## 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 Educational Master Plan serves as the col- lege's central planning document and reflects the College Mission, Vision, and Core Values. It is used to guide the development of other planning documents including the college's Technology Plan which outlines objectives related to educational technology and technology infrastructure, the college's Facilities Plan which outlines objectives related to facilities and college infrastructure, and the Student Equity Plan which outlines strategies to close the achievement gap between different groups in all programs offered by the college. All college plans must directly align with the priorities identified in the Educational Master Plan.~~

The 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 ~~all academic and~~ 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 ~~objectives that relate to the college's educational goals.~~cycle, and its EMP is assessed and revised for each new cycle. The ~~Educational Master Plan~~EMP serves as the college's central planning document and reflects the college mission, vision, and core values. The EMP drives campus ~~plan- ning~~planning and institutional priorities. It links to the program review process and ~~each attendant plan, and~~ provides guidance ~~to all~~for the direction of the college and its fiscal decisions ~~and the direction of the college~~ over the next six years. The ~~action items and objectives of each attendant plan serve as the detailed guides that allow the college to implement each of its plans. Finally, the~~ college's ~~Program Review structure~~program review process is used to assess department/unit efforts to fulfill the ~~college~~college's mission and planning objectives.

In addition to its six-year educational planning cycle, the college ~~utilizes annual~~annually reviews its operational planning to ensure that the college is making adequate yearly progress ~~on accomplishing the general planning agenda.~~toward meeting its goals. Operational planning includes the ~~annual implementation~~regular assessment of course and program outcomes, as well as the evaluation ~~efforts that take place through the use of Student Learning Outcomes, Annual Update Plans~~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~~, and to gain regular~~. They provide data on ~~cam- pus~~campus efforts toward accomplishing its planning agenda and in the overall summative college evaluation.

~~**Introduction**~~

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

~~Los Angeles Valley College's Educational Master Plan (2014-2020) details the strategic direc- tion the College will pursue to meet the challenges and opportunities it will face over the next six years. The planning process included a two-year, data-driven, critical analysis, and self-reflection that included participation by faculty, staff, students, and administrators. Through this process the college has determined its commitment to emphasize three areas of development for the college to focus its efforts on: facilitating completion (obtaining a certif- icate, associate degree, or certification for transfer) for students; sustaining institutional effec- tiveness through increased infrastructure; and ensuring equity for all students in each mode of instructional delivery. These three themes provide the basis for planning at the college and outline the college's priorities and commitment for improvement during the next six years.~~

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

~~The College Mission~~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 ~~College Mission Statement~~mission statement and relevant data, the EPC develops a plan ~~which~~that ensures that ~~college~~the institution's core values lead the college in fulfilling its ~~institutional~~ mission.
~~The Educational Master Plan provides~~
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~~. Follow- ing this,~~ , and guides the development of all of the college's attendant plans~~ including the Facilities Master Plan, the~~ .

All attendant plans directly align with the priorities identified in EMP. Each defines its own clear objectives and action items for implementation:

- The Technology ~~Master Plan, the Enrollment Management Plan,~~Plan outlines objectives related to educational technology and technology infrastructure;
- The Facilities Plan outlines objectives related to facilities and college infrastructure;
- The Emergency ~~Operations Plan, Foundational Skills Action Plan, Matriculation Plan~~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 ~~department/~~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 ~~are aligned~~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 ~~Educational Master Plan~~EMP to ensure that all facilities, technology, courses, services, and other infrastructure planning are aimed at increasing opportunities and improving the educational ~~opportunities~~experience of LAVC ~~students~~students.

~~The Educational Master Plan's goals and objectives are shaped by College, State, and~~ 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 ~~initiatives~~Strategic Plan and the State's Vision for Success, including increased demands for student completion, ~~assisting~~enhanced models for helping underprepared ~~student populations~~students to succeed, and ~~ensuring~~high-level institutional effectiveness. In addition, the ~~Plan~~EMP reflects the ~~College's~~college's own comprehensive review and analysis resulting from the ~~College's Institu- tional Self Evaluation and Achieving the Dream (PASS) efforts~~college's institutional self-evaluation, 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~~: The University of California~~, Cali- fornia~~; 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 ~~Communi- ty~~the California Community Colleges with open access~~,~~ and the UC and CSU sectors with restricted admissions. The ~~Cali- fornia~~California Master Plan distinctions were intended to promote an ordered growth, ~~prevent~~avert turf wars, ~~control "Mission creep," and~~and prevent the overlapping of missions. It sought to provide clear messages to the public about the role and ~~Mission of the sectors and how they relate to one another to~~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 2012~~Fall 2017 enrollment of ~~over 236,000~~216,747 undergraduate students and 62,249 graduate students, is ~~ori- ented~~oriented toward graduate education and research. It ~~consists of~~comprises medical schools and ~~residen- cies~~residencies, five medical centers~~ and~~, three national laboratories, research centers, law schools and various professional graduate programs. Its ten campuses are governed by a single ~~Board~~board of ~~Regents~~regents and a statewide ~~President's Office~~president's office.

California State University, with a total ~~fall 2012~~Fall 2018 enrollment of ~~436,560~~428,362 undergraduate and 52,848 postbac/graduate students ~~on~~has 23 ~~cam- puses,~~campuses throughout the state. It places primary emphasis on undergraduate academic and professional education and limited graduate-level work, primarily at the ~~master's~~Master's level. CSU is governed by a single ~~Board~~board of ~~Trustees~~trustees with a statewide ~~Chancellor's Office~~chancellor's office.

