

LAVC

STRATEGIC PLAN

PROGRESS REPORT



Presented to
LACCD Board of Trustees
Institutional Effectiveness
Committee

July 24, 2013

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College Strategic Plan Priorities & Outcomes

Educational Master Plan Revision

*Anticipated Approval
Fall 2013*

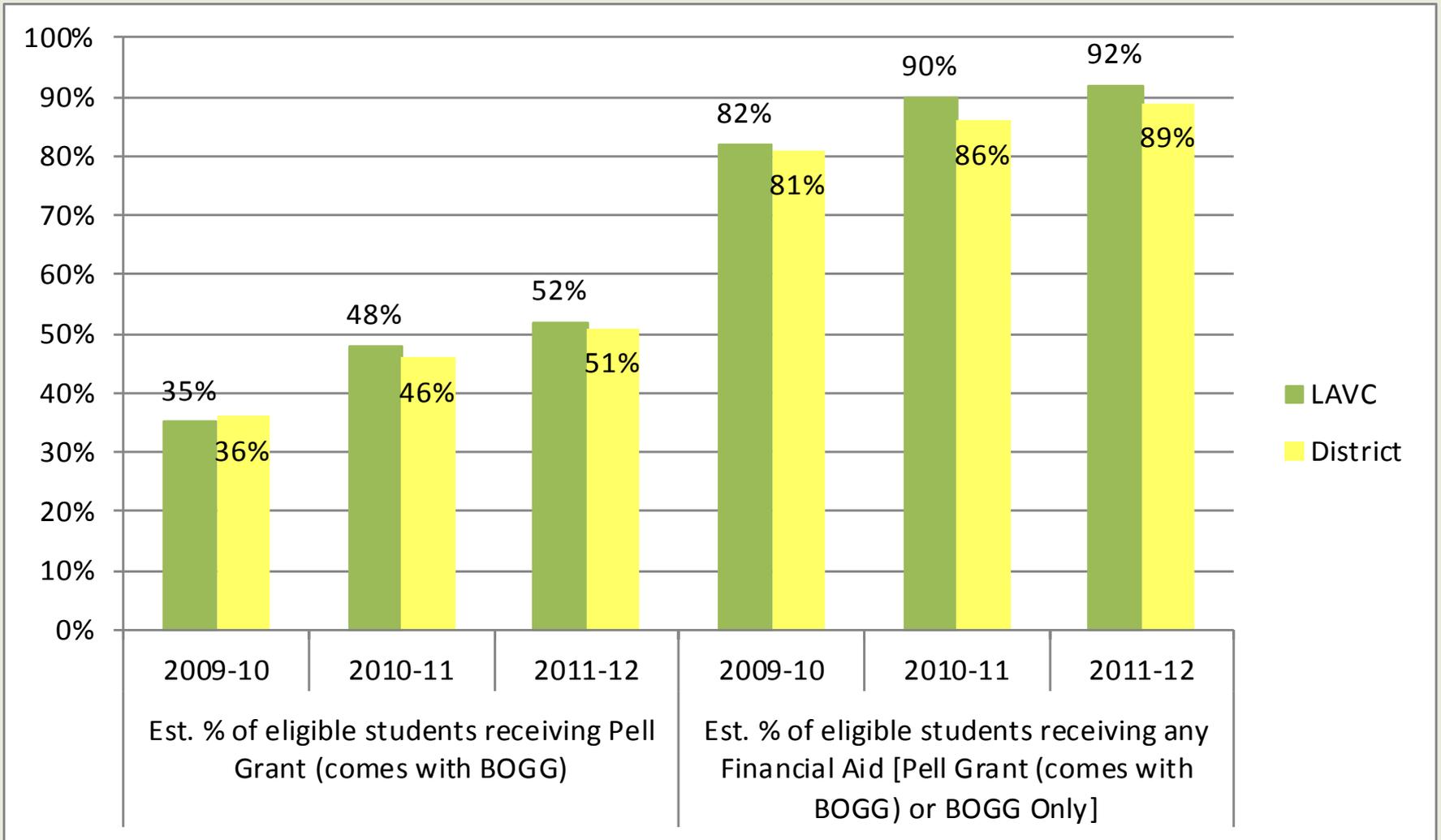
Focus Areas:

