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Executive Summary

In Spring 2008, Los Angeles Valley College completed a 2008-2013 Educational Master Plan. The goals of the project were twofold:

1. To meet LA Valley College's near-term planning need for a document that responded to the Los Angeles Community College District's request for growth projections; new and enhanced programs; basic skills goals and action plans; and emerging instructional technology.
2. To create a comprehensive, implementable Educational Master Plan to drive future development of LA Valley College

The results of the first goal, drawn from the work toward completion of the second, are contained in a separate report submitted to the District, and are shown in the Appendix. The results of the second goal are contained in this report.

The planning process was guided by several principles. It would be:

- Based on prior planning conducted by the College
- Open and collaborative
- Both grounded in reality and future oriented
- Linked to accreditation
- Mindful that planning is a dynamic and ongoing process, not a one-time event

The LA Valley Educational Master Plan Committee served as the advisory group throughout the project. There was also regular consultation with the LA Valley Academic Senate and College Council.

The project progressed through several interrelated phases, which included:

- A thorough review of all existing planning and accreditation documents
- An environmental scan, including an analysis of peers and competitors
- An internal scan
- Formulation of draft Core Commitments, Vision, and Mission and Goals, Objectives, and Strategies
- A retreat of the LA Valley Educational Master Planning Committee and approximately 30 additional faculty, staff, students and administrators
- A review and approval of the final report

The environmental scan included research on regional demographics, workforce needs, transportation trends and educational attainment;

and overall higher education trends. Chief among the findings of the environmental scan:

- LA Valley College’s student profile does not reflect the diversity of its immediate service area, particularly in the Hispanic population.
- A majority of residents in the LA Valley College immediate service area speak a language other than English at home, Spanish being the most predominate.
- The average family income of the College’s immediate service area is well below that of the San Fernando Valley, Los Angeles County and the State of California.
- LA Valley College offers numerous degrees and certificates that correlate to the highest projected growth job areas for the Los Angeles/Long Beach metropolitan area.
- The College offers several degrees and certificates that are not offered by its immediate peers and competitors.
- LA Valley College is held in high standing by the local business community for being responsive to its needs.

These findings, outlined in full in the following report, have strong implications for the College relative to strengthening student recruitment; basic skills; student support; financial aid; marketing; articulation with the local four-year colleges and universities; and partnerships with the local community.

In accordance with the research findings and implications, the LA Valley College Educational Master Plan includes the following goals, which are consistent with those of the Los Angeles Community College District Strategic Initiatives and the California Community College System Office:

1. Increase student retention, persistence and success
2. Increase student access
3. Enhance academic programs and services to meet student needs
4. Enhance institutional effectiveness

Supporting these four goals are 20 objectives and a number of specific strategies for achieving the objectives.

The document also includes an outline of the spaces and facilities needed to realize the goals and objectives in the LA Valley Educational Master Plan.

This Educational Master Plan shall be considered a living document that will be reviewed and refined on a regular basis.

Presidents' Message

Los Angeles Valley College was established in 1949, with twenty-three faculty members and four hundred thirty-nine students. Today, enrollment is approximately 17,000 students. LA Valley College has had a distinguished history and we look forward to an exciting future. Since our door opened, we have provided educational opportunities for more than a million students. Our college has grown in tandem with the San Fernando Valley community and plays a major role in the development of its economy and cultural life.

Our curriculum provides students with the skills necessary to be successful in their chosen fields and includes the technology and critical thinking skills needed to be competitive in a global economy. We are building new and upgraded facilities on our campus which will be supported by the latest technology and will enhance our ability to deliver the finest curriculum possible.

On behalf of LA Valley College, we are pleased to share with you our Education Master Plan, 2008-2013. This Master Plan is an important step in moving the college forward in our efforts to link budget to planning. This would allow the College to effectively continue its outstanding record of providing educational programs to meet the needs of our community. The Academic Senate began the task of reviewing and revising the Education Master Plan in spring 2006. During the intervening two years, with the guidance of this taskforce, many faculty, staff and students reviewed and discussed the concepts that form the basis of this plan.

The Educational Master Plan is a living document that is dynamic in nature. It is intended to be continually revised as the College faces new challenges and opportunities. The plan is to be consulted regularly whenever program, budget developments, and decisions are being considered.

We would like to take this opportunity to thank all college constituencies, and in particular the Academic Senate and our STRATUS consultants for their time, diligence and commitment in formulating this important College plan of action.

Dr. Tyree Wieder, President
Los Angeles Valley College

Donald Gauthier, President
Academic Senate

Introduction

Institutions of higher learning are living and dynamic, and planning must be continual. As such, this Educational Master Plan should not be viewed as definitive; but, rather, as a framework for the future development of the institution.

This 2008-2013 Educational Master Plan builds upon a planning process that has been in existence for a number of years. It is the result of a comprehensive process spanning six months that included participation by faculty, staff, students, and administrators and a broad-based review by key constituents on the campus and in the community.

The planning process used in the development of this document attempts to strike the appropriate balance between internal values and strengths and external needs and opportunities. An institution that minimizes the former may, over time, damage the roots and ideals that sustain it. An institution that ignores the demands of changing times and opportunities will become insular and unresponsive to the needs of those it is intended to serve.

This Educational Master Plan also addresses the long-term enrollment plans for Los Angeles Valley College and the facilities needed to accommodate future growth.

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 2007 enrollment of 220,034 students, is oriented toward graduate education and research. It consists of one medical school and nine campuses governed by a single Board of Regents and a statewide President's Office.

California State University, with a total fall 2006 enrollment of 417,112 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 2006 semester, California Community Colleges enrolled over 1.5 million students in credit and noncredit classes in 72 districts and 109 colleges. Governance of the California Community Colleges more closely resembles a confederation than a system. It is comprised of a three-level structure:

1. A statewide Chancellor's Office and Board of Governors, with coordinating authority
2. Regional community College Districts governed by locally elected trustees
3. 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 System 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.

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:

1. College Awareness and Access
2. Student Success and Readiness
3. Partnership for Economic and Workforce Development
4. System Effectiveness
5. 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 2007 enrollment of 122,568, the district serves a diverse student population eager for skills, knowledge and upward mobility. 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 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. The result of a year-long, district-wide effort, the 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. An grid detailing the alignment of the District goals is included in the Appendix of this report.

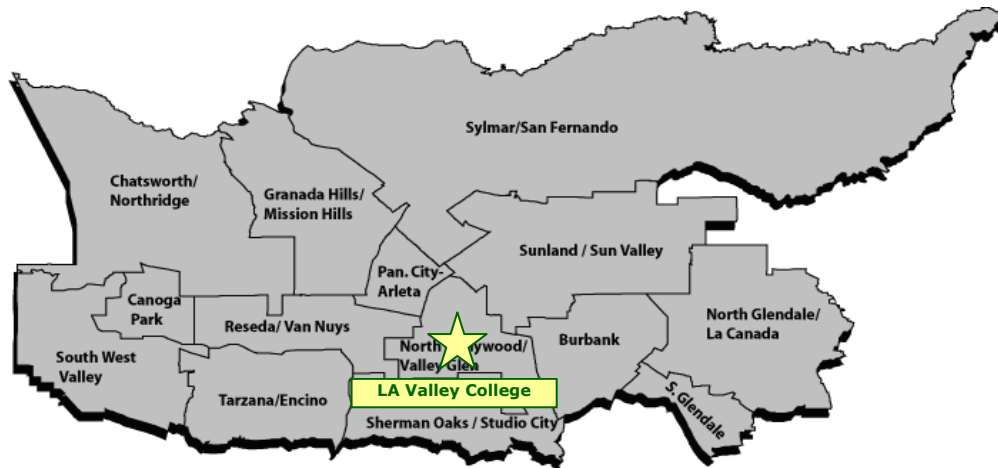
The LACCD Strategic Plan outlines five overarching goals for the nine LACCD colleges and the District Office:

1. Access: Expand Educational Opportunity and Access
2. Success: Enhance all Measures of Student Success
3. Excellence: Support Student Learning and Educational Excellence
4. Accountability: Foster a District-wide Culture of Service and Accountability
5. Collaboration and Resources: Explore New Resources and External Partnerships

Los Angeles Valley College

Los Angeles Valley College was founded on September 12, 1949 to meet the growth of the San Fernando Valley during the 1940's and early 1950's. Today, with a fall 2007 enrollment that exceeds 17,000 students, LA Valley College continues to meet the educational needs of the community by offering transfer education, career-technical education, and lifelong learning.

The San Fernando Valley



Known as “the gem in Valley Glen,” LA Valley College is located in the center of the San Fernando Valley. With an immediate service area that encompasses six of the fourteen neighborhoods that make up the San Fernando Valley, LA Valley College takes great pride in its role in the cultural and economic development of the region.

Planning Methodology

Guiding Principles

The planning process was guided by the following principles:

- The planning process will build upon, not duplicate, work done in earlier planning.
- It will be open, collaborative, and personal, though mindful of the need to complete a plan by late June 2008.
- It will be both grounded in reality and future oriented.
- It will be linked to accreditation.
- It will reflect an understanding that the planning process is dynamic and therefore never really complete.
- It will reflect an understanding that space implications are continually being processed.

Process

The LA Valley College Educational Master Plan Committee began work on an Educational Master Plan in 2007. The STRATUS consulting team began work with the College in January 2008, using the committee's foundational work as a starting point.

Beginning in early 2008, the planning process was divided into the following phases:

Phase 1: Project Preparation

The planning process began with a working session with the Educational Master Plan Committee, the group that was designated to serve as the main advisory group for this consulting engagement. The purpose of the meeting was to:

- Review and refine the work plan.
- Clarify the role of the Educational Master Plan Committee.
- Identify the most important research questions.
- Identify individuals on- and off-campus with whom to meet to hear their views about the College.
- Examine and refine the list of documents to be reviewed.

Phase 2: Strategic Research

Document Review

Materials relevant to the planning process of the project were reviewed, including:

- Prior LA Valley College planning documents
- The most recent self study report for the WASC Accreditation Commission for Community and Junior Colleges
- Current construction bond measures
- Catalog; schedules of class; public relations materials
- Organizational structure
- The Fact Book and Effectiveness Manual
- LACCD Strategic Plan and Implementation Matrix
- California Community Colleges Technology Plan

Environmental Scan

A study was conducted on the major forces and trends affecting the future of the College:

- LA Valley College Student Population
- Regional Demographics
- Regional Workforce Trends
- Regional Transportation
- Regional Educational Attainment
- Peer Institutions
- Higher Education Trends

Internal Scan

One-to-one interviews and small 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.

Phase 3: Opportunity Development

Opportunity Assessment

Based upon the findings of above tasks, the consulting team compiled a list of proposed core commitments, a vision statement, goals, objectives, and strategies for the College. Goals and objectives were developed to be in line with the LACCD District Strategic Plan.

Educational Master Plan Working Retreat

The consulting team held a working retreat with approximately 40 members of the campus community, including the Educational Master Plan Committee, senior administrators, deans, faculty, staff, and students, to summarize the findings of the above tasks and to review draft statements on core commitments, vision, mission, goals, objectives, and strategies.

Following the retreat, the statements were revised to reflect the discussion and advice.

Identify Space Implications

Following revision of the key planning statements, the implications for space were summarized and calculations made of key space metrics, including estimated enrollments for selected milestone years; FTES and weekly student credit hours by instructional discipline; assignable square footage requirements by type of instructional space, and other factors; and the facilities needed to realize the goals and objectives for the College.

Phase 4: Final Documentation

The draft Educational Master Plan was presented to the Educational Master Plan Committee for review on June 11, 2008 and then forwarded to the Academic Senate.

The Educational Master Plan was approved by:
The Academic Senate on June 19, 2008
The College Council on June 24, 2008
The College President on June 24, 2008

The Los Angeles Community College District Board of Trustees approved LA Valley College's revised Vision and Mission statements on _____.

Phase 5: Implementation Plan

One of the principal challenges for all colleges following a strategic or academic planning process is creating a system for implementing the plan.

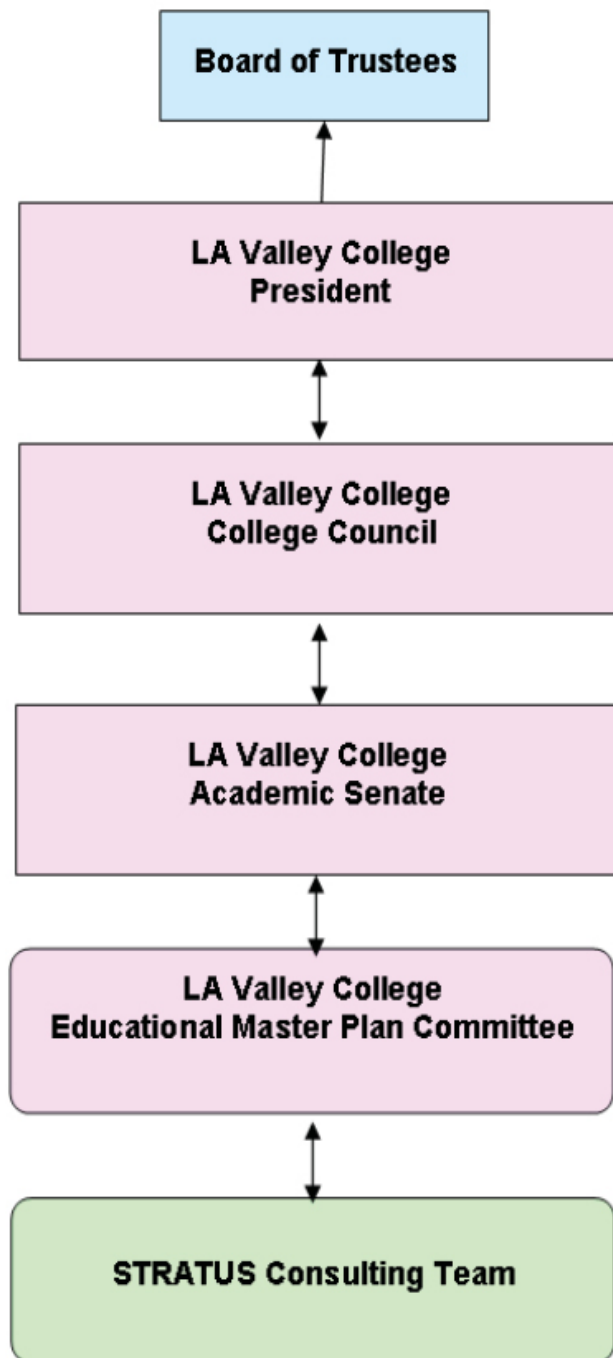
The implementation plan will include the following activities:

- Determine the most effective profile of the working committees and task forces necessary for carrying the objectives and strategies in the planning document to reality.

- Examine the existing committee structure of the College, and making recommendations on where changes are advisable. This will not only include an analysis of the charges of the various committees, but talking with key faculty, staff and administration about how the committees function and interrelate.
- Determine the most effective timing for implementing the objectives and strategies vis a vis the proposed working committees and task forces and the reconsidered committee structure.

Work in this phase will not only assist in effectively implementing the Educational Master Plan, but can enhance the overall decision-making process for the College.

Exhibit 2-1 below depicts the relationships between the various groups and individuals involved in developing the Educational Master Plan.



Strategic Research

Introduction

This section of the Educational Master Plan presents the findings gathered through scans of both internal and external factors impacting LA Valley College. The strategic research process included individual interviews and small group discussions with faculty, staff, students, community members, local politicians, and industry professionals as well as scans of the regional demographics, regional employment needs and trends, and transportation among other activities. The research findings are presented in two parts — Environmental Scan and Internal Scan. Included in these two parts are the following sections:

Environmental Scan

- LA Valley College Student Population
- Regional Analysis
 - Demographics
 - Work Force Trends
 - Transportation Trends
 - Educational Attainment
 - Peer Institutions
- Higher Education Trends

Internal Scan

- LA Valley College Strengths
- LA Valley College Needs and Opportunities

Environmental Scan

An important part of developing an Educational Master Plan is an assessment of the external forces and trends in order to understand and align institutional strengths and qualities, outlined in the next section of this chapter, with external forces and opportunities. The environmental scan covers the following areas:

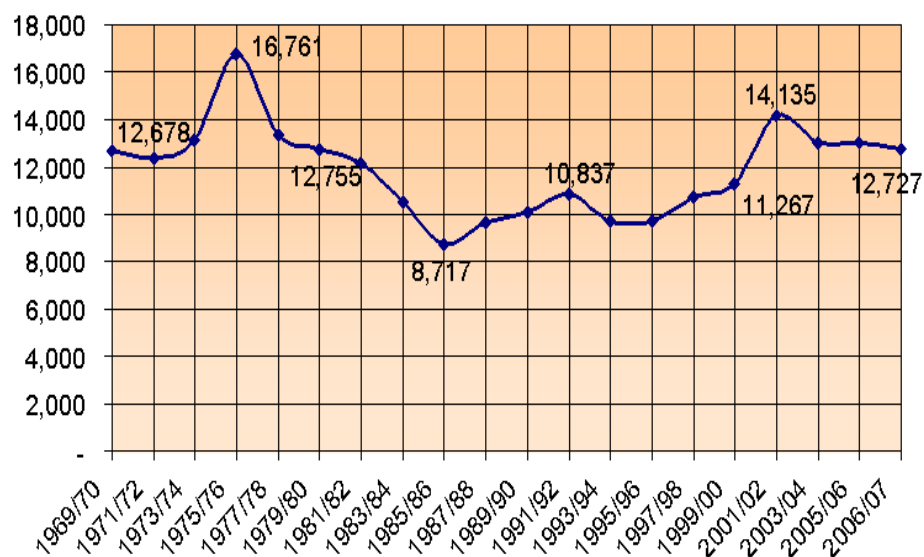
- LA Valley College Student Population
- Regional Demographics
- Regional Workforce Trends
- Regional Transportation Trends
- Regional Educational Attainment
- Regional Peer Institutions
- Higher Education Trends

The LA Valley College Student Population profile has been placed purposefully in the environmental scan in order to view the data in the larger context in which the College operates.