### *California Community Colleges*

In the ~~fall 2013 semester~~2016-2017 academic year, California Community Colleges enrolled over 2.1~~.5~~ million students in credit and noncredit classes in 72 districts and ~~over 100~~114 colleges ~~(CCCO DataMart). Gov- ernance~~and 76 educational centers. Governance of the California Community Colleges ~~more closely resembles a confederation than a system. It is comprised of~~comprises a three-level structure:

- ~~A~~The statewide Chancellor's Office and Board of Governors, with coordinating authority;
- Regional community ~~College Districts~~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~~governor of the ~~State~~state of California. The ~~Board~~board of ~~Governors~~governors appoints the ~~Chancellor~~chancellor. Together, the ~~Chancellor's Of- fice~~chancellor's office and ~~Board~~board of ~~Governors~~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~~ chancellor's office is performed through ~~seven~~ten major divisions: Academic Affairs; Office of

Communications; College Finance and ~~Fiscal Policy~~Facilities Planning; Governmental Relations; Institutional Effectiveness; Internal Operations; Legal~~ Affairs and Contracts; Educational Services~~; Student Services and Special Programs; Technology, Research and Information Systems, and Workforce 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-~~22-member Consultation Council ~~to facilitate~~of the State Chancellor's Office facilitates the shared governance system~~. The Council acts~~, acting as a formal advisory body to the ~~Chancellor~~chancellor who, in turn, makes recommendations to the ~~Board~~board of ~~Governors~~governors. The ~~Council~~council, chaired by the ~~Chancellor~~chancellor, meets monthly, and includes ~~repre-sentatives~~representatives of the trustees, executive officers, ~~students,~~ administrators, business officers, ~~stu-dent~~student services officers, and instructional officers, and ~~representative organizations such as fac-ulty~~representatives of faculty, staff and ~~staff~~student senates, unions and associations.

*California Community Colleges ~~System~~ Strategic ~~Plan~~Vision*

~~The~~In July 2017, the Board of Governors of the State Chancellor's Office ~~began a comprehensive~~adopted *Vision for Success*, the new strategic ~~planning process in 2005 with the purpose of improving student access and success. On January 17, 2006, the Board of Gover-nors of the~~ vision developed by the Foundation for California Community Colleges ~~unanimously adopted the final draft of~~to promote student success and accelerate the ~~Stra-tegic Plan. This plan was~~pace of improvement.

> In the ~~groundwork for the Los Angeles Community College District (LACCD) Strategic Plan 2012-2017 which was approved by the LACCD Board of Trustees on February 6, 2013.~~

~~Five strategic goal areas were~~*Vision for Success*, six goals are identified~~ in this planning process as critical to~~:

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 ~~continued success~~average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the ~~California Community College System in meeting~~ most recent system-wide average) to 79 total units —the ~~needs~~average among the quintile of ~~its constituents:~~colleges showing the strongest performance.
    - ~~College Awareness and Access~~
    - ~~Student Success and Readiness~~
    - ~~Partnership for Economic and Workforce Development~~
    - ~~System Effectiveness~~

- ~~Resource Development~~

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 2013~~Fall 2017 enrollment of ~~more than 151,326~~146,238 students, the ~~district~~LACCD serves a ~~di- verse~~diverse student population ~~eager for~~seeking skills,

knowledge, gainful employment, and upward mobility (CCCO DataMart). Eighty percent of LACCD students are from underserved populations. In addi- tionaddition to typicaltraditional 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.

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

The Los Angeles Community College DistrictWhile 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 Boardboard of Trusteestrustees. 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 Presidentpresident and Vice Presidentvice president of the LACCD Board of Trustees are elected by the Boardboard for one--year terms. A student member is also elected annually, serving a term from June 1 through May 31 of each year. The Chancellorchancellor, the District's Chief Executive Officerdistrict's chief executive officer, is responsible for carrying out policies approved by the Boardboard of Trusteestrustees.

### *LACCD Strategic Plan*

The first formal Strategic Planstrategic plan in the history of the Los Angeles Community College District was adopted by the LACCD Board of Trustees on January 24, 2007 and. It was revised in 2012., and most recently in 2018. The result of a year-long, district-wide effort, the 2012-2017 LACCD Strategic Plan setsstate'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. It also serves to align district goals and priorities with those established in the California Community College System Stra- tegic Plan.

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

- 1. Access and Preparation for Successto Educational Opportunities
- 2. Teaching andPremier Learning forEnvironments
- 3. Student Success and Equity

- 4. Organizational Effectiveness
    - ~~Resources and Collaboration~~

5. Fiscal Integrity

As part of a multi-college district, Los Angeles Valley College is guided by the strategic ~~planning~~planning agenda ~~approved~~adopted by the LACCD Board of Trustees. Los Angeles Valley College annually provides a report to the district, showing ~~alignment~~the correlation between its Educational Master Plan to the goals and objectives ~~of the LACCD Strategic Plan.~~ 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 ~~LAVC Educational Master Plan's~~ goals ~~align~~, 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 ~~State and district strategic~~the planning goals ~~through their~~ of the district, clearly laying emphasis on ~~learning and enabling~~ developing and accelerating pathways for all LAVC students to ~~achieve~~ succeeding in their educational and career goals ~~and by ensuring equitable access and maximizing institutional effectiveness~~.