- Completion
- Equity
- Planning
- Infrastructure/
Institutional Effectiveness

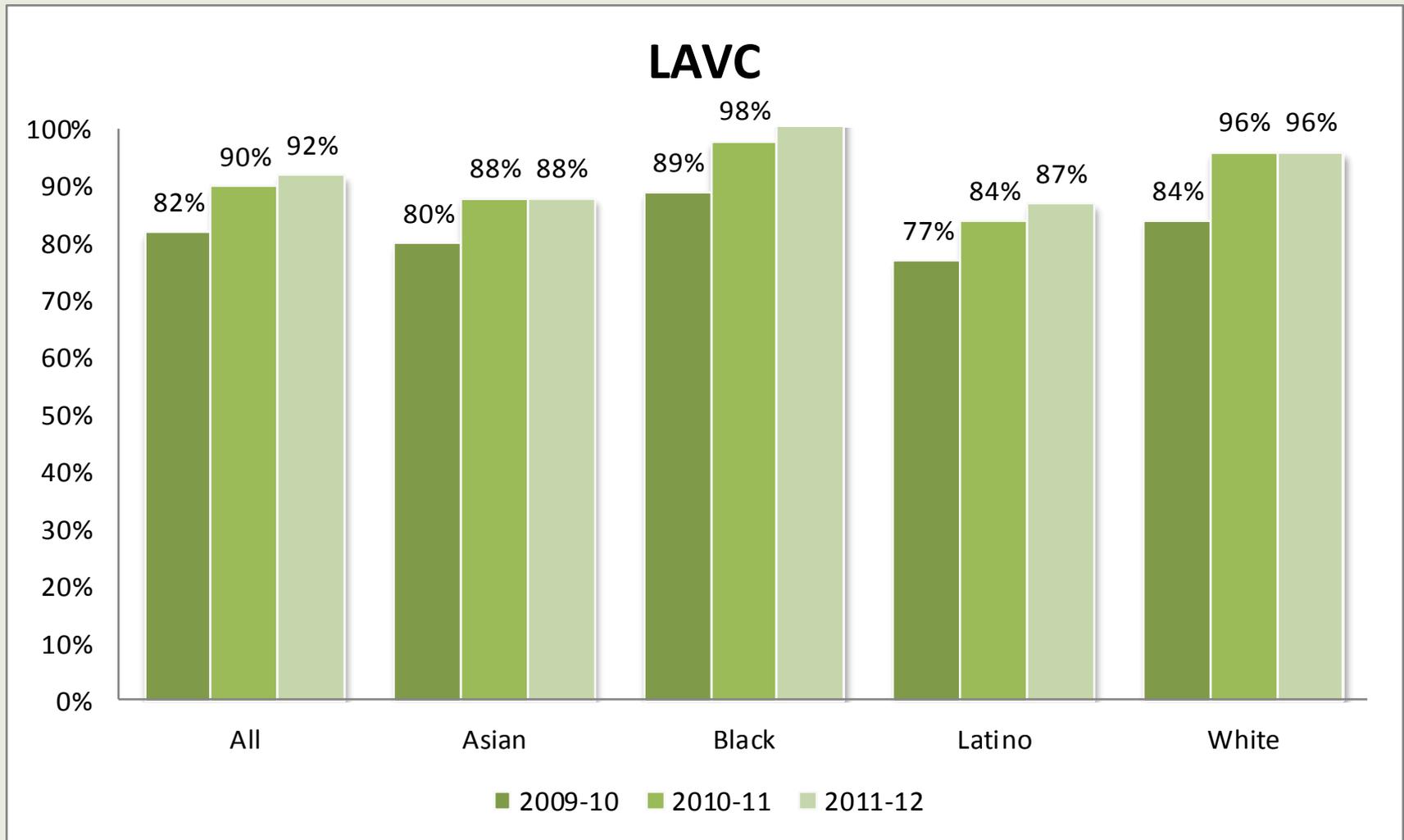
Draft Goals for EMP 2013-2019

- 1. Foster student success by supporting a learning-centered environment, student-centered instruction and support services.*
- 2. Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps.*
- 3. Evaluate and improve all college programs and services through data-informed decision-making.*
- 4. Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.*

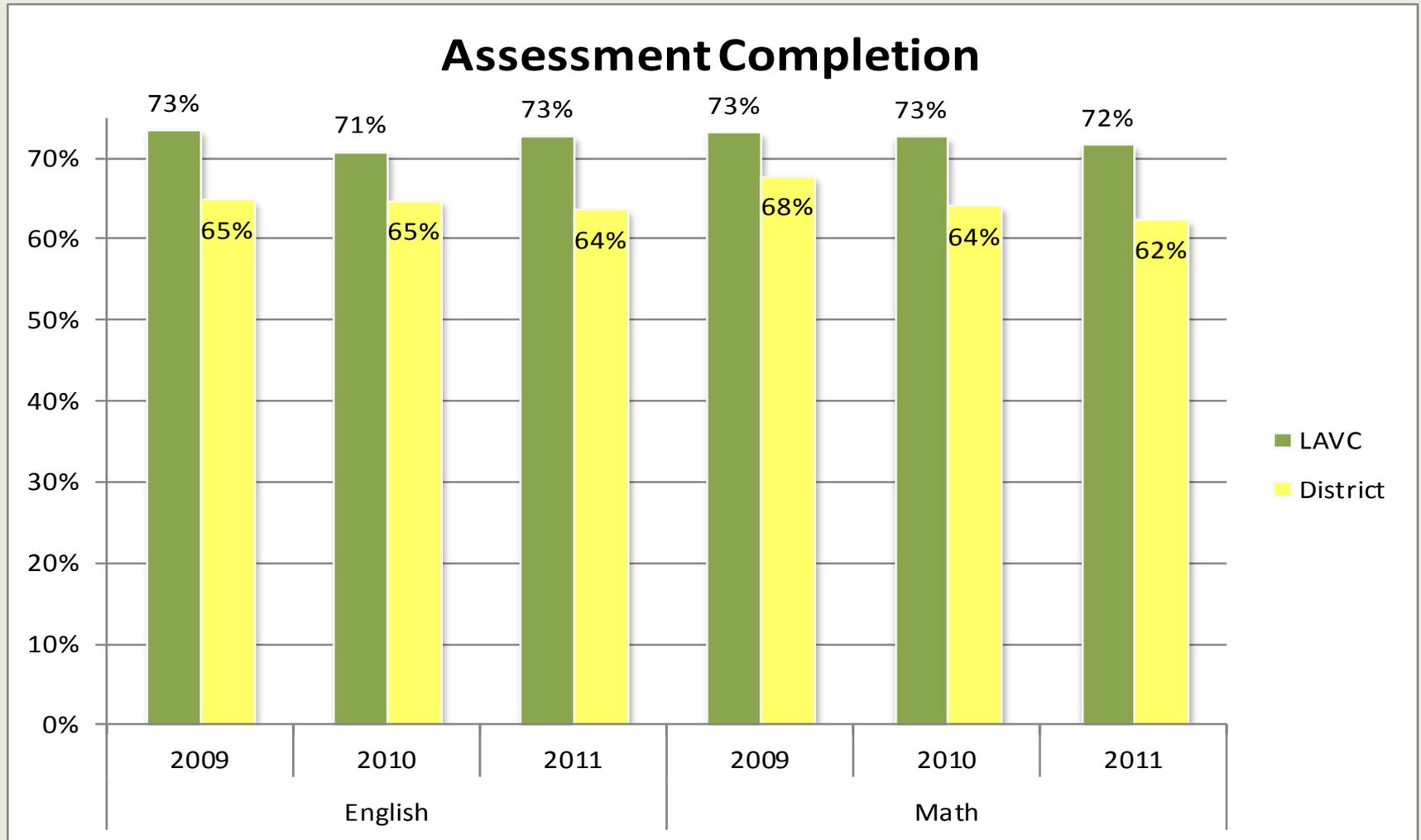
District Strategic Plan Data - Goal 1, Objective 1.2: Percentage of Eligible Students Receiving Financial Aid



