

LOS ANGELES VALLEY COLLEGE

Educational Master Plan 2020-2026

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LAVC Educational Master Plan 2020-2026

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 (LAVC) reflects the college's commitment to participatory 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 LAVC Educational Master Plan (EMP) is to provide a document that articulates the objectives and related activities that supports the college's goals within the larger context of achieving the highest levels of success in student learning. LAVC is committed to ensuring that all students have the opportunity to achieve the same level of success regardless of demographic factors that put some students at a disadvantage. Always keeping the needs of the college's students, faculty, staff, and community in mind, the college also is committed to supporting its community which often comprises of non-traditional students seeking training and preparation for careers in various industries.

LAVC 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.

MISSION STATEMENT

Los Angeles Valley College serves as our students' pathway to their success and career goals. We embrace the diversity of our community and strive to empower all members to be engaged, confident, and productive. Our comprehensive curriculum and support services enrich learning and inspire our students to achieve their personal goals, including completion of certificates, degrees, and transfer requirements. We are dedicated to providing continuing education, and enhancing personal development and quality of life.

CORE VALUES

Respect, Diversity, Openness, and Support

Los Angeles Valley College is a respectful and supportive community, open to all learners. We recognize diversity by offering extensive resources and pathways within a vibrant and evolving campus. Our focus on equity and inclusion will ensure our disproportionately impacted students are served.

Student Growth through Innovative Teaching and Learning

The college creates a learning-centered environment that offers a broad range of academic and career pathways and services in an atmosphere of academic freedom and collaboration responsive to students, faculty, staff, and community. The College proactively guides, helps

navigate, and supports students' growth to fulfill their educational goals through innovative teaching and learning.

Resourcefulness and Environmental Stewardship

The college strives to be effective stewards of our physical, technological, and financial resources to maximize institutional effectiveness. The college fosters sustainability and pride in our vibrant and evolving campus.

VISION STATEMENT

Los Angeles Valley College inspires, educates, and enriches our diverse community, developing critical and creative thinkers and lifelong learners.

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 statement and core values that more closely align with the current direction and requisites of the institution and its community.

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 **Student Equity and Achievement 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. The College has identified seven Career and Academic Pathways (CAPs), broad career-focused academic communities in which each certificate and degree is aligned:
 - Art, Media and Design
 - Business, Entrepreneurship and Law
 - Health and Public Service
 - Humanities and Communication
 - Manufacturing, Electronics and Construction
 - Social and Behavioral Sciences
 - Science, Technology, Engineering and Math
- 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 mission statement, updated core values, and vision statement. It also aligns with the exigencies of the Los Angeles Community College District (LACCD) 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, and other accreditation reports and self-assessments.

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 2019 enrollment of 226,125 undergraduate students and 58,941 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 post baccalaureate/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 2017-2018 academic year, California Community Colleges enrolled over 2.3 million students in credit and noncredit classes in 73 districts and 115 colleges and 78 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; Office of General Counsel; Student Services and Special Programs; Digital Innovation and Infrastructure, 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 associate’s 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 call 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.

Districts are required to adopt goals aligned with the *Vision for Success* and to align comprehensive plans and local budgets to those goals. The work to further the *Vision of Success* goals is currently being carried out through the Guided Pathways framework, which is premised on four pillars: creating clear curricular pathways to employment and further education; helping students choose and enter their pathway; helping students stay on their path; and ensuring that learning is happening with intentional outcomes. The Guided Pathways framework is also tied to other California policy issues such as the following:

1. Assembly Bill 705, developmental education reform, is aimed at ensuring students are not placed in remedial courses that may delay or deter their educational progress unless evidence suggests that they are highly unlikely to succeed in a college level course.
2. Assembly Bill 19, California Promise Program, authorizes colleges to waive enrollment fees for all first-time, full-time students who do not qualify for the California College Promise Grant who submit a Free Application for Federal Student Aid or California Dream Act application.
3. Senate Bills 1440 and 440, Student Transfer Achievement Reform Act, requires community colleges to develop associate degrees for transfer for transfer model curricula offered at their campus. Students who earn an associate degree for transfer would be guaranteed a spot in a California State University baccalaureate program.

This proposal builds on the Student Centered Funding Formula which aligns allocations with the *Vision for Success* goals. The new formula calculates general apportionments—discretionary funds available to community college districts to use pursuant to local priorities—using three calculations: (1) a base allocation, which largely reflects full-time equivalent enrollment at the district; (2) a supplemental allocation, which allocates funds based on the numbers of students who received a College Promise Grant, students who received a Pell grant, and AB 540 students; and (3) a student success allocation, which allocates funds on the basis of outcomes related to student success. Under this new model, noncredit enrollment and some other types of enrollment would be funded at current rates.

Outcomes measured include: the number of associate degrees for transfer (ADTs) awarded; the total number of associate degrees awarded; the number of baccalaureate degrees awarded; the number of credit certificates awarded; the number of students who completed transfer-level mathematics and English within their first academic year of enrollment; the number of students who transferred to four-year colleges or universities; the number of students who completed nine or more career education units; and the number of students who

attained a regional living wage. The new funding formula also provides “premiums” for the outcomes of College Promise Grant recipients and Pell Grant recipients.

LAVC has adopted the *Vision for Success* local targets for completion and transfer through 2021 and will revisit our progress towards those targets as part of the EMP implementation.