LA Valley College Student Population

1. The enrollment at LA Valley College has fluctuated considerably and has declined in recent years.

Fulltime Equivalent Student (FTES) Enrollment



Source: LACCD Office of Institutional Research.

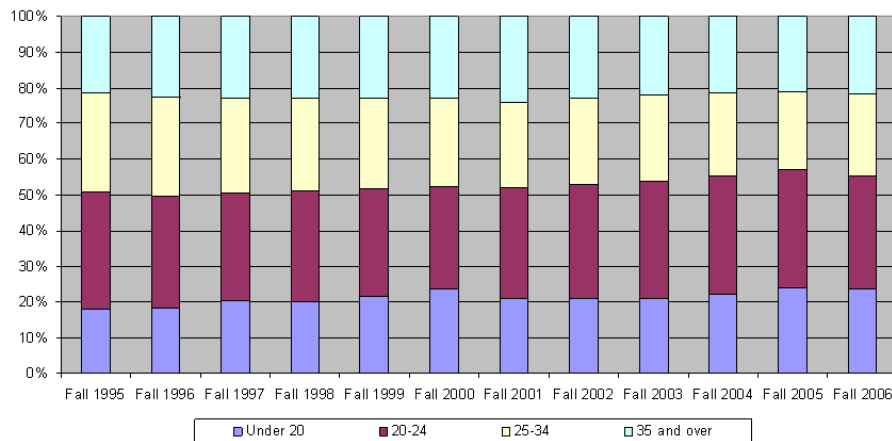
Credit Headcount Enrollment

	Fall 1992	Fall 1997	Fall 2002	Fall 2007	% Growth 2002-2007	% Growth 1997-2007	% Growth 1992-2007
LA Valley College	18,874	16,001	19,275	16,736	-13.2%	4.6%	-11.3%
LACCD	116,251	103,251	128,013	120,847	-5.6%	17.0%	4.0%
California*	1,499,711	1,451,282	1,747,370	1,642,631	-6.0%	13.2%	9.5%

Source: LACCD Office of Institutional Research
 *State data was drawn from the California Community College Chancellor's Office Data Mart, www.cccco.edu

- Historically, just over half of LA Valley College's student population has been under the age of 25, indicating that the College equally serves traditionally-aged and non-traditionally aged college students.

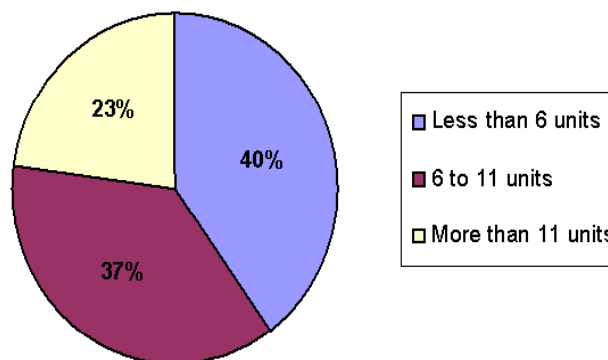
Student Enrollment by Age Group



Source: LACCD Office of Institutional Research.

- In fall 2006, 77% of LA Valley College students were enrolled on a part-time basis, taking fewer than 12 units that term.

**Student Unit Load
Fall 2006**



Source: LA Valley College Factbook and Effectiveness Manual, 2006-2007.

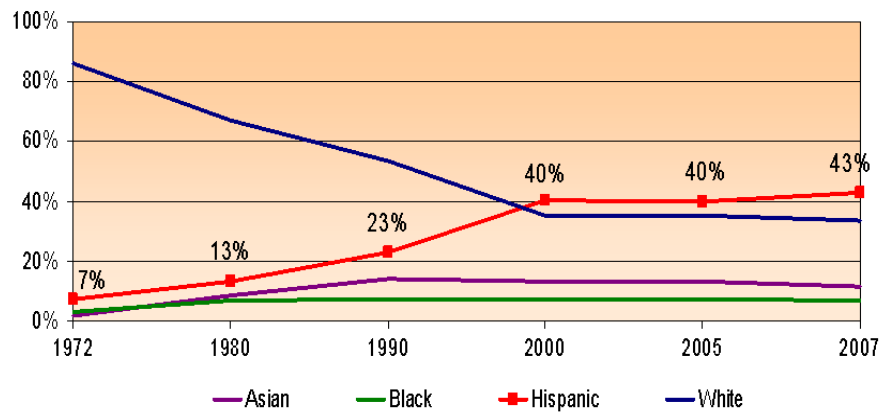
4. A majority of students who attended LA Valley College in the fall 2006 term resided in the mid-valley region of the San Fernando Valley.

City	Fall 2006	%
North Hollywood	3,623	22%
Van Nuys	2,648	16%
Burbank	1,010	6%
Sherman Oaks	946	6%
Panorama City	852	5%
Los Angeles	750	5%
Sun Valley	668	4%
Arleta	643	4%
North Hills	429	3%
Studio City	382	2%
Glendale	370	2%
Northridge	313	2%
Granada Hills	310	2%
Pacoima	247	2%
Reseda	239	1%
Encino	218	1%
Sylmar	217	1%
Valley Village	204	1%
Mission Hills	176	1%
Canoga Park	165	1%
San Fernando	156	1%
Valley Glen	151	1%
Tarzana	130	1%
Lake View Terrace	120	1%
West Hollywood	106	1%
Woodland Hills	94	1%
Tujunga	85	1%
Palmdale	68	0%
Sunland	68	0%
Chatsworth	65	0%
Other areas	923	6%

Source: LA Valley College Factbook and Effectiveness Manual, 2006-2007.

5. In the last three and a half decades, the percentage of students at LA Valley College who identify themselves as White has sharply declined while the percentage of students who identify as Hispanic has significantly increased. Since 2000, Hispanic students enrolled at LA Valley College have outnumbered White students.

Student Enrollment by Ethnicity



Source: LA Valley College Factbook and Effectiveness Manual 2006-2007.

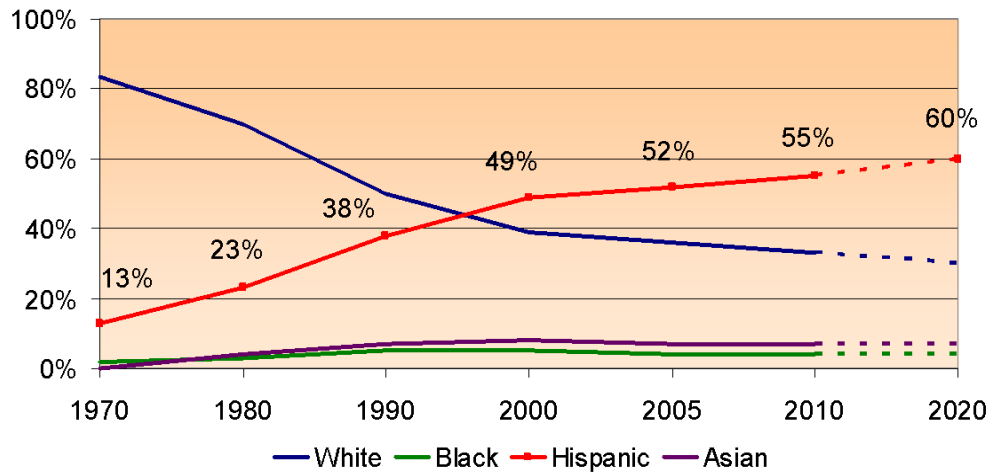
6. A comparison of the gender distribution at LA Valley College and in the LA Valley College service area reveals that women are overrepresented in the College population while men are underrepresented.

Sex	LA Valley College	LA Valley Service Area
Female	60%	50%
Male	40%	50%

Source: LA Valley College Factbook and Effectiveness Manual, 2006-2007; 2000 Census; San Fernando Valley Economic Research Center at California State University, Northridge.

Regional Demographics

1. The Hispanic population in LA Valley College’s immediate service area grew from 2000 to 2005 and is projected to constitute 60% of the population in the College’s immediate service area by 2020.



Source: LACCD Madrid Study.

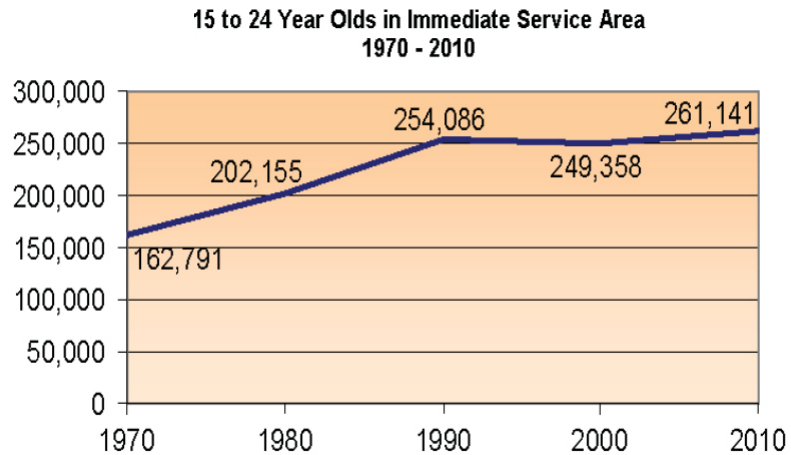
2. The population in LA Valley College’s immediate service area is expected to grow from approximately 882,000 people to 939,000 people between 2005 and 2010, representing a 6% increase. All ages ranges excluding 25 to 34 year olds can expect growth in this time frame. The most significant growth will occur in the 50 to 64 year old age range.

Age of Population in Immediate Service Area

Age	2005	2010	Change
0 to 17	235621	245137	2%
18 to 24	80555	85498	3%
25 to 34	150514	135860	-5%
35 to 49	213035	229086	4%
50 to 64	128442	160728	11%
65 to 84	74162	82709	5%
Total 0 to 84	882329	939018	6%

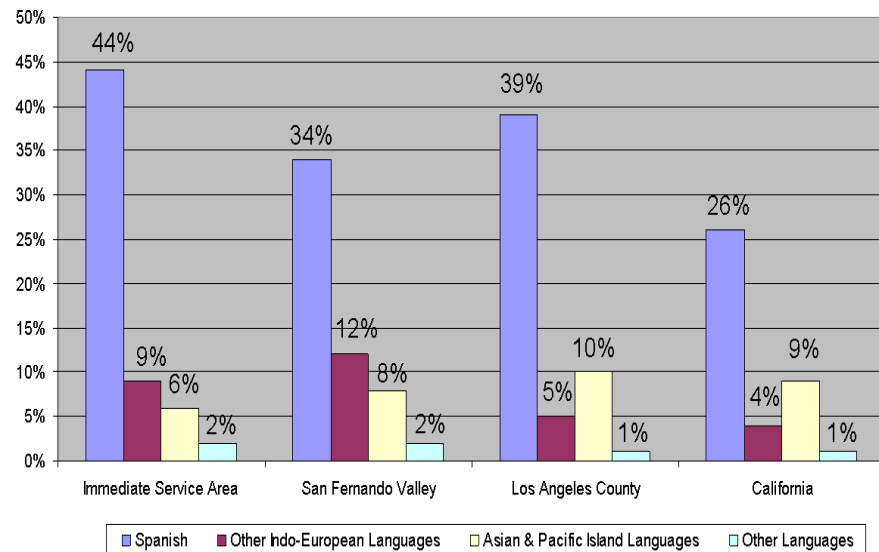
Source: LACCD Madrid Study.

- In 2000, over 249,000 people in the LA Valley College immediate service area were between the ages of 15 and 34. The population in this age range is expected to continue to rise over the next few years.



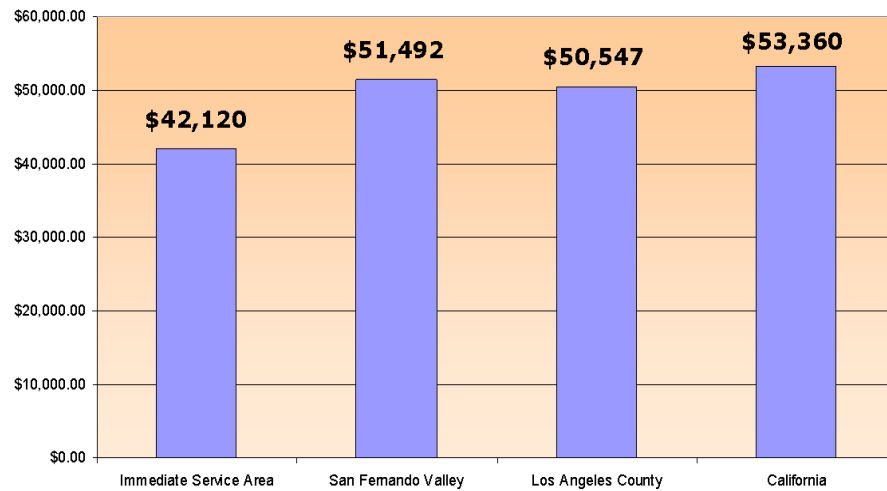
Source: LACCD Madrid Study.

- In 2000, 61% of the population in the College’s immediate service area spoke a language other than English at home. Of that 61%, only 9% speak other Indo-European languages including Russian and Armenian.



Source: 2000 Census; San Fernando Valley Economic Research Center at California State University, Northridge.

- The average adjusted gross income for residents in the LA Valley College immediate service area is lower than Los Angeles County and the state of California.



Source: 2002 Income Tax Return Data, San Fernando Valley Economic Research Center at California State University, Northridge

- The average adjusted gross incomes for communities in LA Valley College's immediate service area vary widely.

2002 Average Income of LA Valley College Immediate Service Area

City	Average Adjusted Gross Income
Sherman Oaks	\$83,066
Studio City	\$79,345
Universal City	\$56,937
Burbank	\$48,288
Valley Village	\$42,424
North Hills	\$37,681
North Hollywood	\$36,120
Van Nuys	\$34,901
Sun Valley	\$33,887
Panorama City	\$27,429
Pacoima	\$26,326

Source: 2002 Income Tax Return Data, San Fernando Valley Economic Research Center at California State University, Northridge (<https://www.csun.edu/sfverc/Data/2002communityincome.html>)

Regional Workforce Trends

1. The top 25 specific jobs with the most openings in the Los Angeles/ Long Beach/Glendale metropolitan statistical area between 2004-2014 that require an associate’s degree or post-secondary certificate appear in the table below. The jobs highlighted in yellow are those for which LA Valley College currently offers credit courses and training.

Of the approximately 105,000 job openings between 2004 and 2014 requiring an AA or AS degree or post-secondary certificate, about 46% are in health-related fields; 23% in engineering, technology and mechanical fields; 12% in the service sector; 8% in education; and 11% in administrative support positions.