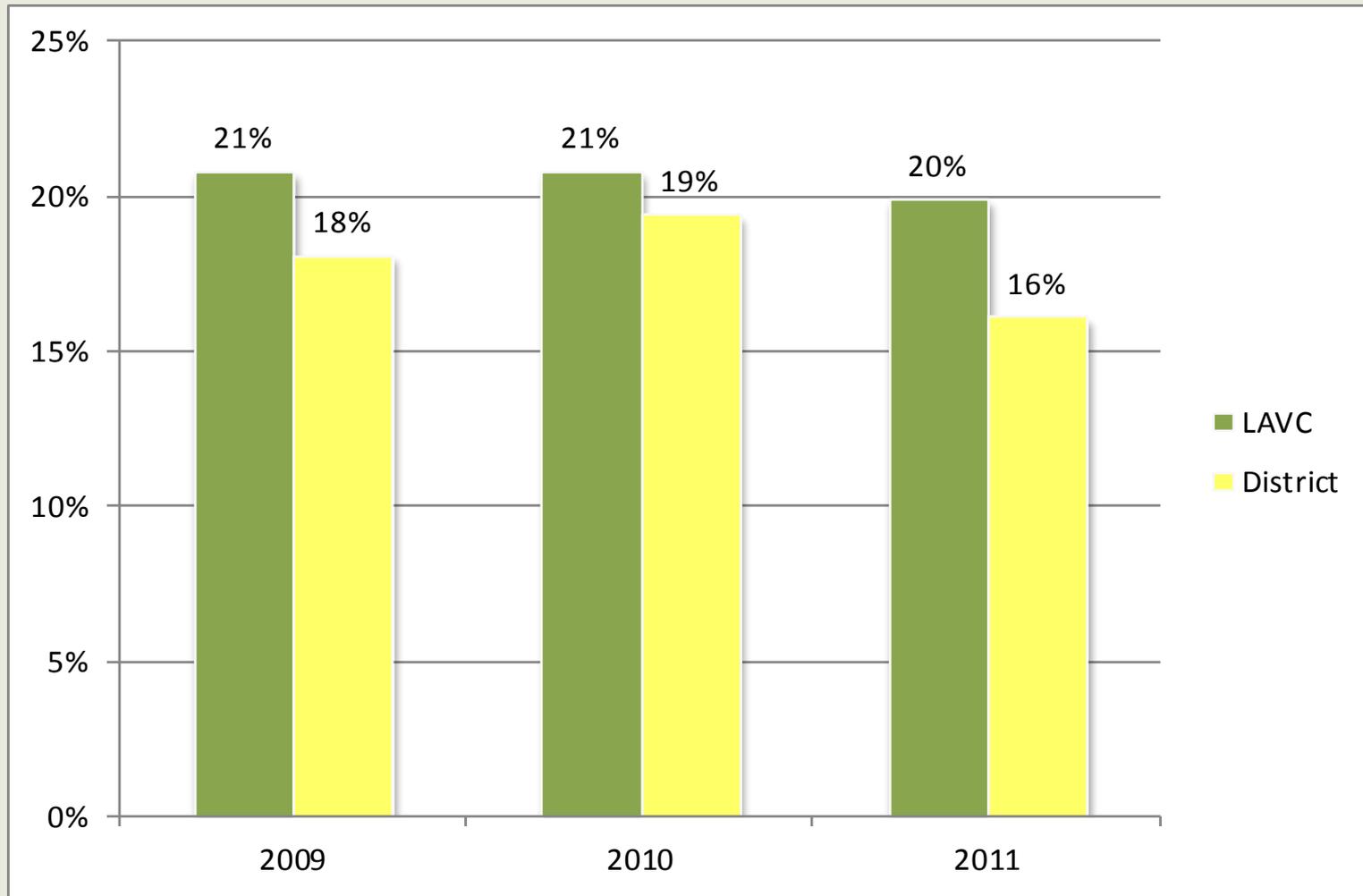
District Strategic Plan Data - Goal 1, Objective 1.2: Percentage of Eligible Students Receiving Financial Aid



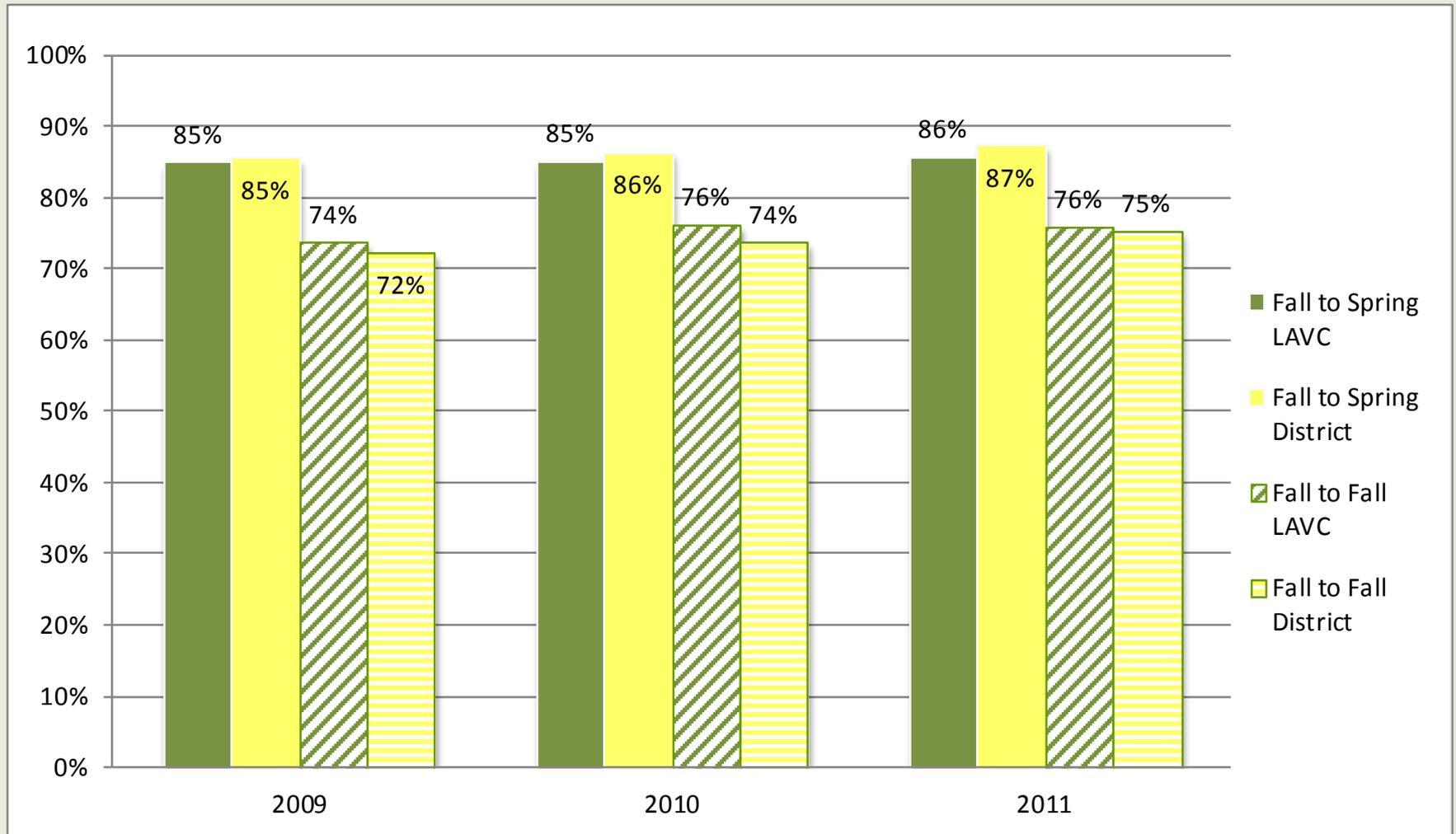
District Strategic Plan Data - Goal 1, Objective 2.1: Increase number of new students completing matriculation process by end of first semester