		Goals															Total Change	
		Change (Year 1-2)			Change (Year 2-3)			Change (Year 3-4)			Change (Year 4-5)			Change (Year 5-6)				
Applied Vision for Success Goals	2016-17	2017-18	Number Change	Percent Change (Year 1-5)	2018-19	Number Change	Percent Change (Year 1-5)	2019-20	Number Change	Percent Change (Year 1-5)	2020-21	Number Change	Percent Change (Year 1-5)	2021-22	Number Change	Percent Change (Year 1-5)		
Local Associates (All)	1310	1362	52	4%	1414	52	4%	1466	52	4%	1518	52	4%	1570	52	3%	260	20%
Local Certificates (CA)	1219	1268	49	4%	1317	49	4%	1366	49	4%	1415	49	4%	1464	49	3%	245	20%
UC & CSU Transfer - UC & CSU	884	946	62	7%	1008	62	7%	1070	62	6%	1132	62	6%	1194	62	5%	310	35%

EMP - Revisit goal progress in 2021

The *Vision for Success* encourages colleges to take steps to address students’ personal and life challenges in ways that support their in-class learning by offering wraparound supports to help the vulnerable, including specific high-need populations such as military veterans and former foster youth, whose responsibilities and life challenges can interfere with progress toward their end goals. The *Vision for Success* also calls for colleges to establish stronger links with county social service agencies to help eligible student access resources such as food assistance programs, health care, and mental health services.

Los Angeles Community College District Strategic Plan

The 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 2019 enrollment of 142,760 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 younger than 25 years of age. 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 LAVC 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 16,845 in Fall 2019 (CCCO DataMart).

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 LACCD 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, LAVC is guided by the strategic planning agenda adopted by the LACCD Board of Trustees. LAVC annually provides a report to the district, showing the correlation between its EMP to the goals and objectives articulated in the district's strategic plan.

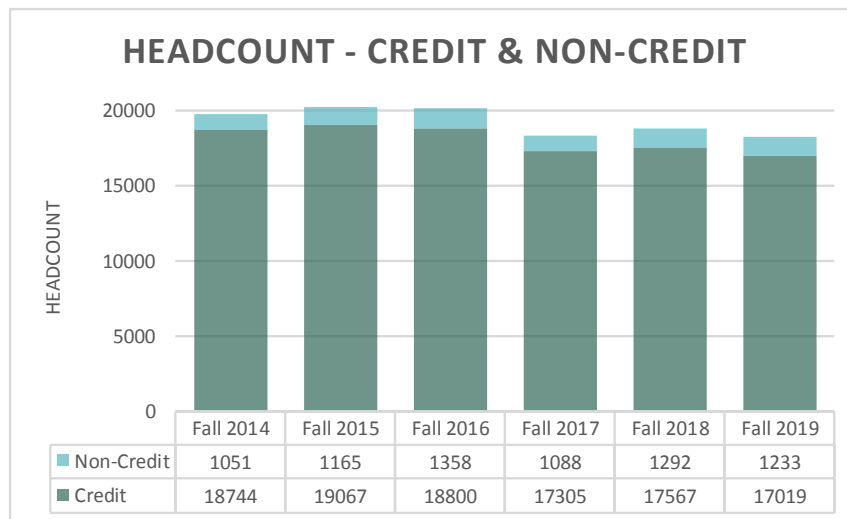
In 2017-2018, seventy-one percent of students were economically disadvantaged (n=19,077). Of those eligible students, 66% receive Pell grants. Comparable to the LACCD as whole, sixty-two percent of all students were retained from fall to spring at LAVC in 2018-2018 (excludes students who completed and award or transferred). Thirty percent of students completed transfer-level English within the first year and seven percent completed transfer-level math within the first academic year of credit enrollment within the district. Only 5% of all LAVC students completed transfer-level math and English in their first academic year. Fourteen percent of all students successfully completed 12 or more degree-applicable semester units in the fall term of 2017-2018 academic year compared with 12% for the district. Among students who complete at least 60 unit and earned an associate degree in 2017-2018, LAVC students earned an average of 94 units in the California community college systems. As a result, the college is aligned with the district in its commitment to increase persistence and completion over the next six years.

The goals, objectives, and activities established in the LAVC 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.

LAVC Student Profile

Headcount

In recent years, LAVC headcount peaked in Fall 2015 at over twenty thousand credit and non-credit students. About 93% of LAVC students are taking credit courses. However, credit headcount has declined in recent years.



Full-time/ Part-time

More than three-quarters of LAVC students attend part-time. Despite a slight increase between Fall 2014 and Fall 2017, only 23% of LAVC students attended full-time in Fall 2019. The percent of part-time students taking less than 6 units has increased from 34% in Fall 2014 to 40% in Fall 2019.

Term	Part-Time (Less than 6 Units)	Part-Time (Between 6 and 12 Units)	Full-Time (12 or More Units)
Fall 2014	34%	40%	25%
Fall 2015	34%	40%	26%
Fall 2016	36%	40%	25%
Fall 2017	36%	38%	26%
Fall 2018	39%	38%	24%
Fall 2019	40%	37%	23%

Age

Over the past six years, the largest age group of LAVC students have been between the ages of 20 to 24. However, the percentage of 20 to 24 years-old students dropped from 36% in 2014 to 28% in Fall 2019. The percentage under 20 grew in this same period, up from 24% in Fall 2014 to 29% in Fall 2019. About 26% percent of the Fall 2019 student population were between 25 and 39 years-old. The smallest age group are students over 40, whose proportion of the population has declined to 10% of the population in Fall 2019.

Term	Less than 20 years old	20-24 years old	25-39 years old	40 or more years old
Fall 2014	24%	36%	28%	12%
Fall 2015	23%	36%	29%	12%
Fall 2016	23%	34%	30%	13%
Fall 2017	25%	34%	30%	12%
Fall 2018	26%	32%	30%	12%
Fall 2019	29%	28%	26%	10%

Gender

The proportion of LAVC female student population has remained steady in recent years, with a slight increase from 56% in Fall 2014 to about 58% in Fall 2019.

