipino)	339	2%	304	2%	328	2%	338	2%	380	2%
Vietnamese	196	1%	180	1%	170	1%	132	1%	124	1%
Other	714	5%	696	4%	815	5%	756	4%	783	4%
Total	15,523	100%	15,666	100%	17,803	100%	18,487	100%	19,275	100%

Number and Percent of Students by Incoming Status

	Fall 1997*		Fall 1998*		Fall 1999**		Fall 2000**	
	Number	%	Number	%	Number	%	Number	%
First-Time Students	2,901	18%	2,551	16%	2,457	16%	2,686	15%
New Transfer Students	1,516	10%	1,631	11%	2,028	13%	2,999	17%
Continuing Students	9,427	59%	9,190	59%	9,015	58%	9,502	53%
Returning Students	2,157	14%	2,151	14%	2,166	14%	2,591	15%
Total	16,001	100%	15,523	100%	15,666	100%	17,778	100%

Source: *Information Digest of the Los Angeles Community College District Office of Institutional Research and Information: <http://research.laccd.edu/research/>

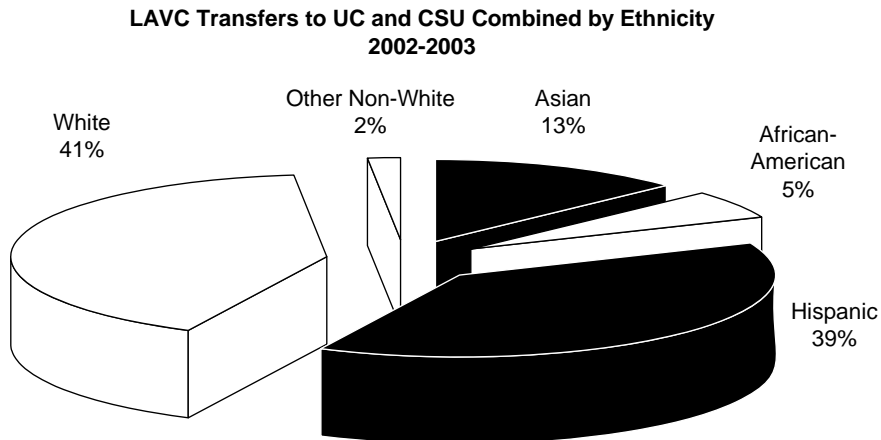
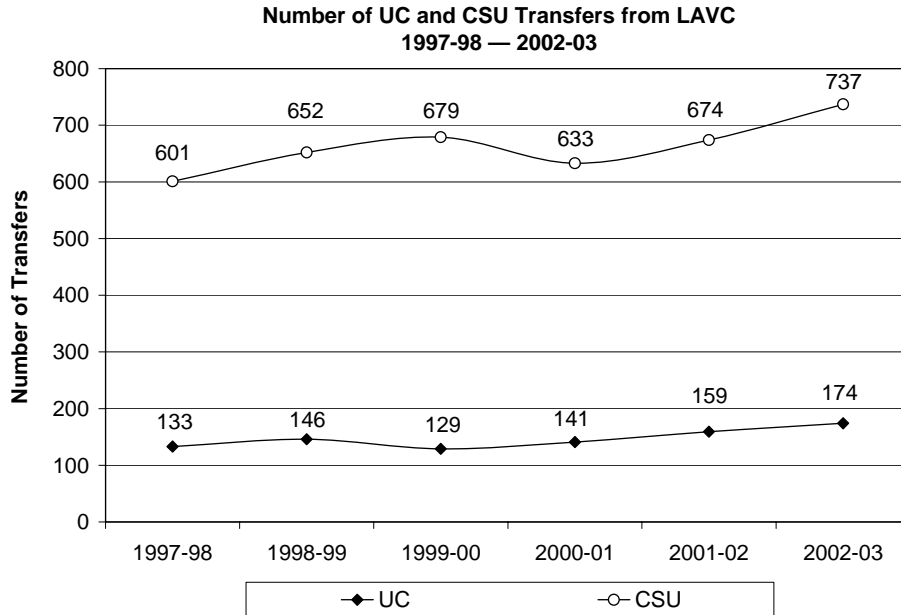
** Fall 1999 and Fall 2000 MEDS file matched with Fall 1999 and Fall 2000 Census File.

Notes: ***Fall 1996 unavailable due to error in coding. Totals may not match total enrollment due to missing responses from students attendance accounting reruns.

Caution should be used when using the "Incoming Status" data as there are many known errors. Margin of error for all years is +/- 10-25%.