District Strategic Plan Data - **Goal 1, Objective 3.1:** Percentage of new students successfully completing at least one English and Math class in their first year



District Strategic Plan Data - Goal 1, Objective 3.2: Persistence

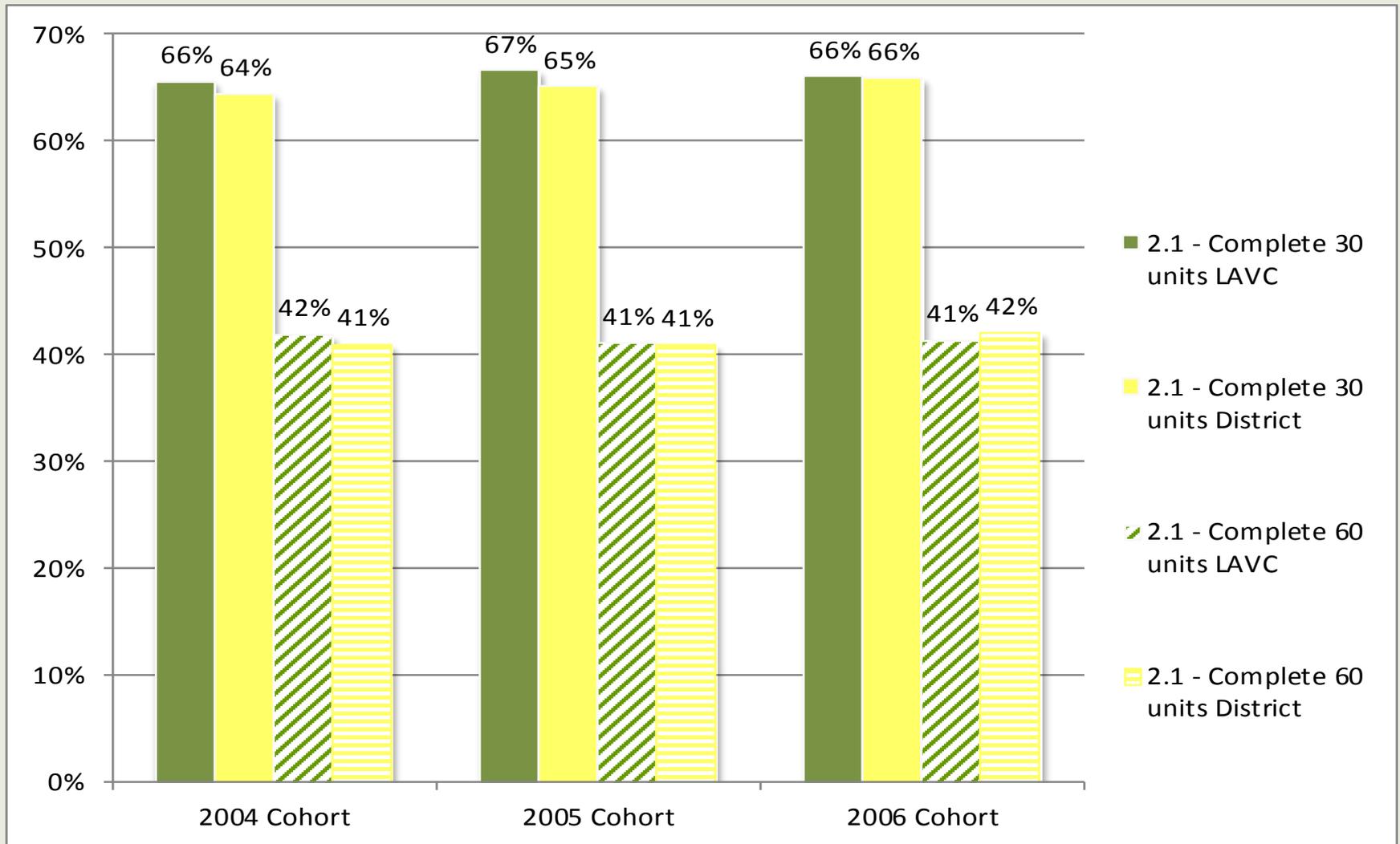


District Strategic Plan Data - Goal 2, Objective 1.1:

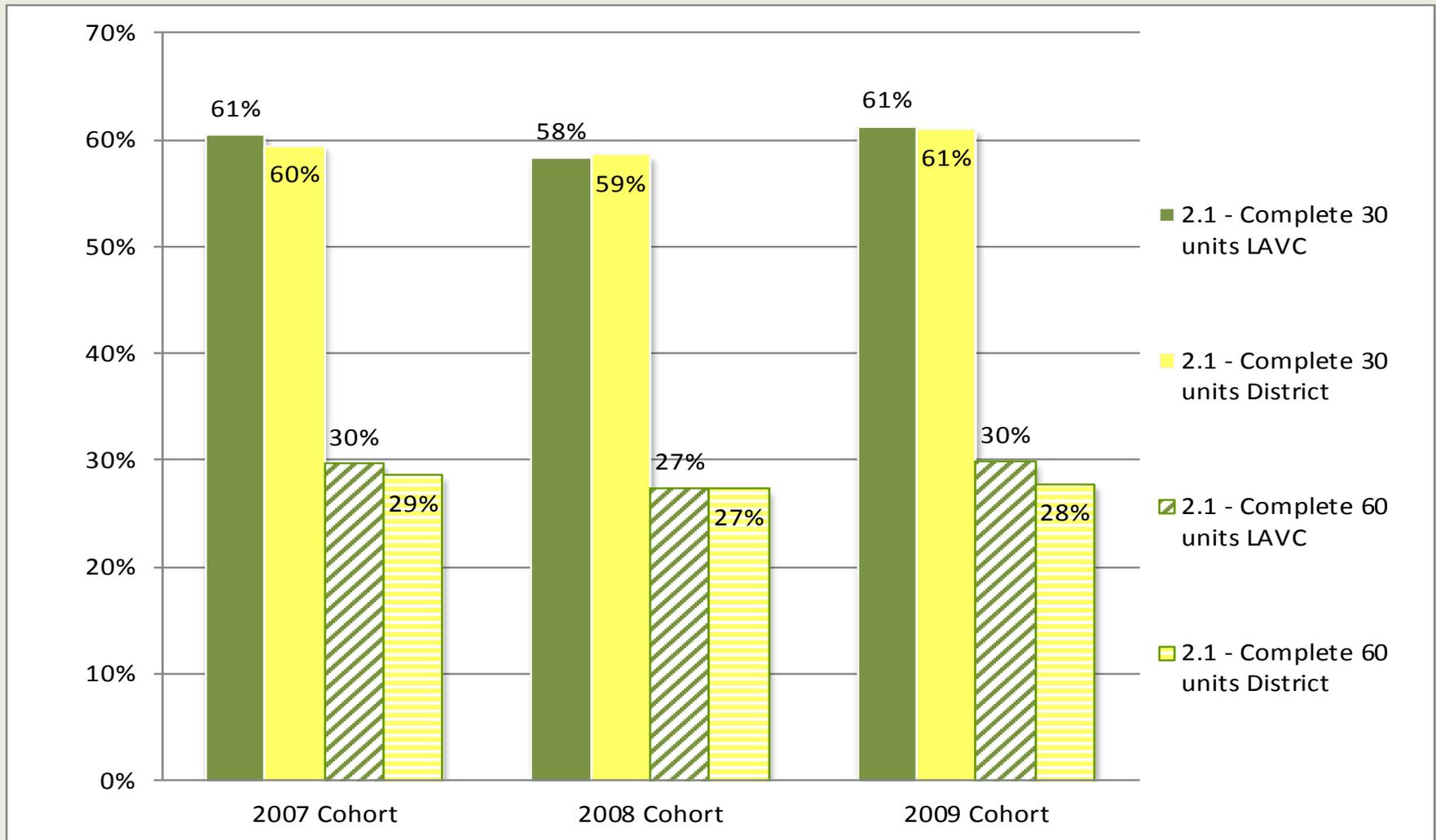
Measure of active learning/project learning; measure of student engagement in and out of class; measure of self-efficacy/self-directed learning

		LAVC	District
<p>At this college, how often do you do each of the following?</p> <ul style="list-style-type: none"> • Give a presentation or performance in class, • Work with other students in groups during class • Work with others outside of class to prepare class assignments 	Often or Sometimes	63.0%	63.1%
<p>During your attendance at this college, have you done any of the following?</p> <ul style="list-style-type: none"> • Participated in a community-based or service project as part of a class • Tutored or taught other students • Attended a college sporting event, theatre production or musical performance • Attended a college club meeting 	Yes	20.1%	19.7%
<p>How much have your experiences at this college both in and out of class helped/improved your ability to do the following?</p> <ul style="list-style-type: none"> • Learn effectively on your own • Understand yourself • Develop a personal code of values and ethics • Develop clearer career goals • Set educational goals and monitor your progress 	Very much or Quite a bit	64.0%	66.8%

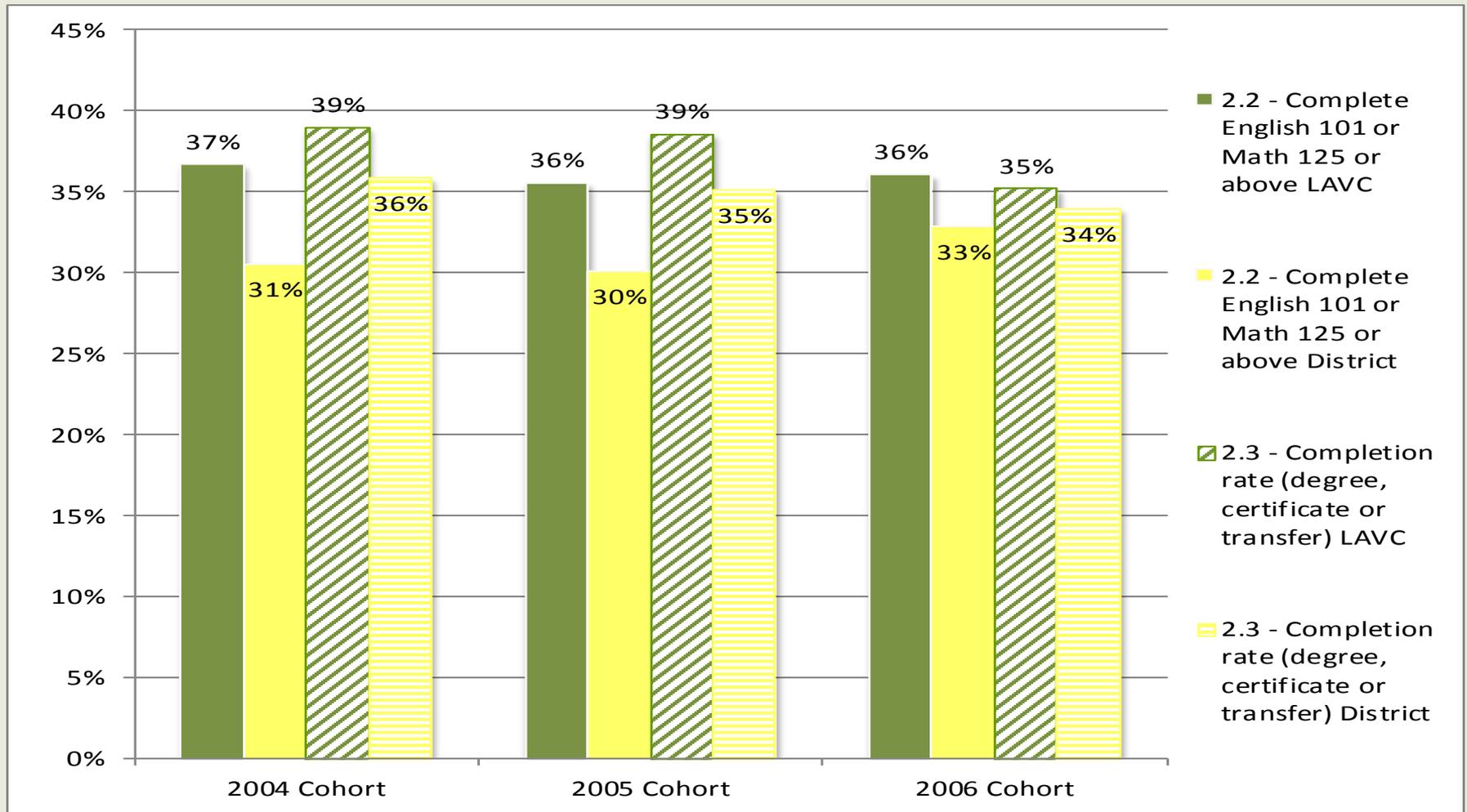
District Strategic Plan Data - Goal 2, Objective 2.1: Percentage of new student cohort completing milestones within 6 years