Term	Female	Male
Fall 2014	56%	44%
Fall 2015	57%	43%
Fall 2016	57%	43%
Fall 2017	57%	43%
Fall 2018	58%	42%
Fall 2019	58%	42%

Ethnicity

LAVC serves an ethnically diverse student population. Over 40% of the credit student population is Hispanic/Latino. Just under a third of the student population are White. Asian students comprise about six percent of the student population, down from eight percent in recent years. Black or African American student were almost 5% of the student population in Fall 2019. LAVC serves smaller proportions of American Indian or Alaska Native (0.1%) and Native Hawaiian or Pacific Islander (0.2%). The percentage of students indicated two or more races has increased to almost 13% in Fall 2019.

Term	American Indian or Alaskan Native	Asian	Black or African American	Hispanic, Latino	Native Hawaiian or Pacific Islander	Two or More Races	Unreported or Unknown	White
Fall 2014	0.1%	7.8%	5.3%	42.2%	0.2%	10.7%	3.9%	29.8%
Fall 2015	0.2%	7.9%	5.3%	41.9%	0.2%	11.0%	3.9%	29.7%
Fall 2016	0.2%	8.0%	5.0%	41.6%	0.2%	10.8%	4.3%	29.8%
Fall 2017	0.2%	7.4%	4.4%	40.2%	0.2%	10.6%	8.6%	28.6%
Fall 2018	0.2%	6.5%	4.7%	40.7%	0.2%	13.1%	4.1%	30.5%
Fall 2019	0.1%	5.9%	4.8%	41.8%	0.2%	12.8%	4.6%	29.7%

Language

An increasing majority of LAVC students indicate English as their primary language. However, about 16% of students indicate a primary language other than English. Over six percent of students indicate Spanish as a primary language, a slight decline since Fall 2014. About four percent of students indicate Armenian as a primary language, down from almost eight percent in Fall 2014.

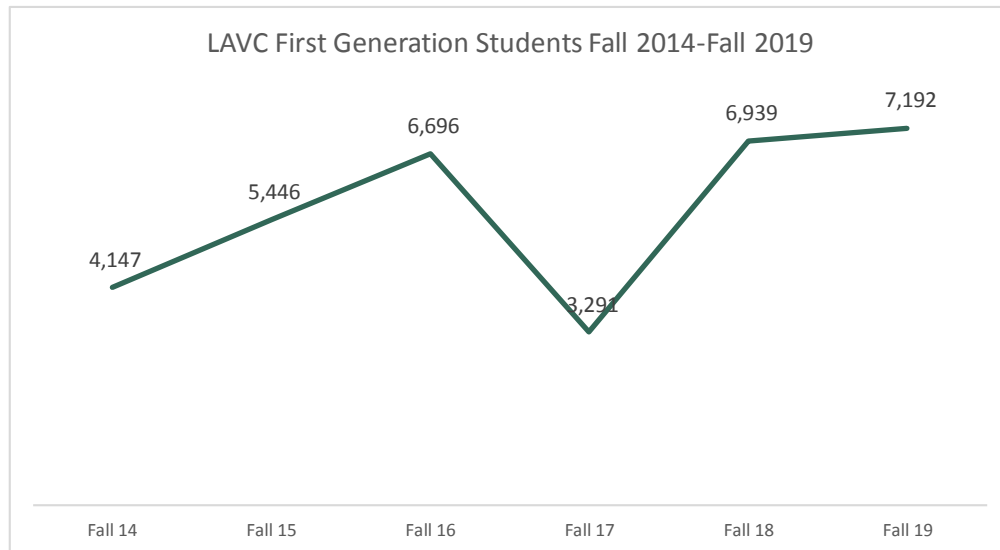
Language	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
English	78.4%	80.0%	80.7%	80.3%	80.3%	80.9%
Armenian	7.9%	7.2%	6.9%	6.4%	5.4%	4.0%
Spanish	7.0%	6.3%	6.0%	6.4%	6.4%	6.3%
Other	2.2%	2.3%	2.3%	2.1%	1.7%	1.2%
Russian	1.8%	1.7%	1.6%	1.7%	1.7%	1.6%
Farsi	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Some Other Language	1.4%	1.3%	1.3%	1.2%	1.4%	1.6%
Did Not Answer / Data Unavailable	0.1%	0.1%	0.1%	0.6%	1.9%	3.2%

Student Status

The proportion of first-time student in college population has increased slightly from 13.2% in Fall 2013 to 15.4% in Fall 2018. Concurrent high school student population has grown from 5.1% in Fall 2013 to 6.7% in Fall 2018. There has been a decline in the proportion of continuing student population in the most recent years. Continuing students were 64.4% of the student population in Fall 2018.

First Generation

The number of first-generation students has increased steadily over the last six years from 4,147 in Fall 2014 to 7,192 in Fall 2019 since LAVC has been gathering that information from students as they apply or visit the Admission and Records Office.



Source: CCCO DataMart. *Note: Fall 2017 error in reporting.

Non-Credit

About 5% of LAVC students were non-credit only in Fall 2014. That percentage has increased to seven percent in Fall 2019. The non-credit student population is older than the credit student population. Forty-one percent were over between the ages of 25 and 39 and an additional 46% were 40 or over in Fall 2018. The non-credit student population is over two-thirds female, 70% in Fall 2013 down to 68% in Fall 2018.

