## Introduction

Community colleges exist within a dynamic context wherein education, community, and the economy intersect. Community colleges serve as an educational foundation for the surrounding community. The planning structure at Los Angeles Valley College reflects the college's commitment to shared governance and to obtaining campus-wide and community input on the goals and objectives that will shape the college's future.

The purpose of the Los Angeles Valley College Educational Master Plan (EMP) is to provide a document that articulates the college's goals, objectives and strategies within the larger context of achieving the highest levels of success in student learning. Always keeping the needs of the college's students, faculty, staff, and community in mind, the EMP details the strategic direction that the college will pursue to meet the challenges and opportunities it will face over the next six years.

Los Angeles Valley College follows a six-year educational planning cycle, and its EMP is assessed and revised for each new cycle. The EMP serves as the college's central planning document and reflects the college mission, vision, and core values. The EMP drives campus planning and institutional priorities. It links to the program review process and provides guidance for the direction of the college and its fiscal decisions over the next six years. The college's program review process is used to assess department/unit efforts to fulfill the college's mission and planning objectives.

In addition to its six-year educational planning cycle, the college annually reviews its operational planning to ensure that the college is making adequate yearly progress toward meeting its goals. Operational planning includes the regular assessment of course and program outcomes, as well as the evaluation of annual update plans, resource allocation, operational decision-making, and formative evaluation. These yearly decisions and their respective evaluations are used to improve the connection between planning, daily decisions, and resource allocation. They provide data on campus efforts toward accomplishing its planning agenda and in the overall summative college evaluation.

The Educational Planning Committee (EPC) is charged with assessing the current EMP and overseeing any necessary revisions for the development of a new Educational Master Plan. The college mission serves as a guide through which all subsequent planning at LAVC takes place. Using the mission statement and relevant data, the EPC develops a plan that ensures that the institution's core values lead the college in fulfilling its mission.

The 2020-2026 Educational Master Plan builds on the 2014-2020 EMP, taking into account its strengths and shortcomings, as well as new perspectives and objectives as the needs of the college and its community change. Over a two-year period, the EPC conducted a series of data analyses, critical self-reflections, surveys, interviews, and town halls to determine the direction that the new EMP should take. With the input of all campus constituents, the EPC first completed a revision of the college's mission and vision statements that more closely align with the current direction and requisites of the institution and its community, followed by a revision of its core values.

The EMP delineates specific objectives and institutional strategies, and guides the development of all of the college's attendant plans. All attendant plans directly align with the priorities identified in EMP. Each defines its own clear objectives and action items for implementation:

- The Technology Plan outlines objectives related to educational technology and technology infrastructure;
- The Facilities Plan outlines objectives related to facilities and college infrastructure;
- The Emergency Response Plan details the college's response to all critical incidents and provides action guidelines for major emergencies on campus and in the surrounding area;
- The Enrollment Plan outlines the core components of enrollment management at LAVC;
- The Valley Integrated Plan incorporates the goals and objectives of the previous Basic Skills Initiative, Student Equity Plan, and the Student Success and Support Program.
- The Guided Pathways project initiates the college's efforts to redesign the student experience at LAVC which will lead to higher levels of student success.
- Department and unit annual plans outline objectives pertaining to the optimum functioning of each instructional or administrative entity, including plans for improved student success, and facilities and technology requests.

All of the attendant plans align with the EMP to ensure that all facilities, technology, courses, services, and other infrastructure planning are aimed at increasing opportunities and improving the educational experience of LAVC students.

Through this collective effort, the EPC developed a comprehensive 2020-2026 plan establishing a clear set of performance measures to guide the college's planning efforts. The plan aligns with the college's new mission statement, vision and core values. It also aligns with the exigencies of the Los Angeles Community Colleges District Strategic Plan and the State's Vision for Success, including increased demands for student completion, enhanced models for helping underprepared students to succeed, and high-level institutional effectiveness. In addition, the EMP reflects the college's own comprehensive review and analysis resulting from the college's institutional self-evaluation, other accreditation reports and self-assessments, and the launching of the college's Guided Pathways initiative.

The EMP is a living, flexible document that will continually be reassessed. As necessary changes in the infrastructure are identified, resource requests and budget allocations will be guided by the principles set forth in the EMP. Updates to the EMP will strive to reflect the changing needs of the college, its students, and its community.

## Context

### *California Higher Education*

California public higher education consists of three sectors: The University of California; the 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), and between the California Community Colleges with open access and the UC and CSU sectors with restricted admissions. The California Master Plan distinctions were intended to promote an ordered growth, avert turf wars, and prevent the overlapping of missions. It sought to provide clear messages to the public about the role and mission of each sector, and the relationships between the three systems that create a coherent public higher education system.