Job Title	Job Openings (2004-2014)	Yearly Job Openings	Median Hourly Wage
Registered Nurses	30,240	3,024	\$33.11
Automotive Service Technicians and Mechanics	7,470	747	\$16.11
Licensed Practical and Licensed Vocational Nurses	6,060	606	\$20.28
Preschool Teachers, Except Special Education	4,870	487	\$12.39
Medical Secretaries	4,710	471	\$15.10
Legal Secretaries	3,930	393	\$24.12
Computer Support Specialists	3,180	318	\$20.21
Hairdressers, Hairstylists, and Cosmetologists	2,800	280	\$10.42
Paralegals and Legal Assistants	2,790	279	\$23.09
Fitness Trainers and Aerobics Instructors	2,590	259	\$17.82
Dental Hygienists	2,540	254	\$33.83
Welders, Cutters, Solderers, and Brazers	2,410	241	\$12.81
Bus and Truck Mechanics and Diesel Engine Specialists	2,360	236	\$20.17
Massage Therapists	2,320	232	\$13.15
Chefs and Head Cooks	2,030	203	\$18.63
Manicurists and Pedicurists	1,960	196	\$8.29
Radiologic Technologists and Technicians	1,850	185	\$25.68
Respiratory Therapists	1,840	184	\$26.14
Medical Records and Health Information Technicians	1,840	184	\$13.44
Medical and Clinical Laboratory Technicians	1,570	157	\$16.71
Health Technologists and Technicians, All Other	1,540	154	\$18.00
Vocational Education Teachers, Postsecondary	1,440	144	\$22.90
Surgical Technologists	1,440	144	\$20.30
Sound Engineering Technicians	1,330	133	\$27.10
Aircraft Mechanics and Service Technicians	1,270	127	\$27.47
Emergency Medical Technicians and Paramedics	1,230	123	\$10.92
Real Estate Sales Agents	1,220	122	\$28.33
Travel Agents	1,200	120	\$13.95
Electrical and Electronic Engineering Technicians	1,170	117	\$24.19
Architectural and Civil Drafters	1,080	108	\$21.20
Gaming Dealers	1,050	105	\$7.85
Computer Specialists, All Other	1,030	103	\$37.05
Broadcast Technicians	1,020	102	\$16.82

Note: Degrees and programs offered at LA Valley College prepare students for work in the highlighted occupations.

Source: California Employment Development Department Labor Market Projections

2. The 25 occupations with the most job openings in the Los Angeles/Long Beach/Glendale metropolitan statistical area between the years 2004 and 2014 that require, at minimum, a bachelor's degree are shown below.

Of the approximately 196,000 job openings requiring a bachelor's degree, about 28% are in education; 49% in business fields; 17% in technology positions; and 5% in the entertainment field.

Occupational Title	Job Openings (2004-2014)	Yearly Job Openings	Median Hourly Wage
Elementary School Teachers, Except Special Education	22,460	2,246	N/A
General and Operations Managers	19,150	1,915	\$47.61
Secondary School Teachers, Except Special and Vocational Education	15,320	1,532	N/A
Business Operations Specialists, All Other	14,990	1,499	\$25.27
Accountants and Auditors	13,880	1,388	\$26.28
Property, Real Estate, and Community Association Managers	8,270	827	\$16.36
Teachers and Instructors, All Other	7,220	722	\$18.94
Computer Software Engineers, Applications	5,590	559	\$42.35
Special Education Teachers, Preschool, Kindergarten, and Elementary School	4,850	485	N/A
Sales Managers	4,750	475	\$45.84
Financial Managers	4,730	473	\$45.48
Management Analysts	4,710	471	\$33.61
Computer Systems Analysts	4,120	412	\$32.89
Producers and Directors	3,980	398	N/A
Network Systems and Data Communications Analysts	3,360	336	\$31.11
Chief Executives	3,200	320	>\$70.01
Graduate Teaching Assistants	3,160	316	N/A
Aerospace Engineers	3,150	315	\$45.72
Multi-Media Artists and Animators	3,140	314	\$34.82
Recreation Workers	3,100	310	\$10.18
Human Resources, Training, and Labor Relations Specialists, All Other	3,060	306	\$28.26
Loan Officers	2,760	276	\$25.67
Civil Engineers	2,660	266	\$35.54
Network and Computer Systems Administrators	2,650	265	\$30.84
Computer Software Engineers, Systems Software	2,600	260	\$41.63
Child, Family, and School Social Workers	2,550	255	\$23.76
Computer and Information Systems Managers	2,530	253	\$53.36
Purchasing Agents, Except Wholesale, Retail, and Farm Products	2,380	238	\$24.81
Insurance Sales Agents	2,380	238	\$28.74
Marketing Managers	2,350	235	\$47.94
Public Relations Specialists	2,310	231	\$20.18
Administrative Services Managers	2,290	229	\$35.33
Writers and Authors	2,270	227	\$31.64
Adult Literacy, Remedial Education, and GED Teachers and Instructors	2,150	215	N/A
Graphic Designers	2,130	213	\$21.01
Computer Programmers	2,100	210	\$34.17
Wholesale and Retail Buyers, Except Farm Products	2,050	205	\$19.81
Agents and Business Managers of Artists, Performers, and Athletes	2,040	204	\$29.53

Source: California Employment Development Department Labor Market Projections

Regional Transportation Trends

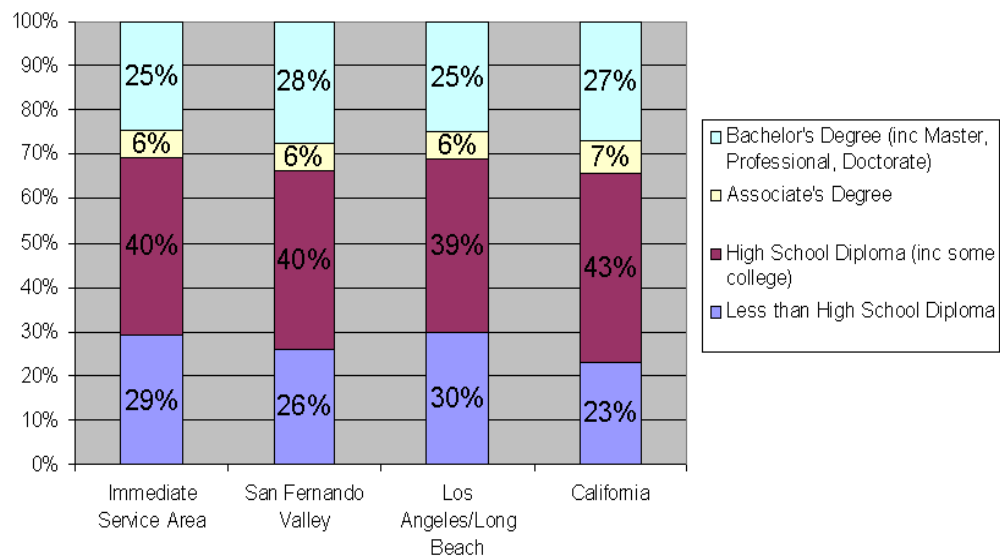
1. A large number of LA Valley College students live relatively close to the campus. Thirty-eight percent of LA Valley College students live in North Hollywood and Van Nuys and most of the rest live in nearby Reseda, Sherman Oaks, Panorama City and other neighborhoods in the San Fernando Valley.
2. On June 16, 2008, the average statewide price for one gallon of gasoline in California was \$4.59. Gas prices are expected to continue to rise and, as they do so, area drivers may be forced to consider alternative transportation options. To date, this price inflation has caused some slight modifications in regional travel behavior, but analysts suggest that greater changes are on the horizon. College students, with their limited incomes and sensitivity to costs — especially books and supplies — would seem to be more likely to switch more quickly to alternative modes of transportation.
3. The Los Angeles County Metropolitan Transportation Authority has an LA Valley College stop on its Orange Line, which opened in October 2005. The stop is a short walk from the campus.

While it has been only two years since the station's opening, the Metro may prove to be a viable transportation alternative for students living west and southeast of the campus. Conceivably, students from east and central Los Angeles could commute relatively easily to LA Valley College, as a trip from the Union Station Red Line subway stop to the North Hollywood stop is a half hour ride, while the ride on an Orange Line bus from the North Hollywood station to the LA Valley College Station is ten minutes (based on an on-time Monday morning trip leaving at 10:41 AM).

Regional Educational Attainment

1. Regional attainment for residents in the LA Valley College immediate service area are similar to those for Los Angeles County, but lag behind the entire San Fernando Valley and the State of California.

Educational Attainment in Population Age 25 and Over 2000



Source: 2000 Census; San Fernando Valley Economic Research Center at California State University, Northridge.

2. The top feeder high schools to LA Valley College are Grant, North Hollywood, Francis Polytechnic, Van Nuys, San Fernando, and Birmingham. The overwhelming percentage of the graduates are Latino.

	Number of Grade 12 Graduates			2005/2006	
	1995/1996	2000/2001	2005/2006	# Latino graduates	% Latino graduates
Grant HS ¹	504	552	421	198	47.03%
North Hollywood HS ²	679	612	665	423	63.61%
Francis Polytechnic HS ³	445	593	687	593	86.32%
Monroe HS	526	652	552	406	73.55%
Van Nuys HS	581	657	538	273	50.74%
San Fernando HS	752	744	615	600	97.56%
Birmingham HS	425	561	574	348	60.63%
Total Graduates	3912	4371	4052	2841	70.11%
¹ 168 graduates enrolled at LA Valley College in fall 2006					
² 149 graduates enrolled at LA Valley College in fall 2006					
³ 135 graduates enrolled at LA Valley College in fall 2006					

Source: Los Angeles Unified School District.

3. A study of community college students across the United States conducted by the Manpower Demonstration Research Corporation identified the following as the greatest obstacles to completing education goals:
 - Lost wages due to reduced work hours to attend school
 - Lack of accessible, affordable childcare
 - Direct costs of tuition and books

Regional Peer Institutions

A number of community colleges in the greater Los Angeles area offer curricula, programs and services similar to those offered by LA Valley College and the schools within the LACCD. The following are LA Valley College's notable peer institutions:

- Los Angeles Mission College (LACCD)
- Los Angeles Pierce College (LACCD)
- College of the Canyons
- Glendale Community College

In addition to the demographic data in the following table, these institutions were compared on the basis of academic programs. The academic program comparison table is included in the Appendix of this report. It is analyzed in Chapter 4, Goal 3.

**Demographics of Regional Peer Institutions
Fall 2007**

	LA Valley	LA Mission	LA Pierce	Canyons	Glendale
Full-Time Enrollment					
Fall 2002 FTES	5,709	2,482	5,821	3,949	6,694
Fall 2003 FTES	5,353	2,617	5,695	4,436	6,212
Fall 2004 FTES	5,039	2,104	5,431	4,097	6,194
Fall 2005 FTES	4,842	2,123	5,436	4,418	6,029
Fall 2006 FTES	4,846	2,070	5,565	4,815	5,992
Fall 2007 FTES	4,678	2,172	5,816	4,884	6,402
Headcount	17,676	8,862	19,797	18,471	21,230
Gender					
Male	40%	36%	44%	56%	40%
Female	60%	64%	56%	43%	60%
Age					
Under 20	29%	35%	35%	30%	21%
20 to 24	30%	29%	32%	22%	24%
25 to 29	14%	11%	11%	8%	9%
30 to 34	8%	7%	5%	7%	5%
35 to 39	5%	5%	4%	9%	4%
40 to 49	8%	8%	7%	15%	7%
50+	6%	4%	5%	9%	4%
Unknown	0%	0%	0%	0%	27%
Ethnicity					
African-American	6%	5%	6%	5%	2%
American Indian, Alaskan Native	0%	1%	0%	1%	0%
Asian, Pacific Islander	11%	6%	17%	10%	15%
Hispanic	41%	72%	29%	25%	24%
Other/Unknown	12%	6%	13%	13%	3%
White	30%	10%	34%	46%	55%
Faculty					
FTE Tenured/Tenure	175.3	59.9	147.1	207.0	250.6
FTE Academic Temp	173.3	108.3	232.4	164.6	198.3
FTEF Tenured + Acad Temp	348.6	168.2	379.5	371.6	448.9
Student:Faculty Ratio	13.42	12.91	15.33	13.14	14.26
Transfer Rates*					
1998-1999 Cohort	37.64	38.42	47.96	46.93	45.84
1999-2000 Cohort	41.95	33.76	47.44	47.82	47.81
2000-2001 Cohort	39.91	34.56	46.40	42.47	50.08

Note: All figures for Fall 2007 unless otherwise noted.

Source: California Community Colleges Chancellor's Office Data Mart (www.cccco.edu)

Student: Faculty Ratio = FTES/FTEF; FTES = Credit + Non-credit; FTEF = Tenured/Tenure + Academic Temporary.

*Actual transfer rate to a four-year institution of the first-time freshman with intent to transfer cohort followed over a six year period from initial enrollment; Source: Transfer Rate Study of the CCCs 2005-06 (http://www.cccco.edu/Portals/4/TRIS/research/reports/transfer_report.pdf)

Higher Education Trends

1. There is growing competition for students between traditional and proprietary institutions such as the University of Phoenix and National University.
2. The role of instructional technology is expanding. Online learning continues to grow, making students much less place-bound. As a result, the number of courses taken via distance education has reached an all-time high, generating greater demand for electronic interfacing between faculty and students. Also, video and computer games are being considered viable options for hands-on classroom instruction and teaching tools.
3. Understanding and measuring the factors leading to “student success” is increasingly being recognized as important, especially at community colleges where student goals are more diverse than at 4-year institutions. Measures such as the Community College Survey of Student Engagement (CCSSE) have become mainstream tools to help institutions learn what drives student success and develop plans to increase success.
4. Income disparities are increasingly being recognized as the most significant barrier to access and graduation for all students, with minority students being impacted most.
5. Concern for ability to finance a college education is at an all-time high as measured over the past 30 years. For the 2007-2008 school year, 38.9% of students report this to be a major concern, a measure slightly higher than the previous high reported in 1987-1989.
6. The world’s economy has become increasingly unpredictable, and the U.S. economy is likely to slow down or show minimal growth in the coming period. While operating costs at colleges and universities will continue to increase, State budgets are expected to contract, with campus construction budgets projected to be the hardest hit.
7. More and more institutions are engaging in college/community partnerships.
8. There is increased interest in sustainable or “green” practices on campus.
9. There is growing pressure by public officials and accreditation agencies for colleges to plan, measure performance, and show the “value added” from the college experience. An example of this emphasis is evidenced in the Spellings Report and continued federal government interest in particular issues in higher education.
10. There is growing concern about data security and the use of personal information by colleges and universities.

Implications of the Environmental Scan

1. LA Valley College must continue to address its declining enrollment.
2. The percentage of students enrolled at LA Valley College who identify as Hispanic/Latino has not kept pace with the growth of that segment of the population in the College's immediate service area. For purposes of achieving growth and serving its constituents, the College should develop a recruitment program targeted to minority students, especially Hispanic students.
3. Since LA Valley College enrolls nearly equal proportions of students under and over the age of 25, it would benefit from offering diverse courses and programs on alternative scheduling models to better accommodate students who are restricted from taking courses at traditional times due to work, child care obligations, and other issues.
4. A majority of residents in the LA Valley College immediate service area speak a language other than English at home. Therefore, the College should:
 - Produce brochures and marketing materials in a variety of languages
 - Ensure the availability of student services in a variety of languages
 - Offer sufficient support so that ESL students can learn and succeed at the College
5. The wide range of income levels in the LA Valley College service area indicates that the College serves a socioeconomically diverse community, one requiring special support services and financial aid.
6. The large number of individuals in the immediate service area who do not hold a high school diploma indicates that LA Valley College has the opportunity to provide a variety of different paths to a better future for its constituents.
7. The profile of the top 25 regional job opening between 2004 and 2014 requiring an AA, AS, or Certificate has important curriculum development implications:
 - The fact that 46% of the 25 fastest growing jobs will be in health care professions indicates a need to both increase the number of slots in popular health care programs such as Nursing, Respiratory Therapy, and Emergency Medical Technicians/Paramedics as well as to add programs in areas

such as Dental Hygiene, Medical Information and Records, and Medical Technicians.

- The fact that 23% of the top 25 jobs will be in engineering, technology, and mechanical fields, calls for a renovation and expansion of curriculum in the College's engineering-related programs.
8. The profile of the top 25 regional job openings between 2004 and 2014 requiring a bachelor's degree shows great opportunity for articulation programs with nearby four-year colleges and universities.
 9. LA Valley's positive image with local business enables the College to develop additional programs and partnerships that will enable the College to maximize contribution and raise its image in the community.
 10. The growth and popularity of online learning provides the opportunity for LA Valley College to offer more programs online, hence increasing its enrollment and access.

Internal Scan

This section presents findings gathered through individual interviews and small group discussions with over 110 LA Valley College key stakeholders — students; faculty; staff; administrators; community members; College donors; corporate leaders; local politicians; and LACCD officials.

Note that the findings presented herein are perceptions of LA Valley College. They represent the opinions and beliefs of the individuals interviewed and may not be a factual representation of the College's activities and programs. These findings represent trends in the data, not the individual opinions of those interviewed.

While varying opinions on issues and priorities exist, there is general agreement about LA Valley College's strengths, needs and opportunities. This is an important overall finding as it indicates that there is concurrence about fundamental issues as the College proceeds with its planning process.

Perceptions of LA Valley College Strengths

Institutional strengths are important, not only because of their intrinsic value and as measures of institutional accomplishment, but because they can be leveraged and act as launching pads for taking an institution to new levels of quality and reputation.

Following are LA Valley College's strengths as perceived by the College's stakeholders and cited in interviews and small group discussions:

Faculty

The LA Valley College faculty is open, collegial, and has a passion for teaching. The faculty truly cares about students and wants students to succeed. Faculty members are accomplished in their fields, and many faculty members choose to spend their entire career teaching at the College.