Majors

Table : Top Majors Fall 2014 to Fall 2019

	TOP Code	TOP Major Description	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2019 Percent
1	123010	Registered Nursing	1247	1479	1584	1747	2000	1980	11.0%
2	050500	Business Administration	282	214	212	658	1173	1400	7.7%
3	040100	Biology, General	423	498	600	750	930	1033	5.7%
4	130500	Child Development/Early Care and Education	828	878	900	878	1014	981	5.4%
5	200100	Psychology, General	610	707	788	851	929	970	5.4%
6	490110	Transfer Studies	768	802	613	883	1165	852	4.7%
7	493087	ESL Integrated	144	203	258	130	684	734	4.1%
8	490100	Liberal Arts and Sciences, General	393	368	358	557	596	698	3.9%
9	220800	Sociology	529	612	625	573	569	544	3.0%
10		Undecided	5684	5370	6004	3083	1261	530	2.9%
11	070710	Computer Programming	359	436	461	398	475	496	2.7%
12	210500	Administration of Justice	367	412	406	448	452	449	2.5%
13	127000	Kinesiology	180	285	346	312	394	449	2.5%
14	050200	Accounting	524	627	621	572	417	435	2.4%
15	090100	Engineering, General (requires Calculus) (Transfer	262	327	367	384	431	381	2.1%
16	150100	English	177	187	241	416	385	314	1.7%
17	490200	Biological and Physical Sciences (and Mathematics)	43	38	30	140	230	282	1.6%
18	150600	Speech Communication	208	250	272	294	297	274	1.5%
19	060420	Television (including combined TV/Film/Video)	71	96	113	158	212	245	1.4%
20	050600	Business Management	505	633	740	547	363	241	1.3%
21	100400	Music	218	219	223	251	268	240	1.3%
22	170100	Mathematics, General	107	123	143	183	246	233	1.3%
23	100200	Art	94	79	74	125	195	224	1.2%
24	220700	Political Science	114	137	172	197	193	202	1.1%
25	490120	Liberal Studies	123	157	151	165	184	184	1.0%
26	061220	Film Production	117	132	114	145	173	182	1.0%
27	213300	Fire Technology	117	128	154	174	168	173	1.0%
28	101300	Commercial Art	71	104	120	153	146	173	1.0%
29	051400	Office Technology/Office Computer Applications	140	154	151	139	133	135	0.7%
30	121000	Respiratory Care/Therapy	170	178	169	170	159	129	0.7%
31	050400	Banking and Finance	124	144	164	153	193	129	0.7%
32	051100	Real Estate	68	87	105	111	139	128	0.7%
33	100700	Dramatic Arts	111	134	142	131	127	121	0.7%
34	220500	History	83	86	101	102	101	103	0.6%
35	126000	Health Professions, Transfer Core Curriculum	120	80	70	71	90	99	0.5%
36	493012	Job Seeking/Changing Skills	40	53	59	26	15	94	0.5%
37	050900	Marketing and Distribution	147	167	161	132	127	93	0.5%
38	100210	Painting and Drawing	52	88	99	86	90	90	0.5%
39	190200	Physics, General	44	54	51	66	81	90	0.5%
40	190500	Chemistry, General	59	75	95	91	96	88	0.5%
41	095600	Manufacturing and Industrial Technology	126	177	171	127	105	86	0.5%
42	220400	Economics	176	156	144	120	89	84	0.5%
43	060200	Journalism	75	89	91	91	97	84	0.5%
44	110500	Spanish	52	52	56	64	85	82	0.5%

Undecided majors dropped markedly, from about 28.7% in Fall 2014 to 2.9% in Fall 2019 due to due to the statewide matriculation regulation and local efforts through the Student Support and Success Programs. While trends in students declaring majors have improved, about 18% of enrolled students indicate a non-LAVC major. Of the students who declared majors, 42% were not informed by an educational plan. Registered Nursing had the largest number of students declaring the major over the six-year period. Eleven percent (1,980) of students in Fall 2019 indicated Nursing as their major. This was followed by Business Administration (7.7%) and Child Development (5.7%).

Student Outcomes Success & Retention

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Success	68%	67%	68%	70%	69%	70%
Retention	85%	83%	85%	87%	87%	87%

The course success rates have increased from 68% since Fall 2014 to 70% in Fall 2019. The course retention rate has increased from 85% to 87% in Fall 2019.

Persistence

Initial Cohort	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fall 2013	3387		1604	47%	1064	31%	718	21%	465	14%	332	10%	215	6%
Fall 2014			3134		1475	47%	945	30%	615	20%	414	13%	279	9%
Fall 2015					3713		1694	46%	1034	28%	674	18%	448	12%
Fall 2016							3701		1661	45%	1087	29%	655	18%
Fall 2017									2395		1363	57%	804	34%
Fall 2018											2705		1503	56%
Fall 2019													2501	

Fall to fall persistence among new incoming students declined for the Fall 2015 and 2016 cohorts. Fall 2017 and Fall 2018 cohorts showed an increase. *Note: changes in the student information system and coding of student status in Fall 2017 may attribute to the large increase.*

	Gender		Major	
	Female	Male	Major Declared	No Major
Fall 2013	47%	47%	44%	49%
Fall 2014	50%	44%	42%	50%
Fall 2015	45%	47%	49%	42%
Fall 2016	47%	44%	49%	38%
Fall 2017	57%	55%	59%	35%
Fall 2018	58%	53%	56%	25%

Female students have higher persistence than male students. Their persistence has also increased in each cohort since Fall 2015 to a high of 58% in the Fall 2018 cohort. Students with declared majors have also shown higher percentages of persistence in each cohort since Fall 2015. Students in the Fall 2018 cohort persisted at 56% compared to 25% for students with no major.