Appendix C – Student Effectiveness, Performance & Outcomes UC and CSU Transfer



Source: Information Digest of the Los Angeles Community College District Office of Institutional Research and Information: <http://research.laccd.edu/research/> & CPEC (California Postsecondary Education Commission): <http://www.cpec.ca.gov/>

Notes: Numbers are reported to CPEC by the receiving institutions. The numbers have not always been found to be based on the last college attended. Often, the numbers are based on the college the student attended where they obtained the most number of transfer units. Transfer numbers may be underreported by as much as 33%. Data from CPEC on private transfers is incomplete. Other includes Other and American Indian.

Asian includes Asian, Pacific Islander, and Filipino.



Success & Retention by Age & Ethnicity

Success Rates by Age Fall 1998 - Fall 2002

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Under 20	62%	62%	62%	63%	63%
20-24	61%	61%	61%	62%	61%
25-34	70%	70%	69%	69%	71%
35-54	75%	75%	75%	76%	76%
55+	79%	77%	78%	75%	78%
Total	66%	66%	66%	66%	67%

Retention Rates by Age Fall 1998 - Fall 2002

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Under 20	79%	80%	86%	87%	87%
20-24	75%	77%	84%	84%	84%
25-34	80%	81%	87%	85%	86%
35-54	84%	85%	89%	89%	88%
55+	85%	86%	90%	89%	89%
Total	79%	80%	86%	86%	86%

Success Rates by Ethnicity Fall 1998 - Fall 2002

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
African-American	56%	58%	57%	57%	59%
Asian	68%	69%	69%	74%	71%
Hispanic	61%	60%	60%	60%	61%
Other Non-White	61%	65%	65%	66%	66%
White	73%	73%	73%	73%	74%
Total	66%	66%	66%	66%	67%

Retention Rates by Ethnicity Fall 1998 - Fall 2002

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
African-American	72%	77%	84%	82%	85%
Asian	80%	82%	87%	88%	87%
Hispanic	77%	78%	85%	85%	84%
Other Non-White	75%	80%	86%	86%	87%
White	82%	83%	88%	88%	88%
Total	79%	80%	86%	86%	86%

Source: Fall 2000 data extracted from the DEC SIS tables on November 21, 2001 and is subject to change thereafter.

Notes: Other Non-White includes Other Non-White and American Indian.

LAVC Course Completion: 2002-2003

Category	Successful Transfer	% Success Transfer	Attempted Transfer	Successful Basic Skills	% Success Basic Skills	Attempted Basic Skills	Successful Voc Ed	% Success Voc Ed	Attempted Voc Ed	Successful All	% Success All	Attempted All
Gender												
Female	33,734	80.32%	41,997	4,514	77.60%	5,817	797	82.76%	963	42,726	79.13%	53,995
Male	21,991	77.69%	28,306	1,859	70.50%	2,637	455	73.27%	621	26,411	76.01%	34,746
Ethnicity												
African-American	4,066	76.36%	5,325	248	56.49%	439	88	73.33%	120	4,763	73.09%	6,517
Asian	5,249	82.96%	6,327	793	83.12%	954	104	75.91%	137	6,649	82.34%	8,075
Filipino	2,919	79.36%	3,678	122	75.78%	161	114	86.36%	132	3,430	78.69%	4,359
Hispanic	18,727	76.21%	24,574	2,236	68.00%	3,288	374	78.08%	479	23,588	74.04%	31,857
Native American	262	74.01%	354	12	66.67%	18	9	69.23%	13	314	72.85%	431
Other	2,630	79.03%	3,328	304	78.35%	388	45	76.27%	59	3,248	78.02%	4,163
White	19,471	82.34%	23,648	2,456	84.69%	2,900	462	81.20%	569	24,264	82.06%	29,570
Unknown	2,401	78.23%	3,069	202	66.01%	306	56	74.67%	75	2,881	76.44%	3,769
DSPS Status												
DSPS	2,172	77.54%	2,801	310	57.62%	538	55	66.27%	83	2,732	73.01%	3,742
Non-DSPS	53,553	79.34%	67,502	6,063	76.59%	7,916	1,197	79.75%	1,501	66,405	78.12%	84,999