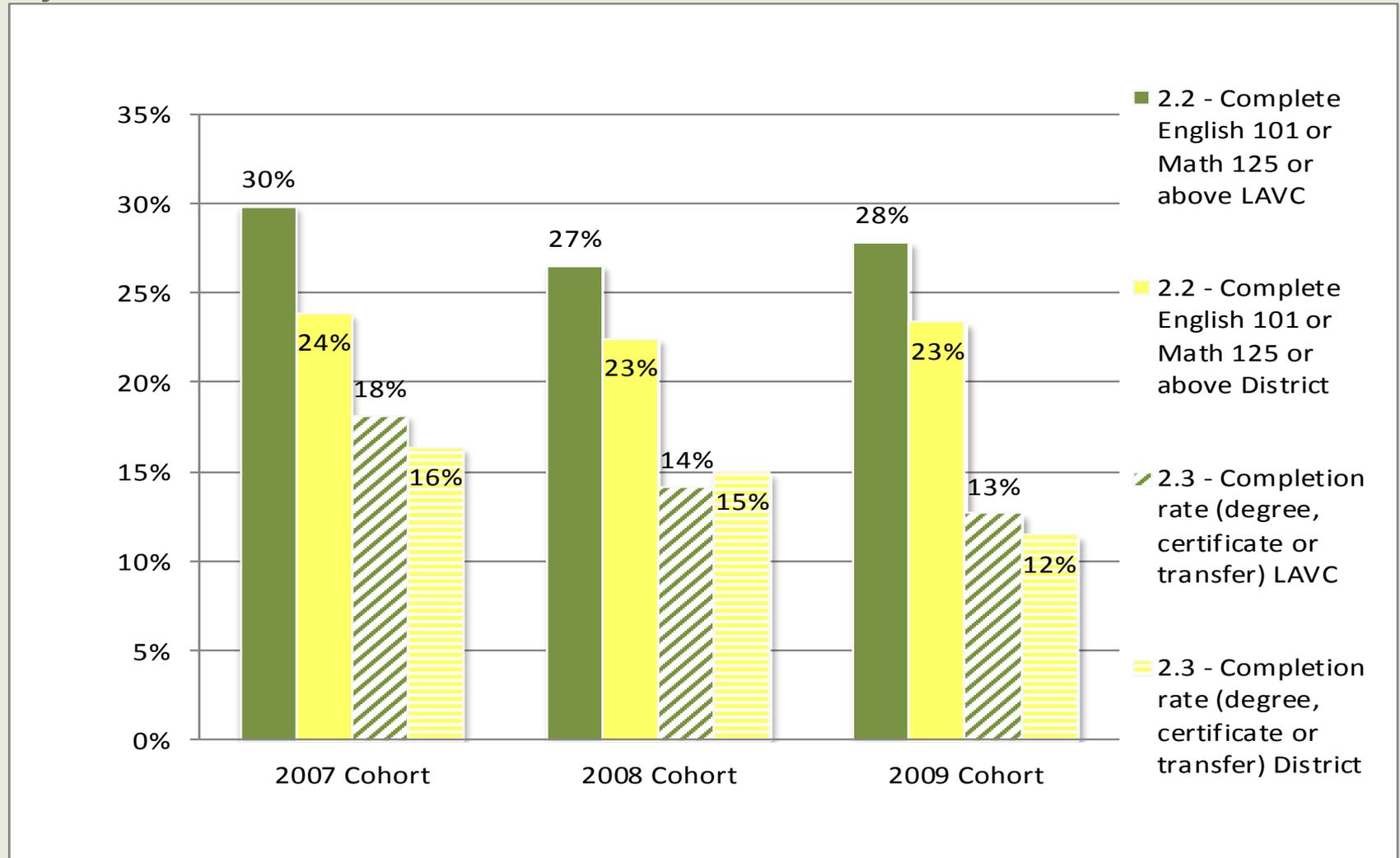
District Strategic Plan Data - Goal 2, Objectives 2.1: Percentage of new student cohort completing milestones within 3 years



District Strategic Plan Data - Goal 2, Objectives 2.2 & 2.3: Percentage of new student cohort completing milestones within 6 years



District Strategic Plan Data - Goal 2, Objective 2.2 & 2.3: Percentage of new student cohort completing milestones within 3 years



Strategic Plan Goal Alignment

LACCD

Access & Preparation for Success

Improve equitable access; help students attain important educational momentum points

Teaching & Learning for Success

Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.