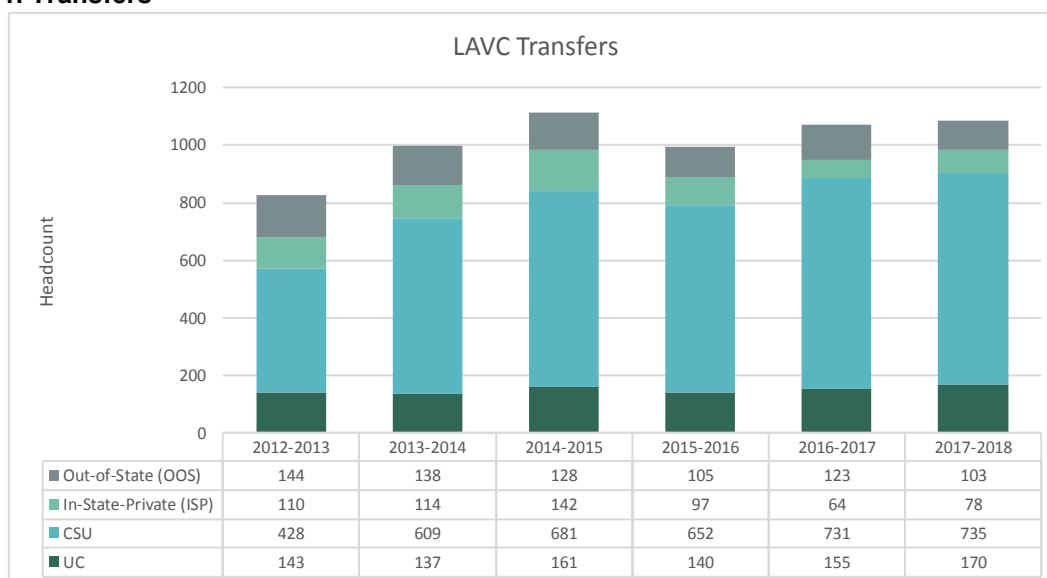
Completion – Awards

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
AA	604	649	663	755	721	760
AS	149	155	171	175	160	161
AT	42	76	199	274	326	364
ST	9	20	60	106	196	255
C	892	840	1331	1219	1261	1241
CS				86	86	81
CN				640	372	590

Total credit awards (Associate and certificates) have increased almost 70% between 2013-2014 and 2018-2019. Associate awards have increased about 90% since 2013-2014.

Transfer

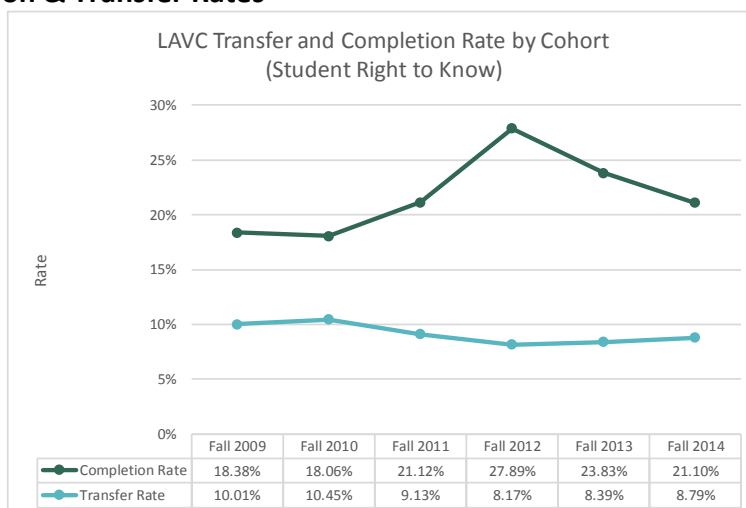
Figure 1. Transfers



Sources: CSU data - <http://asd.calstate.edu/ccct/2017-2018/SummaryYear.asp> ; UC data - <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>; ISP, OOS data - https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

Transfers to CSU and UC schools have increased over the past six years with the highest number in the most recent 2016-17 year. Transfers to Out-of-State schools have remained stable, between 105-144 students per year during the last six years. Transfers to In-State-Private schools are the smallest portion and experienced its lowest transfer total of 65 students in 2016-17. The majority of LAVC transfers are to California State University Northridge followed by University of California Los Angeles and California State Los Angeles. Over this six-year timeframe, LAVC student have transferred to all twenty-three CSU campuses and eight of nine UC campuses.

Figure . Completion & Transfer Rates



Source: <http://srtk.cccco.edu/index.asp>

The three-year completion rate for LAVC 2014 cohort of certificate-, degree-, and transfer-seeking first-time, full-time students was 21.10%. The transfer rate for that cohort is 8.79% (SRTK). Transfer rates have declined since the high of 10.45% in the Fall 2010 cohort. The transfer rate hit a low of 8.17% in Fall 2012. Completion rates have declined since the high of 27.89% in the Fall 2012 cohort. ¹

Community Profile

Table 2. Top 25 Communities of LAVC Students Fall 2019

City	Headcount	Percent	City (cont.)	Headcount2	Percent2
North Hollywood	3,461	19.0%	Glendale	324	1.8%
Van Nuys	3,295	18.1%	Granada Hills	291	1.6%
Panorama City	1,172	6.4%	Sylmar	268	1.5%
Los Angeles	990	5.4%	Studio City	252	1.4%
Sherman Oaks	864	4.7%	Encino	202	1.1%
Burbank	852	4.7%	Canoga Park	201	1.1%
Sun Valley	805	4.4%	Woodland Hills	155	0.8%
Arleta	554	3.0%	Valley Glen	139	0.8%
North Hills	550	3.0%	Mission Hills	139	0.8%
Valley Village	445	2.4%	San Fernando	137	0.8%
Pacoima	387	2.1%	Winnetka	134	0.7%
Reseda	374	2.0%	Lake Balboa	66	0.4%
Northridge	336	1.8%	Other	1859	10.2%

Sources: PS_Personal_Data & PS_STDNT_ENRL

The majority of LAVC students come from within a 15-mile service area surrounding the campus. More than a third come from North Hollywood or Van Nuys, the two areas adjacent to the campus.