Students

LA Valley College students are motivated and have a strong work ethic. A small but active group of student leaders works tirelessly to make the College a better place to learn.

Staff

Staff members are welcoming.

Executive Leadership

The College's executive leadership is stable, strong, and energetic.

Perceptions of LA Valley College Strengths

Academic and Other Programs

The academic programs most often cited as strong are:

- Child Development
- Healthcare, especially Nursing
- Media Arts
- Sciences
- Workforce Development and Contract Education

Campus

The LA Valley College campus is park-like, containing many beautiful, mature trees and green space. Because of its flat topography, it is accessible to individuals with physical disabilities and generally easy to traverse. The campus offers good parking for its faculty and staff. Upon opening, the new Allied Health and Sciences Center will be the best facility of its kind in the Los Angeles Community College District.

Shared Governance

LA Valley College is truly committed to shared governance. Opportunities to play a role in College decision-making are available to all who choose to be involved.

Diversity

The diversity of students makes LA Valley College a unique and special place to learn.

Friendliness

LA Valley College is a “nice place to work.”

Location

The College’s location in Valley Glen positions it at the center of the San Fernando Valley, one of the largest population centers in Southern California. LA Valley College is truly at the “heart” of the San Fernando Valley.

The College’s proximity to the MTA Orange Line is an advantage for commuters, and its close proximity to several major entertainment studios presents it with the opportunity to be closely connected to those organizations.

Relationship with Local Community

LA Valley College shares a strong, solid relationship with its local community. The institution’s executive leadership, especially its President and its Workforce Development initiatives, are well connected to and highly respected by local community leaders and industry.

Technology

The campus is configured for wireless internet access and is ahead of other LACCD schools with its various technology efforts.

Perceptions of LA Valley College Needs and Opportunities

The interviews and small group discussions of LA Valley College stakeholders revealed perceptions of the College's needs and opportunities. These perceptions represent interviewees' opinions and beliefs about the College and may not be factual representations of the College's activities and programs. These perceptions are summarized in ten categories:

- Student Success and Services
- Academics
- Enrollment and Retention
- Faculty
- Staff
- College as a Whole
- Campus Environment
- Technology
- Community
- Brand and Marketing

It is important to note that these findings are perceptions. In some cases, the College has begun addressing the needs presented here.

Student Success and Services

1. The College is faced with educating a growing number of underprepared students and has an opportunity to meet students where they are as well as to make student success a top priority.
2. There is widespread support for LA Valley College to invest in a comprehensive First Year Experience Program consisting of the following components:
 - A seminar for first-year students that teaches students various college "survival" skills such as effective studying, academic planning, and personal communication. This course would serve as a gateway to the LA Valley experience and come highly recommended to students by the College's counselors and faculty.
 - Grouping first-time students into learning communities or cohorts in which groups of students move through common courses together is an idea supported by faculty and staff at the College.
 - Establishing a common reading program in which all in the College community read a common text and then discuss the book in a workshop or at college-wide activities.
 - There is support for revamping the existing student orientation to improve it and make it "worth [students'] time".

Perceptions of LA Valley College Needs and Opportunities

3. There is a need to adopt a new academic advising/counseling model to better address student needs. This model should be better integrated and wholistic than what currently exists. The model might include online advising, group advising, or the use of student networks.
4. Integrating certain services, such as assessment, counseling and career planning, would help to simplify the “business” aspects of being a student at LA Valley College for students.
5. The College’s Basic Skills program needs to be grown and strengthened and should include a centralized home that reaches out to every department. Basic Skills should:
 - Involve all faculty, even those who do not teach basic skills courses as their primary area of focus.
 - Include the teaching of “life” skills such as communication, leadership and other soft skills that will assist students in navigating the college environment and the workplace.
6. LA Valley College should address the needs of returning, honors, at-risk, evening and weekend students with specially-designed and appropriately-scheduled services and programs.
7. There is among all campus constituents a desire for improved front-line customer service including that offices and departments who offer direct service be staffed at the front desk or reception area by well-trained professionals, not student workers or part-time staff.
8. The College has an opportunity to improve its Transfer and Career Services unit to better serve student need and, specifically, to assist students in understanding how a specific degree might position them to be employable in different types of jobs.
9. Increasing Learning Center staffing would help to better meet students’ needs.
10. Using modern forms of communication such as e-mail, blogs, online chat, and text messaging would help the College stay in closer touch with its students.
11. Some students view the current student club offerings as inadequate. Hence, LA Valley College has an opportunity to engage a greater number of students in campus activities and add new and exciting opportunities for said involvement.

Perceptions of LA Valley College Needs and Opportunities

12. The College should add support for special programs such as TriO and Punte as students feel particularly connected to and cared for by those services.

Academics

13. There is widespread support for looking closely at the College's curriculum to ensure its alignment with student interest and demand, as well as College need. This examination should include:
- Adding additional relevant programs in career-technical education.
 - Adding evening, weekend and mid-day courses to accommodate students' schedules and preferences.
 - Offering additional sections of or increasing the enrollment cap in high-demand upper-level Science courses.
 - Offering additional late-enrollment courses where needed.
 - Teaching courses focused on preparing students for employment including skills such as communication, leadership and negotiation.
14. The College should better match the schedule of classes to student needs and demand.
15. College constituents both on- and off-campus support investing money, staff and other resources in the Contract Education and Workforce Development programs.
16. The College should consider establishing proficiency levels for all of its courses and then publicize the proficiency designations in its catalog and schedule of classes.
17. Given the recent acquisition of Title V grant funding, the College has an opportunity to invest in its Distance Education program in a meaningful way. Things to consider in setting up the Distance Education program include:
- Getting the program off the ground as soon as possible and out ahead of the College's major competitors.
 - Dedicating ample permanent funding, staff, curriculum-development experts and other necessary resources to the effort.
 - Offering a broader range of tutorials for online courses.
18. There is some interest in establishing "Centers of Excellence" in the Sciences or Media Arts.

Perceptions of LA Valley College Needs and Opportunities

19. Structuring curriculum around specific job opportunities or a targeted career could assist students in understanding what they might do after completing their studies at the College. For example, explicitly stating which courses a student must take and the order in which those courses must be completed might help a student to both commit to a major or program of study and subsequently work in their chosen field.

Enrollment and Retention

20. The College must address its declining enrollment.
21. LA Valley College has fallen behind the changing demographics of the local community and, as such, has an opportunity to:
 - Refine its recruitment plan with the goal of enrolling a student body that better matches the demographics of its service area.
 - Ensure that its programs match student interest and regional job demands.
22. There is interest in addressing the needs of students in academic distress. Opportunities to better meet students' needs include:
 - Modifying existing services to better match them with student needs.
 - Replacing existing services with new, more relevant and appropriate services.
23. Some students believe that they cannot have a "real college experience" at the College. They believe that being a student at the College is an experience closer to their high school experience versus what a true college experience should be like.

Faculty

24. LA Valley College should make greater use of the results of student course evaluations in reviewing faculty performance.
25. The faculty should match the demographics of the student population.
26. All faculty members should be involved in the College outside of the classroom:
 - Participation in shared governance committees and groups.
 - Attendance at student activities and support of student groups.

Perceptions of LA Valley College Needs and Opportunities

27. Reducing the percentage of adjunct faculty members throughout the College would help to alleviate challenges, including:
 - Protecting departmental integrity in terms of the academic rigor of courses and student retention in courses and programs.
 - The accessibility of faculty to students and other faculty members.
28. There is a view that some individuals at the College haven't accepted the fact that today's LA Valley College student is different, with more skills deficiencies than in the past.
29. Some believe that the faculty is unwilling to embrace Distance Education.
30. The College should invest in more professional development for its faculty.
31. There is widespread support for increasing the number of enrichment opportunities for faculty including such things as:
 - Offering a lecture, film or book series in which faculty could choose to participate.
 - Providing faculty and staff with time and an appropriate place to interact and share ideas.

Staff

32. The College should invest in more professional development for staff including:
 - Assisting staff with career planning.
 - Providing staff with opportunities to learn about quality customer service and to develop their professional skills.
33. LA Valley College should institute a staff recognition program such as honoring an "Employee of the Month".

Operations

34. The College has the opportunity to raise the morale of its faculty, staff and students.
35. There is a prevailing view that the College operates in crisis mode and, as such, long-range planning is important.

Perceptions of LA Valley College Needs and Opportunities

36. Meeting financial targets is a continual problem for LA Valley College, and it is possible that money could be saved by reducing the amount spent on specialized programs.
37. LA Valley College should write and publish a College-wide standard operating procedure manual or set of policies.
38. The College should work with the Los Angeles Community College District to attempt to streamline operations and eliminate bureaucracy.

Campus Environment

39. The College should add gathering spaces on campus. These spaces might include places like a coffee house, café, meeting rooms or programming spaces. They would be used by all campus constituents for socializing, meeting, performing and/or studying.
40. There is a need for improving campus food service.
41. There is significant interest in beautifying the LA Valley College campus by cleaning the campus, providing elements that make for a warmer campus feel, and improving landscaping. If possible, the campus should be designated an arboretum.
42. The LA Valley College campus lacks essential elements including:
 - A grand entrance providing a sense of arrival at a special place.
 - Sufficient metered parking or the ability to purchase a daily parking pass as to open the campus to community visitors.
 - Adequate lighting in both the interior campus and the exterior parking areas.
43. The College should take steps to minimize any disruption and mess from construction projects going on around campus.
44. The College should upgrade existing facilities and equipment.

Technology

45. LA Valley College has an opportunity to meet its instructional technology needs at all levels. It should invest in:
 - Software for instruction and computing resources to run necessary GIS programs.
 - Designers to assist faculty in creating online courses.
 - Distance Education.
 - Teaching students how to make the most of online education.

Perceptions of LA Valley College Needs and Opportunities

46. There is widespread support for improving administrative technology, including:
- Replacing the existing Student Information System (SIS) with a new, more advanced application.
 - Investing in student and faculty portals through which individuals can access personal information about their courses, etc.
47. To accommodate the College's computing needs, LA Valley College should increase its bandwidth and grow the number of technology staff and support persons.
48. The College has an opportunity to design a more unique, user-friendly, student-focused website.

Community

49. LA Valley College should partner with its primary feeder schools on improving the basic skills of local students.
50. There is a widespread belief that the College should open itself to its community through:
- Offering more programs for senior citizens and children.
 - Establishing a polling place on campus.
 - Holding community open house events around activities such as athletic events, performances, art openings, etc. These events should highlight how construction bond money is being spent.
 - Opening its recreational facilities for community use and encouraging community enrollment in its physical education courses.
51. The College's Workforce Development program is highly regarded and should establish a Workforce Development Center that is:
- Located in a dedicated building on the perimeter of the campus with a mission to serve business and community development needs.
 - A home for select programs such as contract education, noncredit and VCAP.
 - Provides a point of access for a variety of College constituents including potential students, area job seekers, and local employers.
52. LA Valley College should enhance its partnerships with the local entertainment studios and other businesses.

Perceptions of LA Valley College Needs and Opportunities

Brand and Marketing

53. There is general agreement that the College lacks a clear definition and has an opportunity to re-brand itself as:
 - The “Heart of the San Fernando Valley”.
 - A gateway to a better future.
 - Providing a quality education at an affordable price.
54. Some view the College’s location as in a high crime area.
55. LA Valley College should enhance its position as a cultural center for the San Fernando Valley through its arts programs, athletic events, and community activities.
56. The College should initiate a strong recruitment campaign targeted to underrepresented students.

Key Planning Statements

Introduction

This chapter presents the key planning statements. These statements drive every aspect of the LA Valley College Educational Master Plan and contain three elements: Core Commitments, Vision, and Mission.

- **Core Commitments** are the most basic elements of an institution's plan that emanate from the fundamental traditions and values which guide not only the plan, but the College's day-to-day decisions and behaviors.
- **The Vision** is a brief statement that describes the College's desired future state of being. As such, it is often written in the present tense as if looking at a crystal ball: "I see a College that is..." The vision statement should be short, inspiring and highly aspirational. The Vision may seem unachievable. That is alright as it serves as a timeless ideal toward which the College is always striving.
- **The Mission** expresses what the College is; who it serves; what it does; and how it is unique, relative to other institutions. This uniqueness is what is often missing from mission statements, making all College mission statements sound alike.

LA Valley College Core Commitments

We are committed to:

Learning

We view the continuous pursuit and transmission of knowledge as central to the human experience and key to a better quality of life.

Access

We promote access to educational opportunities for all in a welcoming, supportive and inclusive environment that provides a place for critical thinking, learning and personal growth.

Student Success

We recognize the inherent potential in all people and promote individual achievement of personal goals by encouraging students to be active participants in their learning and providing them with the foundational skills and support services necessary for success in the LA Valley College environment and beyond.

Quality

We strive to achieve instructional excellence and maintain a learning-centered campus by offering a broad range of academic programs and services, fostering an environment of academic freedom and collaboration, and providing professional development opportunities for faculty and staff.

Mutual Respect

We promote an environment of openness and integrity in which the views of each individual are respected and success is celebrated, and we acknowledge that greater understanding and consensus can be achieved through shared governance, collaboration, teamwork and an appreciation of all members of the College and the community we serve.

Innovation

We promote a climate of discovery that values and embraces inquiry, continuous improvement and welcome creative solutions as we seek new, flexible and responsive ways to fulfill our mission.

Diversity

We embrace the rich and unique dimensions of each individual in our community and strive to maintain an open and supportive environment that instills an appreciation for a variety of perspectives and encourages the free exchange of ideas.

Responsiveness

We strive to remain current and to meet the educational, social, economic, cultural and workforce needs of the community we serve.

Resourcefulness

We promote physical, technological and fiscal responsibility to maximize institutional effectiveness and strive to be effective stewards in the utilization of public funds.

Environmental Stewardship

We foster responsibility and pride in our campus and serve as a model of sustainability, being mindful of the impact we have on the environment, as individuals and as a community.

**LA Valley College
Vision Statement [Pending Board Approval]**

Los Angeles Valley College serves the community as a leader in instructional excellence, facilitating the success of its diverse students, developing critical thinkers and life-long learners, and contributing to the economic and cultural vitality of the San Fernando Valley and beyond.

**LA Valley College
Mission Statement [Pending Board Approval]**

Los Angeles Valley College is a comprehensive community college located in the center of the San Fernando Valley. The College serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs in an attractive and accessible learning environment that fosters student success. Embedded in these programs are the greater goals of critical thinking and life-long learning which are necessary for success in the workplace and for advancing one's education, personal development and quality of life.

The Los Angeles Valley College faculty and staff are dedicated to helping students be successful. They emphasize excellence in teaching and providing a variety of support services that are designed to meet students where they are and help them reach their personal and professional goals. Beyond the classroom, the College provides for students a variety of co-curricular activities that serve to create a rich campus life experience.

Los Angeles Valley College advances the economic development of the region through programs, services and partnerships that address continuing and emerging employer needs in a diverse set of industries, including one of the largest concentrations of entertainment studios in the world.

Los Angeles Valley College hosts numerous cultural and athletic events throughout the year and serves as home to the San Fernando Valley Historical Museum.

The campus has a park-like quality, with a rich variety of trees selected by its founding faculty. As a result, the campus itself serves as a laboratory for learning and gives the College a special appreciation for the environment and issues of sustainability.

Design for the Future

Introduction

Building from previous chapters, this chapter outlines the Goals, Objectives, and Strategies for Los Angeles Valley College.

- **Goals** are statements of central direction that are paths to living out an institution's Mission and realizing its Vision. The College's goals link with the goals of the Los Angeles Community College District and the State of California Community Colleges, as presented in Chapter 1 of this report.
- **Objectives** are measurable outcomes that move the institution toward realizing its goals. Because objectives are measurable, the raw numbers, percentages, and dates associated with them can be used to create "dashboard indicators". Similar to the gauges on the dashboard of an automobile that show speed, fuel consumption and economy, engine temperature and other factors, dashboard indicators provide a quick measure of progress toward the College's desired outcomes.
- **Strategies** are specific activities and initiatives that enable the institution to achieve its objectives.

This Educational Master Plan contains four goals. Each goal is followed immediately by measurable objectives and several strategies which define the future direction for the College. LA Valley College's goals are:

- Goal 1:** Increase student retention, persistence and success
- Goal 2:** Increase student access
- Goal 3:** Enhance academic programs and services to meet student needs
- Goal 4:** Enhance institutional effectiveness

The timing of the implementation of these strategies will be determined by different task forces as decided upon in summer 2008. These groups will be charged with prioritizing the strategies and assigning responsibility for them.

Goals, Objectives, and Strategies

Goal 1: Increase student retention, persistence and success

Student Success as an umbrella concept is a major core commitment of LA Valley College and a significant part of the College's Vision and Mission. Student success incorporates personal growth, development, persistence, and academic program completion.