LAVC

Increase student retention, persistence and success; Increase student access

Increase student retention, persistence & success; Increase student access; Enhance academic offerings to meet student and regional needs



Strategic Plan Goal Alignment

LACCD

Organizational Effectiveness

Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development

Resources & Collaboration

Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance, strengthen, and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

LAVC

Enhance institutional effectiveness

Enhance academic offerings to meet student and regional needs



Progress On SLOs

Guiding Principles

Maintain quality assessment through technical review

Increase capacity for sustainability

Use results for continuous improvement

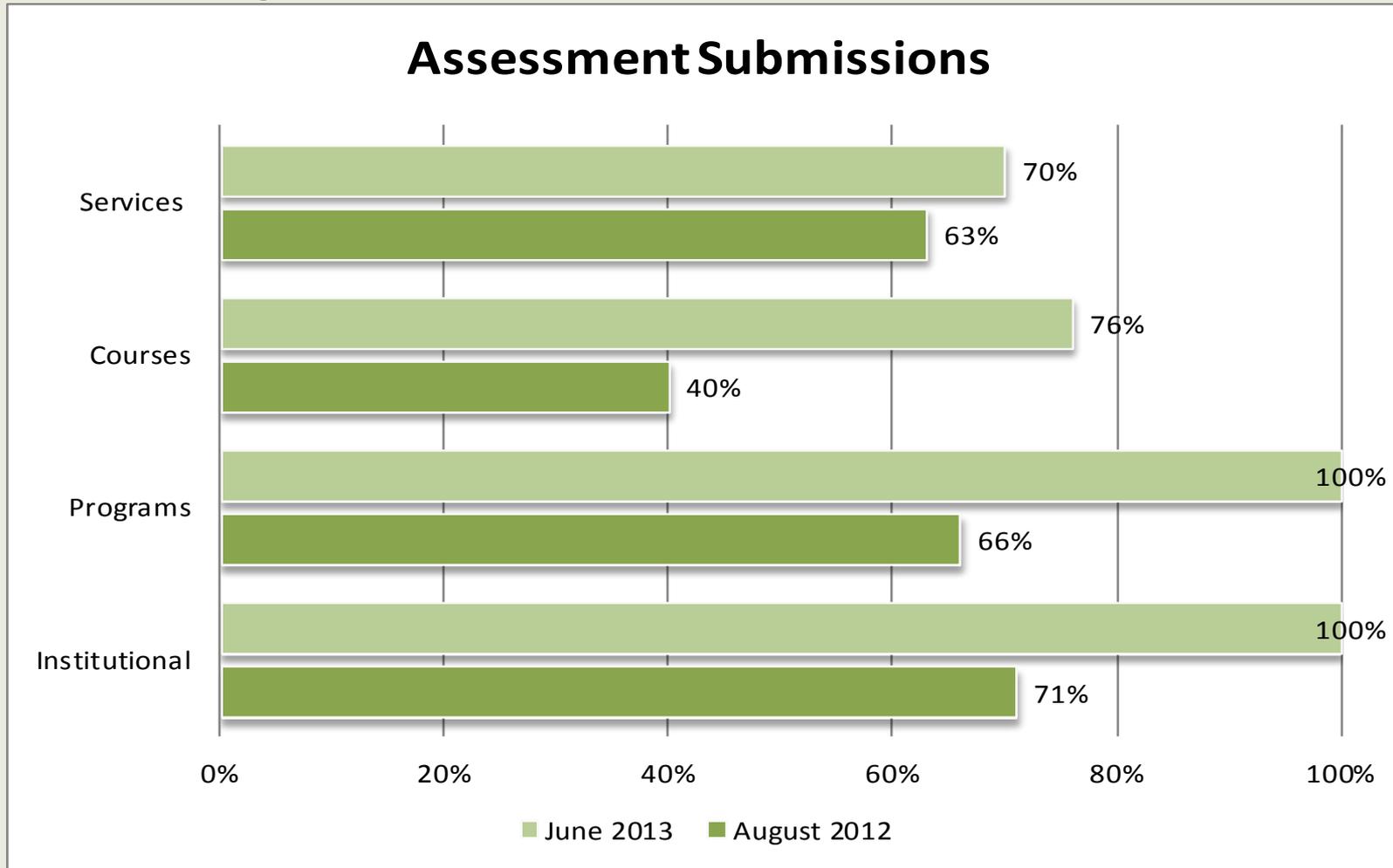
Document dialogue

Explicitly link to resource allocation

- Evaluation of current process
 - Revised Institutional Assessment Plan
 - Identified infrastructure & professional development needs
 - Increased involvement campus wide in review of submissions
 - Leadership transition & restructuring
- Institutional Policies
 - Fall 2013 (October) deadline
 - Policy for establishing & assessing new courses

Progress on SLOs

Goal 2, Objective 1.2



- All courses and programs have defined learning outcomes.

Accreditation Update

2013 Events/Reports

- Annual Report
- SLO Proficiency Report
- Special Fiscal Report
- Comprehensive Visit
- June Commission Meeting

ACCJC Action: Warning Status



Next Steps

- Prepare and submit a follow up report by March 2014 addressing all the issues in our comprehensive report.
- Undergo a visit in spring 2014. The team will verify the report and forward their recommendation to the Commission
- Remain accredited but our status is not “reaffirmed” until we fully meet the standards.
- Continue on a path of continually improving.

Accreditation 2013

ACCJC FINDINGS -- MARCH 14, 2013

- As was noted in the 2007 evaluation team report, in order to meet the standards the team recommends that the college incorporate evaluation, improvement and reevaluation of all its programs and services. Further it is recommended that the college provide learning and achievement data on students enrolled in all delivery formats, that the college fully evaluate indicators of effectiveness and make improvements based on the findings and that the college ensure systematic analysis of data to inform decisions.

- The team recommends that the college evaluate its institutional planning process, including hiring decisions, and ensure planning practices are integrated and aligned with resources.

SELF-EVALUATION ACTIONABLE IMPROVEMENT PLANS (AIP) AND NEXT STEPS FOR LAVC

- By Fall we must achieve 100 percent completion of the outcomes assessment cycle in all academic and service areas (Responsible parties: PEPC, area VPs, Academic Senate; expected completion: end of fall 2013) II.A.1.c.
- We are in the process of establishing an institutional standard for core library educational materials based on analysis of long-term needs and integrating it into the college resource allocation process (Responsible parties: Library Department, Academic Senate, VP Academic Affairs; expected completion: spring 2013) II.C.1.a.
- The Institutional Effectiveness Council (IEC) conducts an annual retreat and evaluation of our committee processes.
- The Program Effectiveness and Planning Committee has completed an evaluation of the 2012-2013 annual planning cycle.