¹ Beginning in a fall semester, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. A Completer is a student who attained a certificate or degree or became 'transfer prepared' during that three-year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer prepared' during a five-semester period are transfer students.

Table 3. Income by Community

Community	Total Households	Median Household Income in dollars	Mean Household Income in dollars
Calabasas	8,904	114,143	173,963
Agoura Hills	7,338	116,652	150,994
Canoga Park	24,869	52,339	70,712
Tarzana	34,957	61,547	97,350
Encino	47,166	79,956	115,565
Reseda	23,203	54,256	63,677
Van Nuys	58,640	46,981	65,956
Sherman Oaks	49,849	62,162	93,150
Studio City	22,485	79,080	111,352
North Hollywood	55,321	65,413	51,177
Burbank	43,531	62,662	84,706
Glendale	80,152	62,817	92,760
La Cañada	6,989	145,404	229,403
Sunland - Sun Valley Area	35,030	54,240	65,071
Panorama City - Arleta	40,970	45,764	51,819
Sylmar - San Fernando	31,919	57,593	66,082
Granada Hills- Mission Hills	22,011	70,434	90,950
Chatsworth - Northridge	63,799	103,661	77,612
San Fernando Valley CCD Tracts	622,465	64,059	93,302
Los Angeles City	1,364,227	54,501	86,758
Los Angeles County	3,295,198	61,015	89,855
California	12,888,128	67,169	96,104
United States	118,825,921	57,652	81,283

Source: [Census Bureau's American Community Survey \(2017\)](#)

The LAVC service area is filled with a mix of average and low-income communities, though the majority of students come from neighborhoods with median household incomes that are often lower than the San Fernando Valley and LA County averages. The top three communities are below the California state median income of \$67,169.

Figure . Immigration Trends Top 10 LAVC Zip Codes

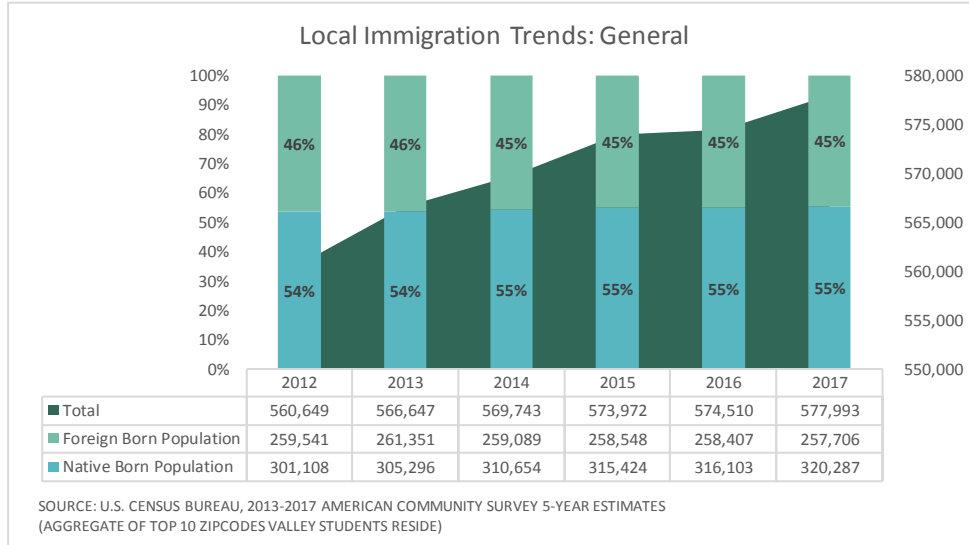
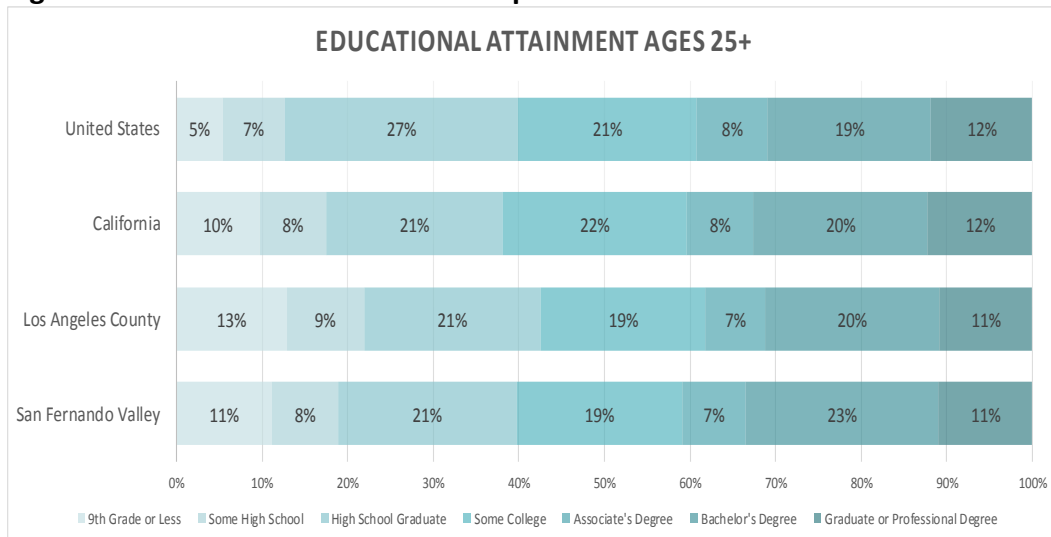


Figure . Educational Attainment Comparisons



Source: US Census Bureau, American Community Survey (2017), Mulholland Institute

In the college service area of the San Fernando Valley, 60% of the population age 25 and above have an educational attainment of some college or above. Forty-one percent have obtained an Associate’s degree or higher. This is comparable to the United States as a whole (60% and 39% respectively), but slightly higher than LA County (58% and 38 respectively). For 7.4% of the population in the San Fernando Valley, an Associate’s Degree is the highest level of educational attainment.