With this Educational Master Plan, LA Valley College has an opportunity to focus energy and resources on helping students to persist and achieve their desired educational goals and to make the College a leader in student success. This includes meeting prospective students where they are in their personal, professional, and educational development and assisting them to complete educational programs that will prepare them for the next phase of their lives.

Objectives

Los Angeles Valley College will:

1. Increase in-course retention rate by 5% in 3 years; by 10% in 5 years.
2. Increase first-term persistence rate by 5% in 3 years; by 10% in 5 years.
3. Increase first-year persistence rate by 5% in 3 years; by 10% in 5 years.
4. Increase number of transfer/degree/certificates awarded by 5% in 3 years; by 10% in 5 years.
5. Increase number of students successfully transitioning from basic skills to college-level courses by 3% in 3 years; by 5% in 5 years.
6. Show steady progress in achieving equity across all student groups in in-course retention rate; first-term and first-year persistence rate; success rate and degree-completion rate over next 5 years.

Strategies

Research and Assessment

1. Continue to review the number of sections of high-demand courses to ensure that there are sufficient opportunities for students to enroll in said courses.

2. Assess the need for increasing the courses offered during alternative schedules, including:
 - a. Courses that start in the late afternoons and evenings
 - b. Courses that meet on the weekends only
 - c. Late start course offerings
 - Be certain that the highest demand courses are included in the late start format and are identified well before the start of each term so that the late start course schedule can be finalized and released as a part of the regular printed schedule of classes and ensure that students are directed to enroll in these courses
3. Use campus-level findings from the administration of the LACCD student survey to enhance programs and services aimed at the factors that most affect student success and enhance students' intellectual, personal, social, and aesthetic development.
4. Conduct a survey of high school students at LA Valley College's major feeder schools to determine their academic interests as well as their expectations of the College and its programs.
5. Survey incoming students to determine why they chose to attend LA Valley College and use those findings to develop marketing and other enrollment-related campaigns.
6. Maintain a systematic method for regularly assessing, evaluating, and communicating the following:
 - a. Student interests and regional needs so that the College maintains responsive programs and services
 - b. Academic programs and learning resources to be certain that course content is current, that the latest and most successful pedagogical techniques are used, and that the desired learning outcomes are achieved
 - c. Student services to determine which are of the most value to students in achieving their goals and when the services are most needed
 - d. Desired student competencies and evaluation methodologies through appropriate advisory committees

Instructional Delivery

7. Offer a sufficient number of courses at different times during the day and throughout the academic calendar to provide opportunity for timely progress in an educational program.
8. Expand the LA Valley College Accelerated Program (VCAP) and weekend college course offerings, especially for high demand accelerated and weekend courses.

9. Expand non-VCAP short-term course offerings.
10. Expand online and hybrid offerings as to enable students to have as many choices as possible in determining how to complete their academic programs or course of study as expeditiously as possible.
11. Increase experiential learning opportunities such as internships, cooperative education and service learning to provide students with exposure to the world of work in their areas of interest.
12. Organize appropriate portions of the curriculum into “occupational career ladders” whereby students can take courses that will move them to the next level in their careers and return at a later date for additional courses that will take them to the next rung.
13. Continue and enhance programs to have students progress through all courses — basic skills and general education — in cohort groups to create a sense of community and a peer support system.

Student Support

14. Review and expand as necessary services available to evening and weekend students as needed given the academic cycle, e.g. keep Admissions and Records open until 9pm during the first two weeks of each term.
15. Enhance and publicize the existing Early Alert Program to increase its effectiveness at identifying and taking suitable action to help students at risk of dropping out.
 - a. Provide training to faculty.
 - b. Develop a feedback loop to let users know that action was taken on their request.
 - c. Create a system for ongoing evaluation and improvement.
 - d. Explore e-applications to monitor and improve the Early Alert Program, as well as to provide quick, “just in time” services to students.
16. Align foundational skills curriculum to ensure student success and retool the “Road Map to Success” for user-friendliness.
17. Implement district Degree Audit system for students to use to determine how many and which courses they must take to complete their educational program. Allow students to access this system at any day and time and teach them to keep a close eye on their degree progress.

18. Formulate a successful method to determine why students leave the College prior to completion of their educational program. Researchers and others involved in this effort at the College could choose to conduct exit interviews or place immediate follow-up phone calls to students after withdrawal.
19. Maximize the impact of LA Valley College's new Student Services Building by networking support programs and activities in the building and other places on campus.
 - a. Academic Advising/Counseling
 - b. Adult Re-entry Services
 - c. CalWORKs
 - d. Career/Transfer Center
 - e. Cooperative Education
 - f. DSPS
 - g. EOPS
 - h. "Experiential learning" that coordinates all practical-based learning — internships, cooperative education, service learning, etc.
 - i. First-Year Experience Program
 - j. Internships
 - k. Job Placement Center
 - l. Mentoring program using faculty, staff, and student peers
 - m. Puente Program
 - n. Study skills and other student success workshops
 - o. TRiO/Student Support Services
 - p. Writing/Reading/Math/Learning/Language Centers
20. Repackage existing services and create new services, where needed, to form a network of services branded as the Center for Transitional Services, or "Turning Point" — a set of programs and services that meet the needs of students in transition as they prepare to advance to the next level of their educational and/or professional development. Students to be served include those:
 - a. Entering college for the first time.
 - b. Choosing a major or program of study.
 - c. Transferring to a 4-year institution.
 - d. Re-entering college.
 - e. Moving from under-prepared to college-level courses: "Basic Skills Education".
 - f. Entering the world of work in chosen field.

21. Using the “Turning Point” framework, focus effort on creating an integrated program that includes the information, orientation, programs, and access to support needed to address the factors identified as most affecting student success, e.g.:
 - a. Study skills
 - b. Time management
 - c. Conflict resolution
 - d. Life and career skills such as work ethic, professionalism and communication
22. Develop one or two “marquee” co-curricular programs e.g., a “Work/Life Readiness Program,” that would help students learn professional skills, grow as leaders and bring distinction to the College.
23. Expand programs aimed at transfer that encourage student success, e.g. Puente Program and the Teacher Prep Academy.

Financial Aid

24. Since finances are a major factor in student access and persistence, assist students to obtain financial aid grants, scholarships, work opportunities and loans by:
 - a. Advertising aid opportunities through instructors.
 - b. Increasing access to financial aid staff and foundation resources.
 - c. Using technology to assist students with the financial aid process.
 - d. Investigate the creation of an “LA Valley Promise” program, such as has been done at Ventura College and Long Beach City College.

Physical Environment

25. Create additional attractive, convenient and comfortable indoor and outdoor spaces where students, faculty, and staff can congregate, share ideas and feel a part of the LA Valley College community.

Technology

26. Use online videos to introduce students to various campus programs and services such as academic advising and course planning and financial aid.
27. Offer comprehensive online students services that mirror those listed above in strategy 19.

28. Use advanced technology such as live chat, web-based or e-advising and online tutoring to offer services to best meet the needs of today's technologically-savvy student.

Intervention

29. Since research on student persistence indicates that students who have not decided on an academic program are most vulnerable to dropping out, develop a system for identifying students who are undecided and providing services such as counseling, mentoring, and tutoring to them.
30. Encourage students to complete an Educational Plan during their first term at LA Valley College. This could be done by making the completion of the Educational Plan a course assignment in courses most commonly taken by first-term students.
31. Based on ongoing review and assessment, develop additional effective strategies to assist the large number of students who are at-risk and undecided on educational and career goals.

Diversity

32. Continue and enhance support services for students in underrepresented groups, e.g. economically disadvantaged students, students in underrepresented racial/ethnic groups and students with disabilities.
33. Increase the number of professionals from underrepresented groups who visit campus to lecture, lead activities, and network with students and prospective students.

Goal 2: Increase student access

Providing access to all who wish to pursue post-secondary education is a key element of LA Valley's Core Commitments, Vision, and Mission. Hence, increasing student access is an essential and welcomed goal of the College.

Many factors impact student access, including such things as maintaining a certain level of growth and a student-faculty ratio to provide sufficient slots for students to obtain the classes they need. Another indicator of access is how much the student body represents the community being served. Simply put, a disparity between the student and community profile is an indication that certain segments of the population are not accessing the educational opportunities available at a college.

This is relevant to LA Valley College, where there has been a growing disparity between the profile of the student body and the immediate service area. Moreover, research indicates that student profiles are often impacted by the extent to which faculty and staff are immediately perceived as role models.

Objectives

LA Valley College will:

1. Achieve an annual enrollment growth target of at least 1.5%.
2. Hire faculty and staff who are sympathetic and sensitive to the racial and cultural diversity of the population the College serves and who directly and indirectly contribute to the College's diversity.
3. Work toward a racial/ethnic distribution of students that is representative of the population of the College's immediate service area.
4. Establish an FTEF-FTES ratio that balances access with academic quality and work toward maintaining that number.

*Strategies***Enrollment Management**

1. Write an enrollment management plan that includes the following key elements:
 - a. Enrollment targets
 - b. Specific enrollment targets for each of the major categories of programs at the College, e.g., basic skills, transfer students, training programs for business and other organizations, etc.
 - c. Marketing and recruitment strategies for each category

The desired outcomes of this plan are strong enrollments and an overall LA Valley College student profile that reflects its Vision and Mission.

2. Explore and implement, where possible, a first-year student fee waiver and reduced book fee program that is contingent upon the student enrolling in and completing a “college success” academic course.

Outreach

3. Collaborate with its 6 primary feeder high schools to create a seamless transition from those institutions to LA Valley College, e.g.:
 - a. Conduct a close review of content, syllabi, and curriculum to assure appropriate entry skills
 - b. Expand the Tech-Prep program to support students who are interested in career-technical or AA/AS/Certificate programs as opposed to transferring to a four-year school
 - c. Expand the dual credit and concurrent enrollment offerings for college-bound high school students as well as dual enrollment options for high school students not interested in pursuing a traditional college degree
 - d. Enroll high school students in “guppy” sessions where they are paired with other high school students in groups to engage in activities and programs that create community and mutual support among students
 - e. Reinstate and expand the College’s first-year experience program
 - f. Arrange for LA Valley College student club members and leaders to visit high schools to talk to prospective students about the college experience and what it is like to be a student at LA Valley College
4. Maintain and enhance outreach efforts in local middle and high schools to increase the visibility of LA Valley College as a college of choice, e.g.:
 - a. Expand LA Valley College faculty and student presence at area high schools to share information on academic programs, educational opportunities, and student life at LA Valley College
 - b. Expand high school guidance counselor or instructor visitation program
 - c. Special camps for middle and high school students
 - d. Host activities and events targeted to K-12 students including things such as an academic decathlon, spelling bee, or Boys or Girls State

5. Be certain that marketing materials are culturally appropriate and will attract a diverse student population.
 - Connect outreach and marketing functions to ensure the use of culturally-appropriate materials that carry a consistent message to prospective students.
6. Increase the number of LA Valley College marketing and public relations materials that are published in alternate languages such as Spanish, Armenian and other languages spoken by key constituents.
7. Using existing research and other resources, determine the majority population by community in the College's immediate service area and distribute marketing and public relations materials that best fit the prospective student demographics within those communities.
8. Plan and implement public relations activities such as "Family Day/Night" intended to educate students and their families on all that LA Valley College has to offer. These events should offer benefits such as free babysitting and free food to accommodate prospective students and families.
9. Expand high school course offerings and programs such as ACE and Bridge.

Academics

10. Expand the number of courses offered during alternative schedules based on student demand. Use new technologies to increase access to the College's programs and services.
11. Invest additional resources in accelerated degree and certificate programs such as VCAP throughout the College curriculum.
12. Increase the number and variety of academic programs at all levels and types that are available online as to:
 - a. Enable students' access to education at times most convenient to them
 - b. Increase enrollment of students from both the immediate service area and outlying areas
13. Utilize research resources and other available means to best align its academic program and course offerings with student interest and demand.
14. Portions of the curriculum will be organized into "occupational career ladders" whereby students can take courses that will move them to the next level in their careers and return later for additional courses that will take them to the next rung.

Student Support

15. Using existing research findings and additional resources, determine the specific needs of students living in the College's immediate service area and align student services with those needs.
16. Continue and enhance support services for students in underrepresented groups, e.g. students in underrepresented racial/ethnic groups and students with disabilities.
17. Expand the number of student and academic support services offered during alternative schedules to best match the times throughout the evening and weekends when academic courses are offered.
18. Use advanced technology such as live chat, web-based or e-advising and online tutoring to offer services to best meet the needs of today's technologically-savvy student.
19. Increase area residents' knowledge of campus programs and services available to prospective students by offering ample campus tours and middle and high school campus visit days spread across the academic year.
20. Increase the number of professionals from minority groups who visit campus to lecture, lead activities, and network with students and prospective students.
21. Re-brand the Financial Aid Department as "Financial Assistance" or another similar name that reduces the stigma for students with financial need.
22. Assess the possibility of implementing a textbook rental or "e-rental" program at LA Valley College that lowers the cost of textbooks for students.

Marketing and Public Relations

23. Drawing upon the College's newly-formulated Core Commitments, Vision, Mission, and Goals, develop a marketing plan to drive all aspects of the way LA Valley College shares information with its constituents.
24. Design a marketing strategy that stresses the College's center of the San Fernando Valley location and accessibility. This strategy could aim to brand the College as being the "Heart of the Valley" and should emphasize the College's proximity to the Metro Transit Authority's bus and rail service.
25. Evaluate and enhance ease of use of the LA Valley College website using advanced technology and with an emphasis on student needs and demands.

Community

26. Involve local business and community leaders in the College's planning efforts and publish the results of these efforts for wide-ranging consumption.
27. Cultivate with the community and local businesses innovative and mutually beneficial partnerships in addition to those that currently exist. These partnerships could focus on providing internship opportunities for students, College marketing, or other efforts.
28. Grow existing collaborations between the College and local industry to meet the staffing and professional development needs of business.
29. Establish a Center for Workforce Development that provides the community access to:
 - a. Businesses seeking new hires
 - b. Businesses and community groups in need of general or specialized training or professional development
 - c. Individuals who desire generalized or specialized training or are otherwise seeking professional growth
 - d. Other constituents in need of an "entry point" to the College's myriad programs and services
30. Expand the LA Valley College Foundation with additional staff and support for programs such as the Patron's Association.

Diversity

31. Hire faculty and staff who are sympathetic and sensitive to the racial and cultural diversity of the population the College serves, who directly and indirectly contribute to the College's diversity and who provide students with role models and mentors with whom they can identify.
32. Increase LA Valley College's participation in LACCD's Project Match.

Goal 3: Enhance academic offerings to meet student and regional needs

The curriculum is the heart of any college and maintaining a set of program offerings that appeals to and meets the needs of the students is essential to the future success of an institution.

The following analysis shows that LA Valley College has a number of unique programs relative to its local competition, and several high growth jobs areas for which there are opportunities to develop new degrees and certificates and additional articulation agreements with local colleges and universities.