Accreditation 2013

ACCJC FINDINGS -- MARCH 14, 2013	SELF-EVALUATION ACTIONABLE IMPROVEMENT PLANS (AIP) AND NEXT STEPS FOR LAVC
<ul style="list-style-type: none"> • In order to fully meet the standards, the college must assess and align student learning outcomes at the course, program and institutional levels and use the results to improve student learning and institutional effectiveness. 	<ul style="list-style-type: none"> • Within the next year we will achieve 100 percent completion of the outcomes assessment cycle in all academic and service areas (Responsible parties: PEPC, area VPs, Academic Senate; expected completion: end of fall 2013) II.A.1.c
<ul style="list-style-type: none"> • The team recommends that the college develop a formal definition of correspondence education and a process for determining the difference between correspondence education and distance education. 	<ul style="list-style-type: none"> • This task has been completed and will now be integrated into our evaluation processes.
<ul style="list-style-type: none"> • To fully meet the standard, the college should ensure all employee performance evaluations are conducted on a timely basis in accordance with the employee contracts. 	<ul style="list-style-type: none"> • This work is ongoing.
<ul style="list-style-type: none"> • To fully meet the standards, the college should ensure that records of complaints are routinely maintained as required by the policy on student and public complaints against institutions. 	<ul style="list-style-type: none"> • This work is ongoing and also includes the District Compliance Office.

Accreditation 2013

ACCJC FINDINGS -- MARCH 14, 2013

- To meet the standards, the team recommends that the college, in collaboration with the district, put measures in place to ensure the efficient control and implementation of the bond program and that the facilities master plan be integrated with institutional planning.
- To fully meet the standards, the college should discontinue its ongoing practice of deficit spending and develop a plan to ensure a balanced budget. The team recommends that the Los Angeles Valley College president effectively control budget and expenditures.
- The Team referred to the 2007 accreditation recommendations for linking planning to budgeting and resource allocation. This is a repeat finding that needs significant corrective action.

SELF-EVALUATION ACTIONABLE IMPROVEMENT PLANS (AIP) AND NEXT STEPS FOR LAVC

- The roles of the District and College with regard to the Bond are currently under review.
- In order to improve the linkage between budget and planning, the College will: Guide allocation decisions by prioritizing the objectives in the 2013-2019 Educational Master Plan (Responsible party: EPC, expected completion: fall 2013) I.B.3.
- We will fully implement a single-cycle comprehensive program review, which follows the new planning calendar (Responsible party: PEPC, expected completion: fall 2014)
- We are prepared to ensure that a budget prioritization process is fully developed, followed and widely communicated so the method used to make budgetary decisions is understood by all campus constituent groups (Responsible party: IEC, expected completion: spring 2013) III.D.1.d.

Accreditation 2013

ACCJC FINDINGS -- MARCH 14, 2013

- In order to meet the standards, the team recommends that the Chancellor and the Board put accountability measures into place to ensure the long term fiscal stability and financial integrity of the college.

SELF-EVALUATION ACTIONABLE IMPROVEMENT PLANS (AIP) AND NEXT STEPS FOR LAVC

- The College has long expressed concerns about our ongoing structural budget deficit. The actions proposed above will be addressed in conjunction with the District.





Achieving the Dream/PASS

<i>Initiative</i>	Progress to Date
<p>Welcome Fair <i>Prepare students and faculty/staff for the semester. Focus on “finding your way” and connecting to the campus community.</i></p>	<ul style="list-style-type: none"> • Welcome Fair events: <ul style="list-style-type: none"> • August 2012 (254 students), January 2013 (87 students), August 2013 • Very highly rated by students • Better retention (89% vs. 85%) • Better success (71% vs. 59%) • Better persistence to spring (73% vs. 52%)
<p>Tutoring <i>Provide additional tutoring and workshops with special emphasis on developmental courses and central student success skills (e.g., critical thinking, study skills)</i></p>	<ul style="list-style-type: none"> • Better success: Writing Center (82% vs. 71%); Math Lab (67% vs. 51%) • Better retention: Writing Center (96% vs. 87%); Math Lab (90% vs. 79%) • Almost all students used the learning strategies suggested by the tutors (100% Writing Center, 94% Math Lab)

Achieving the Dream/PASS

Initiative	Progress to Date
<p>Accelerated Math <i>Shorten math sequence. Math 110: Introduction to Algebraic Concepts (combines 105 (Arithmetic) & 112 (Pre-Algebra) and Math 115 (Elementary Algebra) and 125 (Intermediate Algebra) immersion</i></p>	<ul style="list-style-type: none">• Additional sections of Math 110 and the Math 115/125 combination were scheduled for fall 2012, spring 2013 and fall 2013• 24% of students on longer Math 105/112 pathway vs. 46% of those on accelerated (Math 110) path were ready to start Math 115 (spring 2013)
<p>Clear Pathways <i>The catalog and schedule of classes will be reorganized around the major pathways to a degree/certificate, making these paths clearer to students.</i></p>	<ul style="list-style-type: none">• Student success checklists developed for website• Analysis of FTEF allocations showed an under-allocation to certain GE areas (e.g., English, math and speech). Changes made in allocations to address the deficiencies.• Participating in the District PIP and has formed the workgroup to begin structuring the pathways



Achieving the Dream/PASS

Initiative	Progress to Date
<p>Global Cohort <i>Students will be registered into a math, English and student success course (PD1) based on placement results. The students will form an incoming cohort, but one that is global in nature focusing on success in a variety of ways.</i></p>	<ul style="list-style-type: none"> • Pilot of Global Cohort spring semester 2013 approximately 140 students • Data is currently being analyzed • Larger sample of approximately 600 students is being recruited for the fall 2013
Goals	Challenges and Next Steps
<ul style="list-style-type: none"> • Successfully complete remedial or developmental instruction and advance to credit-bearing courses • Enroll in and successfully complete the initial college-level or gatekeeper courses in subjects such as math and English • Complete courses with a grade of “C” or better • Persist from one term to the next • Earn a certificate or an associate degree 	<ul style="list-style-type: none"> • <i>Scaling up</i> • <i>Institutionalization</i> • <i>Lack of infrastructure</i> • <i>AtD requirements</i>

Newly Adopted Mission

Guiding EMP
Revision &
Institutional
Priorities

MISSION STATEMENT

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





THANK
YOU