Feeder High Schools

Table . High School Graduates Attending LAVC, Fall 2014-2019

School	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
North Hollywood Senior High	111	101	110	83	97	119
Van Nuys Senior High	106	88	100	105	120	92
Panorama High	76	46	63	61	97	33
John H. Francis Polytechnic	69	53	57	76	70	73
Ulysses S. Grant Senior High	65	63	84	140	133	152
Birmingham Community Charter High	54	45	79	59	73	46
Robert Fulton College Preparatory	51	41	4	6	6	6
Burbank High	49	42	53	45	41	41
Burroughs High	48	41	33	34	49	58
James Monroe High	31	39	53	46	43	43
Granada Hills Charter High	30	18	33	19	21	23
East Valley Senior High	30	19	21	41	34	29
Arleta High	26	25	29	33	34	17
Sun Valley High School	24	9	9	3	4	10
CHAMPS - Charter HS of Arts	21	15	1	1	2	3
Cleveland High School	17	24	27	29	20	21
William Howard Taft Hs	16	15	13	13	14	15
Reseda High School	16	17	25	12	18	12
Northridge Academy High School	13	8	4		7	6
North Valley Occupational Ctr	12	5	7	5	1	1
El Camino Real Charter High Sc	10	13	8	11	18	15
Cal Burke High School	10	9		1	1	2
John F Kennedy High School	9	12	15	22	25	25
Notre Dame High School	9	6	1	3	1	7
Verdugo Hills High School	9	11	9	14	12	11
Sherman Oaks Ctr Enrched Stds	9	21	14	27	29	31

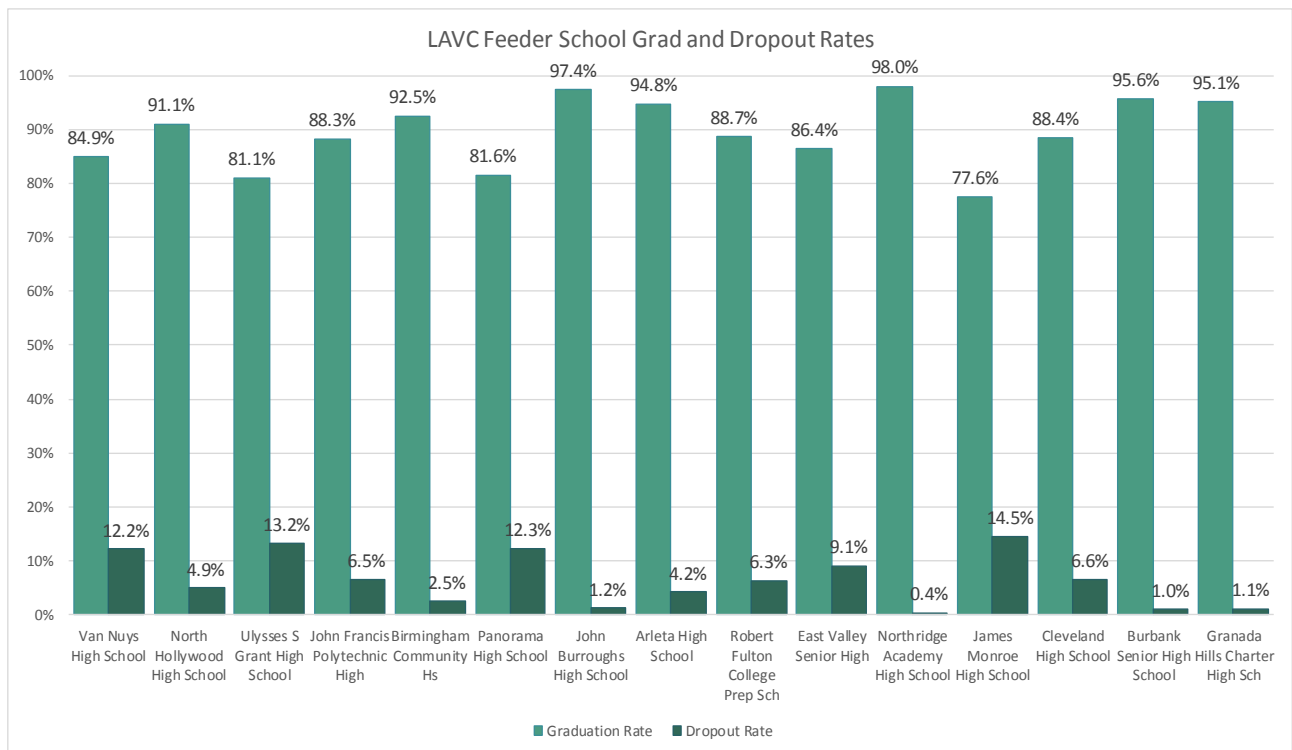
Source: <https://dq.cde.ca.gov/dataquest/>;

Note: Students were defined as having graduated and enrolled at LAVC in Fall in that calendar year.