LA Valley College offers the following programs:

AA/AS Degree and Certificate Programs

- Administration of Justice (A, C)
- Anthropology:
 - Cultural Competency (C)
- Architecture (C)
- Art:
 - Graphic Design (A)
 - Three Dimensional Design (A)
 - Two Dimensional Studio (A)
- Art History (A)
- Astronomy:
 - Scientific Visualization (C)
- Biology (A)
- Broadcasting:
 - Performance (A, C)
 - Radio (A, C)
 - Television (A, C)
- Business:
 - Accounting (A, C)
 - Bank Management (C)
 - Banking & Finance (A, C)
 - Credit Administration (C)
 - Finance (C)
 - Management (A, C)
 - Marketing (A, C)
 - Real Estate (A, C)
- Chemistry (A)
- Child Development:
 - Associate Teacher, Preschool (C)
 - Associate Teacher, Preschool, Literacy (C)
 - Core (A, C)
 - Director, Preschool (C)
 - Early Childhood Education (A)
 - Infant/Toddler Care Teacher (C)
 - School Age Programs Teacher, Day Care (C)
 - Special Education Teacher (A, C)
- Cinema Arts (A)

Note: A = AA or AS Degree

C = Certificate of Achievement, Occupational Certificate, or Skills Certificate

- Computer Applications Office Technology (CAOT):
 - Advanced Computer Applications (A, C)
 - Administrative Assistant (A, C)
 - Website Software Specialist (C)
- Computer Science:
 - C/C++ (C)
 - Interdepartmental Microcomputer Systems (C)
 - Microcomputer Applications Management (C)
 - Microcomputer Programming (C)
- Earth Science (A)
- Economics (A)
- Electronics:
 - A+ Certification Preparation (C)
 - Biomedical Equipment Technology (A, C)
 - Consumer/Computer Servicing (A, C)
 - Electronics Technician (C)
 - Electronics Technology (C)
 - General (A)
 - Industrial Electronics (A, C)
 - Technology (C)
- Engineering:
 - Computer Graphics/Design (C)
 - Construction Management (C)
 - General (A)
 - Mechanical Drafting/Design (C)
- Engineering Technology:
 - Industrial/Manufacturing (A, C)
 - Mechanical Engineering (A, C)
- English (A)
- Ethnic Studies (A)
- Fire Technology (A, C)
- Foreign Language (A)
- French (A)
- Geography:
 - General (A)
 - Geographic Information Systems (C)
- Geology (A)
- German (A)
- Hebrew Studies (A)
- History (A)
- Humanities (A)
- Italian (A)
- Jewish Studies (A)
- Journalism:
 - Magazine (A, C)
 - Newspaper (A, C)
 - Photojournalism (A, C)
- Liberal Arts & Sciences (A)
- Management (A, C)
- Manufacturing Technology:
 - Metal Machining (A, C)
 - Numerical Control (A, C)
- Mathematics (A)
- Media Arts:
 - Directing (A, C)
 - Post-Production (A, C)
 - Producing (A, C)
 - Screenwriting (A, C)
- Motion Picture Production Technician (C)

Note: A = AA or AS Degree

C = Certificate of Achievement, Occupational Certificate, or Skills Certificate

- Music:
 - Commercial Music (A)
 - Commercial Music Composer (C)
 - Copyist (C)
 - General (A)
 - Instrumental/Vocal Performance (C)
 - Recording Technician (C)
- Nursing, Registered (RN) (A)
- Philosophy (A)
- Physical Education (A)
- Physics (A)
- Political Science (A)
- Psychology:
 - Development (A)
 - General (A)
 - Personality & Social (A)
- Respiratory Therapy (A)
- Sociology:
 - General (A)
 - Social Welfare (A)
- Spanish (A)
- Speech Communications (A)
- Theater Arts:
 - Acting (A)
 - Directing (A)
 - General (A)
 - Production (C)
 - Technical (A)
 - Theatrical Performance (C)

Note: LA Valley College also offers the following Noncredit Certificates of Completion: English as a Second Language (ESL), ESL Speech, ESL Civics, and Certified Nursing Assistant/Home Health Aide; and the following programs through Extension: Human Resource Assistant, Legal Secretary, and Paralegal.

Note: A = AA or AS Degree

C = Certificate of Achievement, Occupational Certificate, or Skills Certificate

Comparisons with Competitors and Peers

Four community colleges were selected for purposes of comparing LA Valley's degree and certificate programs relative to other institutions. Two colleges, LA Mission and LA Pierce, are within a few miles of LA Valley's immediate area and are in the Los Angeles Community College District; and two, College of the Canyons and Glendale Community College, are relatively near LA Valley College. All were consistently cited as either competitors or aspirational peers in on-campus interviews. A matrix showing a comparison of LA Valley's programs with the five institutions is shown as Table 3.1.

An analysis of Table 3.1 shows that LA Valley's credit program offerings are unique in the following areas relative to the comparative institutions. Unique is defined as programs that are not offered at any of the four nearby institutions that are immediate competitors for LA Valley College:

- Anthropology:
 - Cultural Competency (C)
- Astronomy:
 - Scientific Visualization (C)
- Business:
 - Bank Management (C)
 - Credit Administration (C)
- Broadcasting:
 - Performance (A, C)
 - Radio (A, C)
 - Television (A, C)
- Computer Science:
 - C/C++ (C)
- Earth Science (A)
- Electronics:
 - A+ Certification Preparation (C)
 - Biomedical Equipment Technology (A, C)
 - Industrial Electronics (A, C)
 - Technology (C)
- Engineering:
 - Computer Graphics/Design (C)
 - Mechanical Drafting/Design (C)
- Engineering Technology:
 - Industrial/Manufacturing (A, C)
 - Mechanical Engineering (A, C)
- Ethnic Studies (A)
- German (A)
- Hebrew Studies (A)
- Jewish Studies (A)
- Journalism:
 - Magazine (A, C)
 - Newspaper (A, C)
- Manufacturing Technology:
 - Metal Machining (A, C)
- Media Arts:
 - Directing (A, C)
 - Post-Production (A, C)
 - Producing (A, C)
 - Screenwriting (A, C)
- Motion Picture Production Technician (C)

Note: A = AA or AS Degree

C = Certificate of Achievement, Occupational Certificate, or Skills Certificate

- Music:
 - Commercial Music (A)
 - Copyist (C)
 - Recording Technician (C)
- Psychology:
 - Development (A)
 - Personality and Social (A)
- Sociology:
 - Social Welfare (A)
- Theater Arts:
 - Acting (A)
 - Directing (A)

Additionally, there are several programs that are *relatively* unique in that only one of the four nearby institutions that are immediate competitors for LA Valley College offers them:

- Art:
 - Three Dimensional Design (A)
 - Two Dimensional Studio (A)
- Art History (A)
- Business:
 - Real Estate (A, C)
- Chemistry (A)
- Child Development:
 - Associate Teacher, Preschool, Literacy (C)
 - Core (A, C)
- Computer Applications Office Technology (CAOT):
 - Website Software Specialist (C)
- Computer Science:
 - Microcomputer Applications Management (C)
 - Microcomputer Programming (C)
- Economics (A)
- Electronics Technician (C)
- Engineering:
 - Construction Management (C)
- Foreign Language (A)
- Geography:
 - Geographic Information Systems (C)
- Journalism:
 - Photojournalism (A, C)
- Manufacturing Technology:
 - Numerical Control (A, C)
- Music:
 - Instrumental/Vocal Performance (C)
- Philosophy (A)
- Political Science (A)
- Speech Communications (A)
- Theater Arts:
 - Production (A)
 - Technical (A)
 - Theatrical Performance (C)

Note: A = AA or AS Degree

C = Certificate of Achievement, Occupational Certificate, or Skills Certificate

Highest Growth Occupational Areas for Jobs Requiring an AA/AS Degree or Certificate

Table 3.2 shows the occupational areas with the largest number of job openings in the Los Angeles/Long Beach Metropolitan Area requiring an AA, AS or Certificate. The LA Valley College academic programs that related to these jobs are shown highlighted in yellow.

Highest Opportunity Existing Programs

A comparison between existing program offerings and the largest number of job openings requiring an AA, AS or Certificate (Table 3.2) indicates that, among LA Valley College's existing programs, the greatest job opportunities result from degrees or certificates in the following areas:

- Broadcasting
- Child Development
- Computer Science
- Engineering:
 - Mechanical Drafting/Design
- Electronics:
 - Consumer/Computer Servicing
 - General
- Engineering:
 - General
 - Industrial/Manufacturing
- Geography:
 - Geographic Information Systems
- Manufacturing Technology:
 - Numerical Control
- Nursing
- Respiratory Therapy

Highest Opportunity New Programs

A comparison between existing program offerings and the largest number of job openings requiring an AA, AS or Certificate (Table 3.2) indicates the following as opportunities for new programs in areas of emphasis selected by the College:

- Environmental Science/
Green Technology:
 - Biological Technicians
 - Chemical Technicians
 - Environmental Engineering Technicians
 - Environmental Science and Protection Technicians
 - Forest and Conservation Technicians
 - Life, Physical, and Social Science Technicians
- Health Management:
 - Emphasis in Medical Office Services
 - Medical Records and Health Information Technicians
 - Medical Secretary
 - Medical Technician
 - Medical Transcriptionist
 - Emphasis in Personal Wellness Services
 - Massage Therapist
 - Skin Care Specialist/
Esthetician
 - Fitness Trainer
- Legal Services:
 - Legal Secretary*
 - Paralegal and Legal Assistant*
- Medical Technicians:
 - Radiologic
 - Cardiovascular
 - Clinical Laboratory
 - Surgical

* LA Valley College offers these programs through Extension, which are not State recognized.

Los Angeles Valley Transfer Agreements

LA Valley College Career and Transfer Center oversees a number of transfer agreements for specific majors. These include:

- Architecture
- Art
- Biological Science
- Business Administration
- Computer Science
- Criminal Justice
- Engineering
- Healthcare Related
- Liberal Studies
- Medically Oriented Programs
- Music
- Nursing
- Political Science
- Psychology
- Sociology

Highest Growth Occupational Areas for Transfer Agreements

Table 3.3 shows the occupational areas with the largest number of job openings in the Los Angeles/Long Beach Metropolitan Area requiring a bachelor's degree.

Highest Opportunity Existing Transfer Agreements

A comparison between LA Valley College's existing transfer agreements for specific majors and the largest number of job openings requiring a bachelor's (Table 3.3) indicates that the greatest job opportunities result from degrees in the following areas:

- Business Administration:
 - Accounting
 - Economics
 - Management
 - Marketing
- Computer Science
- Engineering
- Art:
 - Graphic Design
 - Three-Dimensional Design
 - Two Dimensional Studio

Highest Opportunity New Transfer Agreements

Data on the largest number of job openings requiring a bachelor's (Table 3.3) also indicates that there are a number of opportunities for new transfer agreements in areas of emphasis selected by the College:

- Business Administration:
 - Finance
 - Human Resources
- Child Development:
 - Associate Teacher, Preschool
 - Core
 - Director, Preschool
 - Infant/Toddler Care Teacher
 - School Age Programs Teacher, Day Care
- Engineering:
 - Construction Management
- Media Arts:
 - Directing
 - Post-Production
 - Producing
 - Screenwriting
- Recreation
- Social Work
- Teacher Education
 - Elementary
 - Middle
 - Secondary
 - Special Education

Online and Hybrid Offerings

LA Valley College, like all four of the selected local competitors and peers — LA Mission, LA Pierce, College of the Canyons and Glendale Community College — offers an array of online courses. While none of the colleges in this group including LA Valley offer complete, degree-granting programs strictly online, one does offer hybrid programs. College of the Canyons offers through its PACE program three academic programs — one in Business Accounting, one in Liberal Studies and one in Social Science. With funding from its recently awarded Distance Education grant, LA Valley College plans to offer hybrid and online programs in selected areas.

Foundational Education

The demographics of LA Valley College's immediate service area and educational needs of its students requires the College to place special emphasis on its offerings in Basic Skills.

Goal 3: Objectives and Strategies

Objectives

LA Valley College will:

1. Make steady progress toward enhancing its academic programs and course offerings
2. Enhance its academic offerings to match the interests and needs of its students and the region it serves
3. Make progress toward developing programs and policies that will enhance the instruction and teaching-learning for faculty and their students
4. Develop partnerships with the various sectors of the local community to enhance its mission of teaching and service to the local community

Strategies

Objective 1: LA Valley College will make steady progress toward enhancing its academic programs

1. Emphasize Student Learning Outcomes (SLOs) as a tool for improving teaching and learning.
 - Develop SLOs for all courses and programs and complete assessment of the majority of SLOs prior to the next accreditation process.
2. Include an emphasis on critical thinking in all curricula.
3. Promote alternative and innovative forms of teaching.
4. Examine programs to ensure that they are properly placed as credit, noncredit or extension and that means of transitioning from one to another are clearly identified, e.g., paralegal (in Extension), medical secretary (potential new program).
5. Review and revise as necessary the existing program review process to ensure effectiveness and use the process to research and evaluate the effectiveness of educational programs.
 - Evaluate the business advisory committees and the Vocational Technical Education Act (VTEA) requirements
6. Use the recently-acquired grant funding to develop a Distance Education program to expand access, serve the needs of students and bring distinction to the College; and develop a plan — leadership, staffing; funding, etc. — once grant funding is no longer available.
 - a. Significantly expand course offerings

- b. Offer sufficient courses in selected areas to enable students to complete the programs entirely online where possible.
 - c. Include online training to prepare students for online instruction
 - d. Expand partnerships with producers of online educational courses and programs such as free Open Educational Resources (OER) that meet the needs of the students and the standards of the LA Valley College faculty.
7. Examine and enhance the articulation agreements with LA Valley's primary four-year transfer institutions.
 - a. Examine the resources required — faculty, academic support, etc. — to expand specific-major articulation agreements to include the highest growth occupational areas, and develop a plan for doing so, where possible
 - b. Develop articulation agreements for as many liberal arts disciplines as current resources will allow
 - c. Update all articulation agreements as soon as possible and review them at least annually to keep them current
 - d. Identify and develop formal 2+2 programs for specific majors that represent high opportunities for the College to meet student and regional needs with specific colleges or universities that offer the major and are institutions of choice for LA Valley students
8. Increase enrollment of high school-level and all students in the various special programs, e.g., advanced college enrollment, concurrent enrollment programs.
9. Explore a special initiative with U.S. Grant High School to create a Middle College model whereby high school students graduate in 5 years with a high school diploma and a degree or certificate from LA Valley College in their chosen field.

Objective 2: LA Valley College will enhance its academic offerings to match the interests and needs of its students and the region it serves

10. Examine the list of high-opportunity academic programs identified in this Educational Master Plan and develop a specific academic plan regarding which academic programs at the College will be developed, enhanced or diminished.
 - Make all decisions about program enhancement, initiation and resource allocation in accordance with the academic plan
11. Keep the academic plan current by enhancing the College's system of conducting ongoing studies — perhaps tied to program review — to determine student interests and regional demands and use the results to develop new academic programs and special academic support services that are most needed by the

communities served by LA Valley College.

- a. Employer surveys to assess needs and satisfaction with the performance of graduates of vocational and degree programs
 - b. State projections of workforce needs for the region
 - c. Student interests, including annual studies conducted by the local schools; and new, LA Valley College-driven studies to determine and predict needs and interests
12. Leverage the College's strong reputation of being responsive to the community's workforce development needs by developing a comprehensive Workforce Development/One-Stop Center where individuals can come for advising and support toward achieving their educational and career goals.
- a. Include in the Center non-traditional academic programs such as VCAP and community extension courses
 - b. Include information on this resource in schedule of classes and catalog

Objective 3: LA Valley College will make progress toward developing programs and policies that will enhance and support instruction and teaching-learning for faculty, staff and students

13. Develop a staffing plan that forecasts the College's need for instructional staff, by discipline and expertise, in accordance with the academic plan.
- Develop and take into account the desired full-time/part-time faculty ratio.
 - Replace vacated positions with new tenure track to meet the desired ratio, as budgets permits.
 - Hire new faculty for new areas of growth.
14. Assesses what attracts faculty and staff to the College; and identify effective methods for recruiting and hiring the "best and brightest" to LA Valley College.
15. Working from the ideals of the STARS program, create a Center for Teaching and Learning that includes meeting faculty professional development needs and includes strong instructional innovation programs.
- a. Regularly assess faculty development needs
 - b. Enhance the existing orientation and mentoring programs for faculty to encourage an understanding of the College community, its initiatives, and its core commitments, particularly its student-centered philosophy
 - c. Conduct annual training for supervisors, department chairs and evaluation committees on all aspects of evaluation
 - d. Provide faculty development programs related to instructional innovation
 - Diverse pedagogy, including instructional technology
 - Distance Education
 - Adult learning theory and teaching methods

- Student Learning Outcomes and assessment activities
 - Learning styles
 - Teaching strategies
 - Language skills
 - Diversity
 - Accommodations for disabilities
 - New software in business, human resources, student data and other functions as they are developed and introduced
 - Other relevant topics
16. Recruit qualified part-time faculty and meaningfully integrate them into LA Valley College.
- a. Continue and enhance the part-time faculty orientation program
 - b. Increase involvement of adjunct faculty members in campus committees and governance
 - c. Provide dedicated work space for adjunct faculty
 - d. Provide mentoring and one-on-one coaching for adjunct faculty

Objective 4: LA Valley College will develop new, and enhance existing, partnerships with the various sectors of the local community to enhance its mission of teaching and service to the local community

17. Develop a systematic method for assessing the region's educational, business, industry and governmental communities.
- a. Strengthen the College's community advisory committees — in numbers and breadth — to assist the College in staying informed about community issues, program needs and to provide the College with strategic advice
 - b. Maintain LA Valley College's representation on key community, business and other organizations boards
 - c. Expand marketing efforts relative to LA Valley College's availability for community workshops, conferences, performances, exhibitions, lectures and other educational and recreational programs
18. Leverage the educational offerings provided for businesses and other organizations as opportunities to build long-term relationships with them for:
- a. Fund raising
 - b. Student internships
 - c. Additional course offerings
19. Partner with local K-12 schools to:
- a. Expand participation in special programs offered by LA Valley that focus on K-12 students
 - b. Develop programs to address basic skills deficiencies
 - c. Create mentoring programs

Goal 4: Enhance institutional effectiveness

Enhancing institutional effectiveness is an ongoing goal of an institution as it seeks to fulfill its mission and is a key element of the accreditation process. There are many components to institutional effectiveness, one being the creation, maintenance and ongoing assessment of an institutional plan like this Educational Master Plan. Other components include the technological, human, procedural, financial, and physical infrastructure to realize the goals and objectives in the Educational Master Plan. In many ways, these important components enable the College to achieve the both ideals and the ambitions that it has established for itself.