The University of California, with a total Fall 2017 enrollment of 216,747 undergraduate students and 62,249 graduate students, is oriented toward graduate education and research. It comprises medical schools and residencies, five medical centers, three national laboratories, research centers, law schools and various professional graduate programs. Its ten campuses are governed by a single board of regents and a statewide president's office.

California State University, with a total Fall 2018 enrollment of 428,362 undergraduate and 52,848 postbac/graduate students has 23 campuses throughout the state. It 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 2016-2017 academic year, California Community Colleges enrolled over 2.1 million students in credit and noncredit classes in 72 districts and 114 colleges and 76 educational centers. Governance of the California Community Colleges comprises a three-level structure:

- The statewide Chancellor's Office and Board of Governors, with coordinating authority;
- Regional community college districts governed by a locally elected board of trustees and district chancellor's office;
- Individual campuses led by locally selected college presidents.

The CCC 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 ten major divisions: Academic Affairs; Office of Communications; College Finance and Facilities Planning; Governmental Relations; Institutional Effectiveness; Internal Operations; Legal; Student Services and Special Programs; Technology, Research and Information Systems, and Workforce and Economic Development.

The California Community Colleges operate under a shared governance system, whose tenets are outlined in 1988 legislation (AB 1725). The 22-member Consultation Council of the State Chancellor's Office facilitates the shared governance system, acting 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, administrators, business officers, student services officers, and instructional officers, and representatives of faculty, staff and student senates, unions and

associations.

### *California Community Colleges Strategic Vision*

In July 2017, the Board of Governors of the State Chancellor's Office adopted *Vision for Success*, the new strategic vision developed by the Foundation for California Community Colleges to promote student success and accelerate the pace of improvement.

In the *Vision for Success*, six goals are identified:

1. Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units —the average among the quintile of colleges showing the strongest performance.
4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent —the average among the quintile of colleges showing the strongest performance.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

These six goals are accompanied by seven strategies for achieving them, and calls for "the talent and perseverance of college presidents, administrators, faculty, staff, trustees, and students, […] and the support and engagement of the Governor, Legislature, University of California (UC) and California State University (CSU) systems, workforce development system, K-12 education system, business and labor organizations, philanthropists, and community and civic groups."

1. Focus relentlessly on students' end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

## *Los Angeles Community College District Strategic Plan*

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 2017 enrollment of 146,238 students, the LACCD serves a diverse student population seeking skills, knowledge, gainful employment, and upward mobility (CCCO DataMart). Eighty percent of LACCD students are from underserved populations. In addition to traditional 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. It also serves accelerated high school students participating in dual enrollment programs.

While enrollment at the LACCD campuses experienced a steady increase until 2009, its enrollment has declined since, from a student count of 160,411 in Fall 2009 to 146,238 in Fall 2017 (CCCO DataMart). Similarly, the enrollment at Los Angeles Valley College reflects this trend. Its enrollment experienced a steady increase until 2010, followed by a decline, from a student count of 21,356 in Fall 2010 to 17,500 in Fall 2017.

The LACCD 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 LACCD 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 LACCD Board of Trustees on January 24, 2007. It was revised in 2012, and most recently in 2018. The result of a year-long, district-wide effort, the state's *Vision for Success* served as the framework for the 2018-2023 LACCD Strategic Plan, approved by the LACCD Board of Trustees on January 10, 2018. It articulates the priorities that will guide district actions and initiatives over the next five years.

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

1. Access to Educational Opportunities
2. Premier Learning Environments
3. Student Success and Equity
4. Organizational Effectiveness
5. Fiscal Integrity

As part of a multi-college district, Los Angeles Valley College is guided by the strategic planning agenda adopted by the LACCD Board of Trustees. Los Angeles Valley College annually provides a report to the district, showing the correlation between its Educational Master Plan to the goals and objectives articulated in the district's strategic plan.

I'm leaving this section for update by Michelle's group:
Of note, in its 2013 report, LAVC exceeded the district average in percent of eligible students receiving financial aid at 92% in 2011-2012 and at completing the matriculation process in its first semester at 72% of students. Although the college did exceed expectations on new students completing at least one math and English class in their first year (20%) and was at the average to other sister colleges in fall to spring and fall to fall persistence (86% and 76% respectively) and completion of 30 and 60 units (61% and 30% respectively), overall persistence and completion have dropped over the past cohorts. As a result, the college is aligned with the District in its commitment to in- crease persistence and completion over the next six years.

The goals, objectives, and strategies established in the Los Angeles Valley College EMP 2020-2026 validate the college's commitment to student learning and success, as well as to its institutional effectiveness. They speak to the aspirations expressed in the Vision for Success, and correlate with the planning goals of the district, clearly laying emphasis on developing and accelerating pathways for all LAVC students to succeeding in their educational and career goals.