LAVC Course Completion: 1997-1998

Category	Successful Transfer	% Success Transfer	Attempted Transfer	Successful Basic Skills	% Success Basic Skills	Attempted Basic Skills	Successful Voc Ed	% Success Voc Ed	Attempted Voc Ed	Successful All	% Success All	Attempted All
Gender												
Female	27,770	69.61%	39,895	3,026	64.64%	4,681	4,492	76.56%	5,867	34,745	68.57%	50,670
Male	20,950	65.83%	31,824	1,256	55.43%	2,266	4,017	71.49%	5,619	24,234	64.12%	37,794
Ethnicity												
African-American	3,383	57.58%	5,875	218	44.67%	488	684	64.47%	1,061	3,962	55.83%	7,097
Asian	5,741	71.96%	7,978	683	69.62%	981	973	79.75%	1,220	7,159	71.45%	10,020
Filipino	2,329	68.18%	3,416	51	55.43%	92	552	80.58%	685	2,791	68.51%	4,074
Hispanic	14,913	63.92%	23,330	1,496	53.77%	2,782	2,354	70.08%	3,359	18,269	61.52%	29,695
Native American	389	63.88%	609	20	57.14%	35	62	72.94%	85	442	62.43%	708
Other	1,554	64.16%	2,422	146	64.04%	228	222	68.94%	322	1,871	63.49%	2,947
White	18,249	73.10%	24,964	1,512	72.55%	2,084	3,278	77.64%	4,222	21,945	72.73%	30,173
Unknown	2,162	69.18%	3,125	156	60.70%	257	384	72.18%	532	2,540	67.73%	3,750
DSPS Status												
DSPS	2,184	65.78%	3,320	473	63.75%	742	393	64.74%	607	2,942	63.28%	4,649
Non-DSPS	46,536	68.04%	68,399	3,809	61.39%	6,205	8,116	74.60%	10,879	56,037	66.86%	83,815

LAVC Course Completion: 1992-1993

Category	Successful Transfer	% Success Transfer	Attempted Transfer	Successful Basic Skills	% Success Basic Skills	Attempted Basic Skills	Successful Voc Ed	% Success Voc Ed	Attempted Voc Ed	Successful All	% Success All	Attempted All
Gender												
Female	28,538	70.04%	40,743	4,959	63.74%	7,780	4,251	74.89%	5,676	35,270	68.80%	51,262
Male	23,870	65.32%	36,541	2,941	57.58%	5,108	4,449	70.90%	6,275	27,969	64.48%	43,374
Ethnicity												
African-American	3,575	58.45%	6,116	460	50.33%	914	609	65.27%	933	4,199	57.15%	7,347
Asian	6,785	71.11%	9,541	1,498	69.48%	2,156	962	75.22%	1,279	8,657	70.65%	12,253
Filipino	2,728	67.49%	4,042	344	62.55%	550	456	76.13%	599	3,314	67.22%	4,930
Hispanic	11,274	62.43%	18,058	2,662	58.91%	4,519	2,064	68.28%	3,023	14,640	61.65%	23,748
Native American	326	69.21%	471	39	61.90%	63	72	82.76%	87	396	68.04%	582
Other	1,053	68.47%	1,538	147	60.74%	242	156	74.29%	210	1,246	67.06%	1,858
White	24,836	71.45%	34,761	2,536	62.14%	4,081	4,082	75.75%	5,389	28,647	70.49%	40,642
Unknown	1,831	66.41%	2,757	214	58.95%	363	299	69.37%	431	2,140	65.32%	3,276
DSPS Status												
DSPS	2,154	69.15%	3,115	382	56.51%	676	364	67.28%	541	2,726	66.36%	4,108
Non-DSPS	50,254	67.76%	74,169	7,518	61.56%	12,212	8,336	73.06%	11,410	60,513	66.84%	90,528

LAVC Student Headcount Distribution by Gender

Gender	1992-1993	1997-1998	2002-2003
Female	14,890	14,847	18,861
Male	11,819	11,210	12,791
Unknown	1		
Total	26,710	26,057	31,652

LAVC Student Headcount Distribution by Age Group

Age Group	1992-1993	1997-1998	2002-2003
<18	736	3,011	3,436
18-19	3,937	3,997	5,250
20-24	8,438	7,102	9,260
25-29	4,587	3,800	4,346
30-34	3,084	2,518	2,813
35-39	2,163	1,817	2,034
40-49	2,310	2,281	2,682
50+	1,455	1,531	1,831
Total	26,710	26,057	31,652

LAVC Student Headcount Distribution by Ethnicity

Ethnicity	1992-1993	1997-1998	2002-2003
Asian	3,129	2,754	2,690
Black/African-American	1,980	1,995	2,121
Filipino	1,290	1,135	1,454
Hispanic	6,336	8,747	11,913
Native American	147	158	125
Other Non-White	407	678	1,321
Unknown	1,317	1,591	1,899
White	12,104	8,999	10,129
Total	26,710	26,057	31,652

LAVC Student Headcount Distribution by DSPS Status

DSPS Status	1992-1993	1997-1998	2002-2003
DSPS	616	892	847
Non DSPS	26,094	25,165	30,805
Total	26,710	26,057	31,652

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