Objectives

1. **Technology:** Make progress toward acquiring sufficient technological equipment and training to meet instructional and administrative needs
2. **Staff Development:** Increase opportunities for the staff to grow in professionalism and service in their support role to the teaching-learning process
3. **Marketing:** Develop and implement a marketing plan to enhance LA Valley's public image and visibility, based upon the new Educational Master Plan
4. **Institutional Planning:** Use the Educational Master Plan as the basis for establishing priorities and activities of the College, assess progress toward achieving stated objectives and update the plan on an ongoing basis
5. **Governance:** Continually utilize and develop the College's broad-based governance process as a means for making decisions
6. **Campus Maintenance:** Enhance the College's capacity to maintain an efficient and safe environment to support the teaching-learning process, including a beautification program that leverages the natural beauty of the campus
7. **Finances:** Make significant strides toward achieving a balanced financial position that reflects the priorities identified in the Educational Master Plan

Strategies

Technology

1. Complete an updated comprehensive Technology Master Plan, including priorities, funding options and desired implementation timelines, for LA Valley College, building off the work that the Technology Committee has already completed.

- a. Determine instructional equipment needs to support the teaching-learning process, including equipment needed to make maximum use of new facilities
 - b. Determine administrative equipment needs to maximize efficiency and service to the College community and ultimately the students
 - c. Assess the type and level of technical support needed to support faculty and staff in the teaching-learning process
 - Technology-enhanced in-class instruction
 - Distance education.
 - Administrative systems (student; financial; human resources, etc.).
 - d. Conduct the necessary training for faculty (instructional technology) and staff (administrative technology) so that everyone — and ultimately the student — receives maximum benefit of the enhanced technology resources.
2. Examine LA Valley College's technology infrastructure, hardware and software to determine whether or not they are sufficient to support instructional and administrative needs outlined in the Technology Master Plan.
 3. Develop priorities, funding options and desired implementation timelines for needed items.
 4. Create a culture of technology by moving to primarily electronic forms of communication, processes and procedures and establish the expectation that computer use be part of the LA Valley College experience for students, faculty and staff.

Staff Development

5. Expand all professional programs for staff.
 - a. Develop in person and online training programs that meet staff needs: office equipment training; seminars (diversity training; dealing with difficult situations; customer service; telephone techniques, etc.)
 - b. Develop a new staff-orientation program to orient new hires to the locations and functions of campus resources and services, College policies and procedures, and the culture of the College.
 - c. Encourage greater participation among classified staff in STARS events.
6. Encourage and enhance opportunities for staff to pursue additional formal education opportunities at LA Valley College and elsewhere.

7. Create and distribute a College-wide standard operating procedures manual that spells out proper procedure for common activities throughout different departments.
8. Dedicate a convenient location (perhaps in the new Maintenance and Operations facility) to house computers for staff who do not have their own PCs (i.e., skilled trades staff) so they can access e-mail and online information about the College.
9. Determine and maintain appropriate staffing levels of classified and professional support staff and administrators, taking into account financial realities and the College's needs.

Marketing

10. Create a Marketing and Public Relations Advisory Group that includes strong representation from the community, and charge the committee with evaluating LA Valley College's image and "brand" and create a marketing plan — including priorities, funding options and desired implementation timelines — that results in specific recommendations that will:
 - Strengthen the College's image
 - Increase the community's awareness of the College's mission and importance to the region
 - Reflect the College's overall image or "brand" throughout the College
 - Attract prospective students in the immediate service area
11. Enhance the LA Valley College website using the latest technologies in web design and presentation.
12. Display LA Valley's Core Commitments, Vision, Mission and Goals in electronic publications, reports, the catalog, on campus placards and display cases, and in public places as appropriate using the languages of the communities the College serves.
13. Document and communicate the ways in which LA Valley College has a positive impact on the quality of life of the San Fernando Valley and greater Los Angeles, e.g., an economic impact study; the positive effects of extended education and the various College-community programs and partnerships.
14. Create opportunities for departments to share their work with all LA Valley College stakeholders, on- and off-campus, in a unique and fun way.
15. Develop outreach programs and events that foster LA Valley College as a cultural center for the San Fernando Valley: arts, lecture series, community events (e.g., 4th of July picnic), and the San Fernando Valley Historical Museum.

Institutional Planning

16. Refer the Goals, Objectives, and Strategies in this Educational Master Plan to the Academic Senate or other committees as appropriate, to design a plan of action for implementation.
17. Tie existing systems for allocating resources — funding, staffing, equipment, technology, etc. — to the Educational Master Plan.
18. Strengthen program review as a tool for assessment and planning, linking it to other planning and budgeting activities.
19. Use the implementation of the Educational Master Plan and the various committees and task involved for enhancing shared governance through recruitment of a wider base of faculty, students and staff to serve on these groups.
20. Disseminate Educational Master Plan goals and objectives widely to the campus community, e.g.,
 - a. Distribute selected portions of the Vision, Mission, Goals, Objectives and Strategies widely across the campus and make them more visible by printing them on college publications and displaying them on campus
 - b. Feature portions of the mission statement on all shared governance committee agendas
21. Establish annual targets and “dashboard indicators” for each objective and regularly track the College’s progress in a database.
 - Utilize this data in the planning and assessment process
22. Conduct annual assessments of the Educational Master Plan, using that annual review as a means of evaluating the effectiveness of its objectives and strategies and make necessary adjustments. Utilize the annual review:
 - a. To measure progress toward achieving the annual target for each objective
 - b. As a forum for dialogue on the future of LA Valley College and as the driving force for establishing its priorities and efforts
 - c. As a means for coordinating all activities associated with institutional effectiveness, including planning, institutional research and assessment
23. Review and modify all existing targets such as enrollment, transfer rate, etc. to comply with measures established by the Educational Master Plan.

24. Employ various means of making the implementation of the Educational Master Plan a daily part of the culture of the College, e.g.,
 - a. Charge everyone on campus with the responsibility of maintaining the ideals and specifics in the Educational Master Plan in their daily decisions and through the existing shared governance groups and procedures
 - b. Use every modality available, including technology, to inform everyone about progress toward realizing the Educational Master Plan and how individuals and groups can participate
 - c. Expand the Shared Governance Handbook to delineate roles and responsibilities of the various positions, offices and committees of the College and District and how the roles and offices interrelate and work in concert to achieve the priorities in the Educational Master Plan
 - d. Create a system of recognition for individuals, academic departments and administrative units that report success in the activities identified as priorities in the Educational Master Plan
 - e. Create opportunities and activities for faculty and staff to collaborate across traditional organizational lines to achieve the priorities in the Educational Master Plan

25. Regularly assess, evaluate, and communicate the following:
 - a. Student interests and regional needs so that the College maintains responsive programs and services
 - b. Academic programs and learning resources to be certain that course content is current, that the latest and most successful pedagogical techniques are used, and that the desired learning outcomes are achieved
 - c. Student services to determine which are of the most value to students in achieving their goals and when the services are most needed
 - d. Desired student competencies and evaluation methodologies through appropriate advisory committees

Governance

26. Post all shared governance committee minutes on the College website encourage the College community to stay current on decision making and to draw in constituents who might be impacted so they have the opportunity to provide input before decisions are made.
 - Explore podcasting and other modes of communication, in addition to written format as appropriate

27. Provide training on the roles and responsibilities of new as well as continuing committee members, including training to facilitate productive discussion and reporting mechanisms.
28. Assess the large number of established college committees to determine whether or not they should be reorganized, revitalized, or eliminated.
29. Work with the LACCD District Office to:
 - a. Ensure that all reporting systems provide accurate and timely information
 - b. Review District functions and guidelines, including the establishment of clear benchmark measures that can be used in assessing their effectiveness and more effectively communicate the results of its evaluations

Campus Maintenance

30. Conduct a study, using appropriate benchmarks, on the number and type of staff and basic funding needed for preventive and corrective maintenance necessary to maintain existing and new facilities.
31. Assure that the College's maintenance program includes the development and implementation of maintenance and health standards to ensure a clean, friendly, safe, secure and functional campus. This includes developing a plan that includes priorities, funding options and desired implementation timelines, to:
 - a. Assess and develop a plan for addressing ADA compliance issues across campus
 - b. Assess and address issues of adequate campus lighting
32. Calculate LA Valley College's carbon footprint and set realistic targets and strategies for reducing it. Meanwhile:
 - a. Assess and refine the College's energy conservation plan
 - b. Expand the College's recycling program and include opportunities for community members to drop off hazardous waste materials and e-recycling including electronics such as computers and computer monitors
33. Take ongoing action to assure that LA Valley College is a safe campus.
 - a. Implement appropriate campus-wide safety measures.
 - b. Regularly review campus practices to ensure compliance with OSHA standards.
 - c. Ensure classroom safety.
 - d. Regularly update the College's Emergency Response Plan, inform the College community about it and train employees

in the roles they would play in the event of a disaster or emergency.

34. Develop and implement a campus beautification program that maintains the natural beauty of the campus.
 - a. Review and refine where necessary existing policies and develop new policies that govern all aesthetic elements of the campus, e.g.:
 - Posting policies
 - Signage
 - Trash, recycling, ash trays, etc.
 - Urban forest and open space
 - b. Develop campus design guidelines for the next Facilities Master Plan to ensure that the campus is consistent with all other elements of the image of LA Valley College — public relations and marketing documents, annual reports, college stationary and other documents, campus web site, etc.
35. Develop a new Facilities Master Plan that meets the needs of the updated Educational Master Plan.

Finances

36. Develop a five-year financial plan based on the goals, objectives and strategies in the Educational Master Plan and the instructional student services, and administrative program reviews.
 - Include required staffing, equipment, maintenance of new facilities and other activities.
37. Allocate funding according to the plan, and conduct an annual analysis to determine if the allocated resources are being utilized for the purposes identified.
38. Prepare a training manual describing the budget process, including the link to long-term planning, with guidelines on how to develop a budget, make purchases and access financial information.
 - a. Provide training workshops for department chairs, program directors and budget committee members on how to use the information in the manual.
 - b. Post the training manual online
39. Redefine the role of the Budget Committee to become a part of an overall process that is driven by the Educational Master Plan.
40. Expand the staff in selected areas to raise alternative funding sources, e.g.:
 - a. Fundraising
 - b. Partnerships

- c. Grants
 - d. Creative, third-party financing of capital projects
41. Work closely with the LA Valley College Foundation to increase the number and amount of donations to the College.

Facilities and Space Analysis

Introduction

The LA Valley College Educational Master Plan is intended to guide planning decisions related to the institution's physical environment to facilitate the College's efforts to achieve the goals and objectives outlined in the Educational Master Plan.

Facilities factors outlined in this section are in accordance with Title 5 of the California Code of Regulations, Sections 57000-57033, which prescribes standards for the utilization and planning of most educational facilities in public community colleges. This chapter analyzes the current and projected facility needs, by type of space, looking at:

- Historical and projected enrollment data,
- Existing and planned space inventories,
- A projection of facility needs for selected milestone years between 2008 and 2023, by type of space and by discipline as identified in the State's "Taxonomy of Education Programs" (TOP),
- Present and planned space compared to current headcount data and formula-based state standards or, where there are no state standards, appropriate benchmarks, and
- The space implications of the goals, objectives and strategies outlined in Chapter 4 of the Educational Master Plan.

The following sections describe each of these components in greater detail.

It is important to note that this projection of space need is based on current conditions and, therefore, is subject to change to reflect future updates of the Educational Master Plan.

Enrollment

Historic enrollment figures shown in Chapter 2 of this report for the Los Angeles Valley College indicate that the College's headcount enrollment was over 19,000 as recently as 2002 but, for the past four years, has been between 16,000 and 17,000 students. The Fall 2007 data were:

- 16,736 headcount students
- 4,678 Full-Time Equivalent Students (FTES)
- 158,500ⁱ Weekly Student Contact Hours (WSCH)

In order to make the projection as current and accurate as possible, the calculations in this Chapter use Fall 2008 as the baseline. In order to do this, WSCH were increased by 9.6% between Fall 2007 and Fall 2008 based on October 2008 headcount figures for Fall 2008, combined with historical relationships between WSCH and headcount reported over the preceding five years. For the remaining predictive years in this model, all disciplines were increased by a modest 1.5% per year.

The California Community College system utilizes a mathematical formula to determine the amount of space that should be needed for a community college program based on the WSCH generated by discipline. Table 5.1 on the next two pages shows the predicted Fall 2008, 2013, 2018 and 2023 WSCH by instructional discipline (TOP code).

¹ WSCH Data reflect credit-generating and noncredit courses (excludes distance education, and physical education WSCH).

Los Angeles Valley College

Table 5.1
Projected WSCH by Discipline
plus Space Computations
LAVC

Category	TOP Code	Discipline TOP Code	Fall 2008				Fall 2013				Fall 2018				Fall 2023			
			LAVC Table 5.1 (Nov. 08)	Lab WSCH	Total WSCH	Estimated FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES
Architecture	ARC	0200 0201	168	616	784	26.12	181	664	844	28.14	195	715	909	30.31	210	770	980	32.66
Biological Sciences	BIOLOGY	0400 0401	3,010	3,039	6,049	201.63	3,242	3,274	6,516	217.21	3,493	3,527	7,020	234.00	3,763	3,800	7,563	252.08
	ANATOMY	0400 0410	661	661	1,322	44.06	712	712	1,424	47.46	767	767	1,534	51.13	826	826	1,653	55.08
	PHYSIOL	0400 0410	875	875	1,749	58.31	942	942	1,884	62.81	1,015	1,015	2,030	67.67	1,093	1,093	2,187	72.90
	MICRO	0400 0430	615	615	1,230	40.99	662	662	1,325	44.16	714	714	1,427	47.57	769	769	1,537	51.25
			5,160	5,190	10,350	344.98	5,559	5,591	11,149	371.65	5,988	6,023	12,011	400.37	6,451	6,488	12,939	431.31
Business & Management	BUS	0500 0501	1,724	1,724	3,448	116.67	1,857	1,857	3,714	124.47	2,001	2,001	4,002	133.40	2,155	2,155	4,310	143.67
	ACCTG	0500 0502	3,848	69	130.57	4.47	4,145	74	4,220	140.66	4,466	80	4,546	151.53	4,811	86	4,897	163.24
	FINANCE	0500 0504	457	457	914	31.15	492	492	984	32.80	530	530	1,060	35.33	571	571	1,142	38.06
	MGMT	0500 0506	667	667	1,334	44.77	719	719	1,438	47.94	775	775	1,550	51.67	834	834	1,668	55.60
	NUM CON	0500 0506	18	99	116	3.87	19	106	125	4.17	20	114	138	4.49	22	123	145	4.84
	INTBUS	0500 0509	46	46	92	3.12	50	50	100	3.36	53	53	106	3.52	58	58	116	3.84
	MARKET	0500 0509	482	482	964	32.41	520	520	1,040	34.67	560	560	1,120	37.33	603	603	1,206	39.86
	REAL ES	0500 0511	1,146	1,146	2,292	77.37	1,235	1,235	2,470	82.70	1,330	1,330	2,660	88.67	1,433	1,433	2,866	95.53
			8,889	168	8,556	285.22	9,037	181	9,218	307.26	9,736	195	9,930	331.00	10,488	210	10,698	356.59
Communications	JOURNAL	0600 0602	450	407	558	18.60	485	116	601	20.03	523	125	647	21.58	563	134	697	23.25
	BRDCSTG	0600 0603	1,549	332	1,881	62.69	1,668	358	2,026	67.54	1,797	385	2,183	72.76	1,936	415	2,351	78.38
			1,999	107	2,439	81.29	2,154	473	2,627	87.57	2,320	510	2,830	94.34	2,499	549	3,049	101.63
Computer & Info Sci	COM SCI	0700 0701	2,229	957	3,186	106.20	2,402	1,031	3,433	114.41	2,587	1,110	3,698	123.25	2,787	1,196	3,983	132.78
			2,229	957	3,186	106.20	2,402	1,031	3,433	114.41	2,587	1,110	3,698	123.25	2,787	1,196	3,983	132.78
Education	EDUC	0800 0801	134	281	134	4.46	144	302	144	4.80	155	326	155	5.17	167	351	167	5.57
	P.E.	0800 0835	281	9,325	281	9.32	302	10,088	302	10.08	326	10,851	326	10.85	351	11,608	351	11.60
	PHYS ED	0800 0835	2	2	2	0.07	2	2	2	0.08	3	3	0.08	3	3	3	0.09	
			416	416	416	13.88	449	449	449	14.96	483	483	483	16.11	521	521	521	17.36
Engineering & Tech	ENG GEN	0900 0901	61	61	122	4.05	66	66	132	4.40	71	71	142	4.73	77	77	154	5.14
	EGT	0900 0924	89	321	410	13.66	96	346	442	14.72	103	373	476	15.86	111	401	512	17.08
	EET	0900 0934	4	4	8	0.15	5	5	10	0.16	5	5	0.17	5	5	10	0.18	
	ELECTRN T & M	0900 0934	377	512	889	29.63	406	551	958	31.92	438	594	1,032	34.39	471	640	1,111	37.04
		0900 0937	1,549	316	1,865	62.69	1,668	340	2,008	67.54	1,797	366	2,163	72.76	1,936	395	2,331	77.60
			671	1,149	1,819	60.65	723	1,237	1,960	65.33	778	1,333	2,111	70.38	839	1,436	2,275	75.82
Fine & Applied Arts	ART	1000 1002	4,040	1,988	6,028	200.93	4,352	2,142	6,494	216.46	4,688	2,307	6,996	233.19	5,051	2,486	7,536	251.21
	MUSIC	1000 1004	3,052	2,257	5,309	176.97	3,288	2,431	5,719	190.64	3,542	2,619	6,161	205.38	3,816	2,821	6,638	221.25
	THEATER	1000 1007	807	381	1,188	39.60	869	411	1,280	42.66	936	443	1,379	45.96	1,009	477	1,486	49.51
	DANCEST	1000 1008	32	123	155	5.15	34	132	166	5.55	37	142	179	5.98	40	153	193	6.44
	DANCECT	1000 1008	6	1,380	1,386	46.00	6	1,487	1,493	49.55	6	1,601	1,607	53.38	6	1,725	1,731	57.51
	PHOTO	1000 1011	319	374	693	23.09	344	403	746	24.87	370	434	804	26.80	399	467	866	28.87
	MEDIAART	1000 1013	635	202	836	27.87	684	217	901	30.03	736	234	970	32.35	793	252	1,046	34.85
	CINEMA	1000 1099	961	1,28	1,089	36.31	1,035	138	1,174	39.12	1,116	149	1,264	42.14	1,202	160	1,362	45.40
			9,845	6,832	16,678	555.93	10,606	7,361	17,967	598.89	11,426	7,929	19,355	645.18	12,309	8,542	20,851	695.04
Foreign Languages	FRENCH	1100 1100	1,221	1,221	2,442	81.37	1,315	1,315	2,630	87.84	1,417	1,417	2,834	94.47	1,526	1,526	3,052	101.73
	GERMAN	1100 1103	564	564	1,128	37.47	608	608	1,216	40.27	655	655	1,310	43.67	706	706	1,412	47.07
	ITALIAN	1100 1104	909	909	1,818	60.60	979	979	1,958	65.27	1,054	1,054	2,108	70.27	1,136	1,136	2,272	75.74
	SPANISH	1100 1105	3,316	3,316	6,632	221.15	3,573	3,573	7,146	238.19	3,849	3,849	7,698	256.61	4,146	4,146	8,292	276.41
	HEBREW	1100 1111	145	145	290	9.83	156	156	312	10.20	168	168	336	11.20	181	181	362	12.03
	ARMEN	1100 1199	298	298	596	20.22	321	321	642	21.37	346	346	692	23.07	373	373	746	24.87
	LING	1100 1199	298	298	596	20.22	321	321	642	21.37	346	346	692	23.07	373	373	746	24.87
			7,078	7,078	14,156	473.93	7,625	7,625	15,250	504.17	8,214	8,214	16,428	544.34	8,849	8,849	17,698	584.97
Health & Medical Tech	HEALTH	1200 1201	3,868	3,868	7,736	257.93	4,167	4,167	8,334	274.57	4,489	4,489	8,978	299.27	4,836	4,836	9,672	319.08
	NRSCG	1200 1203	867	2,055	2,922	97.40	934	2,214	3,148	104.93	1,006	2,385	3,391	113.03	1,084	2,569	3,653	121.77
	NURSING	1200 1203	162	54	216	7.20	188	58	233	7.75	188	62	250	8.35	203	67	270	9.00
	RSP TH	1200 1210	221	1,047	1,268	42.27	239	1,128	1,366	45.54	267	1,215	1,472	49.05	277	1,309	1,585	52.85
			5,118	3,155	8,274	275.79	5,514	3,399	8,913	297.10	5,940	3,662	9,602	320.07	6,399	3,945	10,344	344.80
Consumer Education	CAOT	1300 1301	1,408	2,191	3,599	119.98	1,517	2,360	3,877	129.25	1,634	2,543	4,177	139.24	1,761	2,739	4,500	150.00
	FAM &CS	1300 1305	88	88	176	5.87	94	94	188	6.29	102	102	204	6.76	110	110	220	7.27
	CH DEV	1300 1305	5,513	233	5,746	191.54	5,939	251	6,190	206.35	6,398	271	6,669	222.29	6,892	292	7,184	239.47
	PERSEDEV	1300 1399	624	624	1,248	41.60	672	672	1,344	44.73	724	724	1,448	48.16	780	780	1,560	52.00
			7,633	2,424	10,057	335.23	8,222	2,612	10,834	361.14	8,858	2,814	11,671	389.05	9,542	3,031	12,573	415.99
Law	LAW	1400 1401	534	534	1,068	35.77	575	575	1,150									

Capacity

“Capacity” is a term used in the facilities planning process to express the amount of enrollment that can be accommodated by an amount of space. A facilities capacity analysis enables a college to identify the types of spaces it needs and/or the types of spaces it holds in excess. Such a facilities analysis presents the primary means of understanding space needs in relation to a college’s projected growth.

The State of California has developed uniform standards for determining enrollment capacity for each postsecondary institution that receives State capital outlay funding. The State funds some construction for growth on the basis of need. Although not the sole determinant of new building projects, where existing space falls below 100% of prescribed standards for certain categories of space, a stronger case can be made for state funding to support needed new space.

Standard Space Categories

There are methods and factors defined in Title 5 of the State Administrative Manual for computing the need for each of the following five major categories of space:

- Lecture (standard classroom space)
- Laboratory (specialized class lab space)
- Office (standard space assigned to a department)
- Library/Learning Resources
- Audio-Visual/TV (Instructional media production space)

The projected needs for these spaces are determined by applying State standards defined in Title 5.

Non-State-Standard Space Categories

The balances of spaces needed to support the overall institution are in categories of space not covered by State standards. Estimates for these “non-State-standard” spaces are determined using factors derived from applying appropriate benchmarks. This category includes spaces used for:

- Teaching Gym/Physical Education
- Assembly and Exhibition
- Food Facilities
- Bookstore
- Physical Plant
- Health Services

- Child Care
- Lounge and Meeting Rooms
- Data Processing
- All Other (Unspecified) Spaces

The benchmark data are generally used for generating a “sum total” of space needed for non-standard functions, with specific programming left to the discretion of the individual colleges and districts.

Existing Space Needs

Table 5.2 (following) shows the amount of Assignable Square Feet (asf) in each of the previously listed categories, the amount of current (Fall 2008) space needed by applying the State standards or benchmarks, and the current percent of need. This table also shows the amount of space that will be added to the campus between Fall 2008 and Fall 2012 as the planned space projects come to fruition.

Table 5.2
LOS ANGELES VALLEY COLLEGE
Estimates of Space Need by Category
 (data in Assignable Square Feet)

(A) Space Category	(B) Fall 2008 Space Inventory	(C) Current “for Credit” Space Needs (2008) by Standards & Benchmarks	(D) Percent of 2008 Need	(E) Additional Planned Projects ²	(F) Projected Available Fall 2012 Space Inventory	Estimated Percent of 2012 Need
STANDARD SPACE						
• Lecture	74,274	63,128	118%	(9,335)	64,939	97%
• Lab	127,128	65,260	195%	(17,798)	109,330	158%
• Office	73,138	53,551	137%	(1,289)	71,849	126%
• Library	974 ³	45,428	2%	36,572	37,546	79%
• AV/TV	497	13,333	4%	2,076	2,573	19%
<i>Subtotal Standard Space</i>	276,011	240,700	116%	10,226	286,237	113%
<i>Subtotal Nonstandard Space</i>	186,536	123,383	151%	5,059	191,595	150%
TOTAL	462,547	364,083	127%	15,286	477,832	125%

² Includes

- Child Development Center (adds 17,105 asf);
- New Library (adds 65,933 asf)
- Central Plant/Utility Infrastructure (adds 1,000 asf)
- Motion Picture Building Addition (adds 1,500 asf)
- North Gym Addition and Renovation (adds 5,000 asf)
- Life Science Building Conversion (adds 385 asf)
- Student Services Building (adds 31,425 but removes 57,460 for a net decrease of 26,035 asf)
- Demolition of existing bungalows (removes 49,603 asf)

³ 974 asf remains after scheduled demolition of the existing “old” Library

It's important to note that the Fall 2008 totals (Column B) include the addition of the new Allied Health Sciences Center as well as the planned demolition of the old Library building. The most pertinent facts from this table are:

- In Fall 2008, LA Valley College is approximately 35,000 asf (about 115% of need) over what would be called for by the State's formulae for standardized space: Lecture; Lab; Office; Library; and AV/TV.
- In Fall 2008, the College is approximately 63,000 asf (151% of need) over what would be called for in Non-Standardized space: Teaching Gym/Physical Education; Assembly & Exhibition; Food Facilities; etc.
- For this same time period, it is estimated that there is a surplus of about 98,500 asf (125% of need) in overall space existing on campus.
- For Fall 2012 when all of the current building projects are projected to be complete, given current available information, the total amount of standard space is estimated to exceed need by about 32,000 asf (113% of need). For this same time period, nonstandard space is expected to exceed need compared to benchmarks by about 64,000 asf (roughly 150% of need) and overall campus space is projected to be approximately 95,500 asf above the computed need for space.

Projected Space Needs

As mentioned in the overview section of this Chapter for purposes of calculating future space needs, 2007 WSCH Totals were increased by 9.6% between Fall 2007 and Fall 2008, followed by annual growth of 1.5% across all programs. To project future space needs for lecture and lab space, the appropriate standards are applied to the projected WSCH for each benchmark year, by TOP code as shown on Table 5.1. The results are shown on Table 5.3.

Table 5.3
Lecture and Lab ASF Space Justifications
ASF Justification Based on Projected WSCH by Discipline

Category TOP Code	Fall 2008			Fall 2013			Fall 2018			Fall 2023	
	Lecture ASF	Laboratory ASF	Total ASF	Lecture ASF	Laboratory ASF	Total ASF	Lecture ASF	Laboratory ASF	Total ASF	Lecture ASF	Laboratory ASF
Architecture 0200	72	1,583	1,655	77	1,705	1,783	83	1,837	1,921	90	1,979
Biological Sciences 0400	2,214	12,092	14,305	2,385	13,026	15,411	2,569	14,033	16,602	2,768	15,117
Business & Management 0500	3,599	215	3,813	3,877	231	4,108	4,177	249	4,426	4,499	268
Communications 0600	858	941	1,798	924	1,013	1,937	995	1,092	2,087	1,072	1,176
Computer & Info Sci 0700	956	1,636	2,592	1,030	1,763	2,793	1,110	1,899	3,009	1,196	2,046
Education 0800	179	0	179	192	0	192	207	0	207	223	0
Engineering & Tech 0900	288	5,054	5,342	310	5,444	5,754	334	5,865	6,199	360	6,319
Fine & Applied Arts 1000	4,224	17,559	21,783	4,550	18,916	23,467	4,902	20,378	25,280	5,281	21,953
Foreign Languages 1100	3,036	0	3,036	3,271	0	3,271	3,524	0	3,524	3,796	0
Health & Medical Tech 1200	2,196	6,753	8,948	2,365	7,274	9,640	2,548	7,837	10,385	2,745	8,442
Consumer Education 1300	3,274	6,231	9,505	3,527	6,712	10,240	3,800	7,231	11,031	4,094	7,790
Law 1400	229	0	229	247	0	247	266	0	266	286	0
Humanities & Letters 1500	11,434	3,924	15,358	12,318	4,227	16,545	13,270	4,554	17,823	14,295	4,906
Library Science 1600	15	0	15	16	0	16	17	0	17	19	0
Mathematics 1700	10,644	0	10,644	11,466	0	11,466	12,352	0	12,352	13,307	0
Physical Sciences 1900	2,698	7,028	9,726	2,907	7,571	10,478	3,132	8,156	11,288	3,374	8,786
Psychology 2000	2,971	0	2,971	3,200	0	3,200	3,448	0	3,448	3,714	0
Public Affairs & Services 2100	1,512	858	2,370	1,628	925	2,553	1,754	996	2,751	1,890	1,073
Social Sciences 2200	8,984	447	9,431	9,679	482	10,160	10,427	519	10,946	11,232	559
Interdisciplinary Studies 4900	2,381	349	2,730	2,565	376	2,941	2,763	405	3,169	2,977	437
Totals (for Credit)	61,762	64,669	126,431	66,536	69,667	136,202	71,678	75,051	146,729	77,217	80,851
Total NonCredit Enrollment (Space)	1,366	592	1,957	1,471	637	2,109	1,585	686	2,272	1,708	740
Subtotal	63,128	65,260	128,389	68,007	70,304	138,311	73,263	75,737	149,000	78,925	81,591
TOTAL LEC/LAB SPACE	63,128	65,260	128,389	68,007	70,304	138,311	73,263	75,737	149,000	78,925	81,591

Table 5.4 takes the analysis a step further and shows the total space that will be needed for the benchmark years for all categories of space: Standard and Non-Standard.

Table 5.4
Predicted Space Needs to 2023
Los Angeles Valley College

Category	Actual Space		Projected Space Need			
	Fall 2008	Fall 2012 ⁴	Fall 2008	Fall 2013	Fall 2018	Fall 2023
Lecture-Classroom Space (asf)	74,274	64,939	63,128	68,007	73,263	78,925
Class Laboratory Space (asf)	127,128	109,330	65,260	70,304	75,737	81,591
Office Space (asf)	73,138	71,849	53,551	57,689	62,148	66,951
Library Space (asf)	974	37,546	45,428	48,231	51,250	54,503
AV/TV Space (asf)	497	2,573	13,333	13,571	13,828	14,105
<i>Subtotal Standard Space (asf)</i>	<i>276,011</i>	<i>286,237</i>	<i>240,700</i>	<i>257,802</i>	<i>276,226</i>	<i>296,074</i>
Non-Standard Space (asf)	186,536	191,595	123,383	129,259	135,588	142,407
<i>TOTAL Space (asf)</i>	<i>462,547</i>	<i>477,832</i>	<i>364,083</i>	<i>387,061</i>	<i>411,814</i>	<i>438,407</i>
WSCH (Credit+NonCredit)	n/a ⁵	n/a	173,716	187,141	201,605	217,185
Headcount Students	18,635	n/a	18,635	20,075	21,627	23,298
FTE Students	n/a	n/a	5,791	6,238	6,720	7,240
FTE Faculty	n/a	n/a	383	412	444	478

Los Angeles Valley College is anticipated to have 64,939 asf for lecture space and 109,330 for labs in 2012, after all of the currently planned projects are built and assuming the demolition of all of the bungalows (although some undetermined re-arrangement of space will occur with the renovation of the Life Sciences Building). Beginning in 2012 and continuing through the benchmark years:

- Additional lecture space will be justified beginning in 2013.
- The inventory of lab space is anticipated to be above standards throughout the entire planning period, i.e., until Fall 2023.
- Similarly, non-standardized space will be above benchmark needs throughout the planning period.
- AV/TV and Library space are below state standards throughout the planning period.

Implications of the Educational Master Plan

One of the primary purposes of the Educational Master Plan (EMP) is to provide a foundation for the planning of an institution's physical environment. The LA Valley College EMP contains four goals, 21 objectives and numerous strategies. Some of these strategies have implications for planning the College's physical environment.

1. At a rate of annual growth of 1.5 percent, additional lecture space will be needed beginning in 2013. As additional space comes on line in future years, it should be evaluated and assigned to address space academic program growth areas.
2. If distance education programs are to grow at LA Valley College, more space may be needed for AV/TV production support and for Library functions (other than offices).
3. LA Valley College is slated to soon begin construction on a new Student Services facility which will satisfy student services space needs for the anticipated future. It should be designed to encourage collaboration and connection of services. Space for new student services and other related programs should be included in this facility.
4. Staff with jobs that do not include office responsibilities should have access to computers to assist in communications. Specific locations may include the Maintenance & Operations Building as well as other specific locations where individual staff do not have personal computers.
5. A campus maintenance and beautification program, with sufficient in- and outdoor gathering places has been cited as a need in the Educational Master Plan. This would include appropriate standards for the safety, security, lighting and accessibility of the campus.
6. The Educational Master Plan identifies strategies for providing alternate delivery methods, in terms of time and media, and collaboration with local education and business. These delivery methods and collaborations may need to include the creation of an off-campus center with specific programs to meet the needs of the community, which may be appropriate as a hub for workforce development.