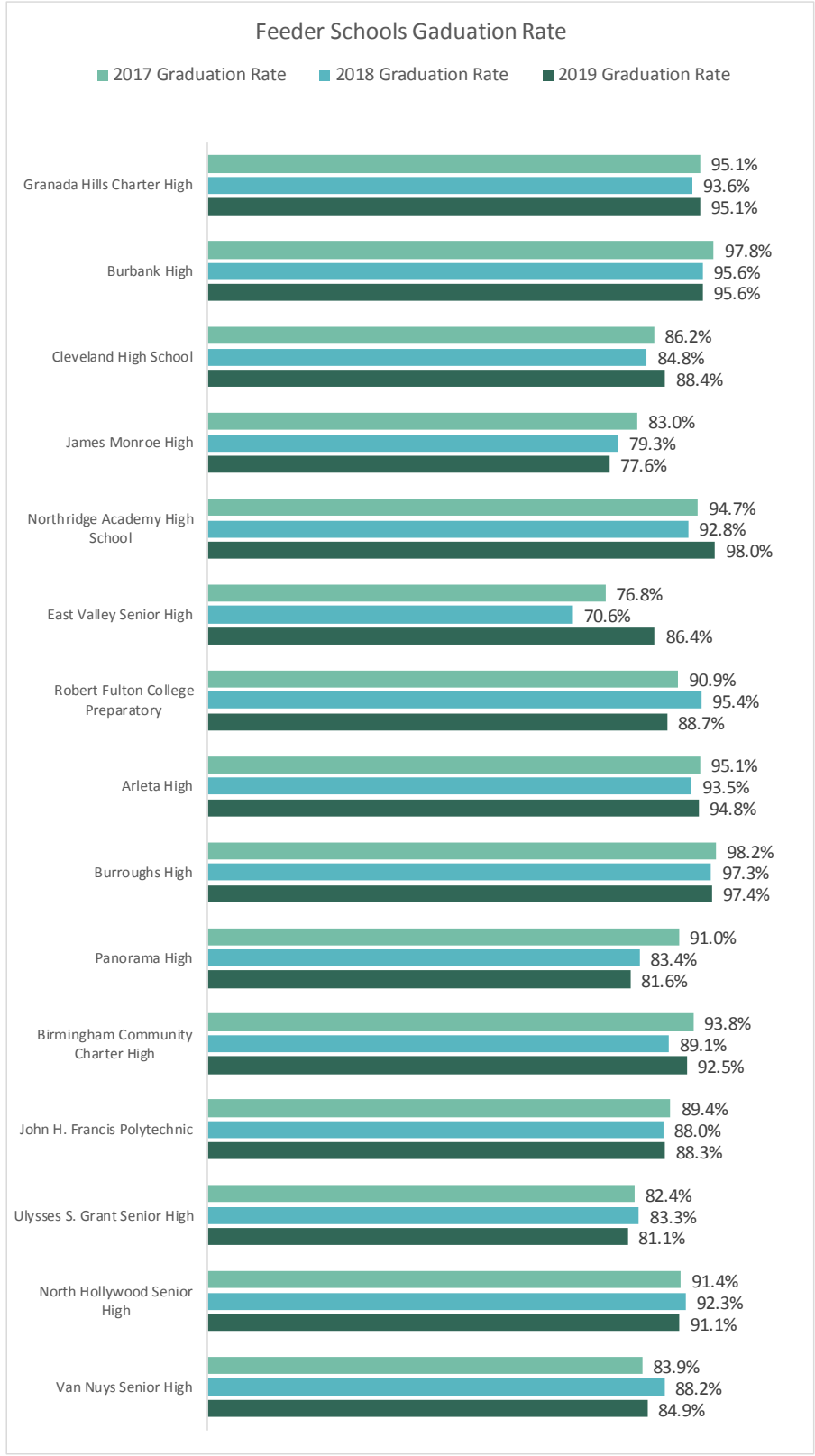
From Fall 2013 to Fall 2015, the majority LAVC students came from Grant High School. From Fall 2016 to Fall 2018, the majority of students came from North Hollywood High School. Polytechnic High School enrollment has been mostly steady for the past five fall terms. Van Nuys High School was the second highest feeder school in Fall 2018; however, their numbers have fluctuated over the years.

Table 5. Top 15 Feeder Schools and Graduation Rate

	School	2019 Graduates attending Fall 2019	2019 Graduation Rate	2018 Graduates attending Fall 2018	2018 Graduation Rate	2017 Graduates attending Fall 2017	2017 Graduation Rate
1	Van Nuys Senior High	126	84.9%	106	88.2%	88	83.9%
2	North Hollywood Senior High	107	91.1%	111	92.3%	101	91.4%
3	Ulysses S. Grant Senior High	106	81.1%	65	83.3%	63	82.4%
4	John H. Francis Polytechnic	68	88.3%	69	88.0%	53	89.4%
5	Birmingham Community Charter High	59	92.5%	54	89.1%	45	93.8%
6	Panorama High	44	81.6%	76	83.4%	46	91.0%
7	Burroughs High	43	97.4%	48	97.3%	41	98.2%
8	Arleta High	38	94.8%	26	93.5%	22	95.1%
9	Robert Fulton College Preparatory	37	88.7%	51	95.4%	41	90.9%
10	East Valley Senior High	32	86.4%	30	70.6%	19	76.8%
11	Northridge Academy High School	28	98.0%	13	92.8%	8	94.7%
12	James Monroe High	25	77.6%	31	79.3%	39	83.0%
13	Cleveland High School	22	88.4%	17	84.8%	24	86.2%
14	Burbank High	22	95.6%	49	95.6%	42	97.8%
15	Granada Hills Charter High	21	95.1%	30	93.6%	18	95.1%
	Average		89.4%		88.5%		90.0%



The LAVC top 15 feeder school’s average graduation rate is higher (89.4%) than LAUSD (81.5%), and LA County (81.8%). The dropout rate is also lower (6.4%) for the top feeder schools than LAUSD (11.3%) and LA County (9.8%). However, Van Nuys High School, Grant High School, Panorama High School, and James Monroe High School have dropout rates above the district and county rates.

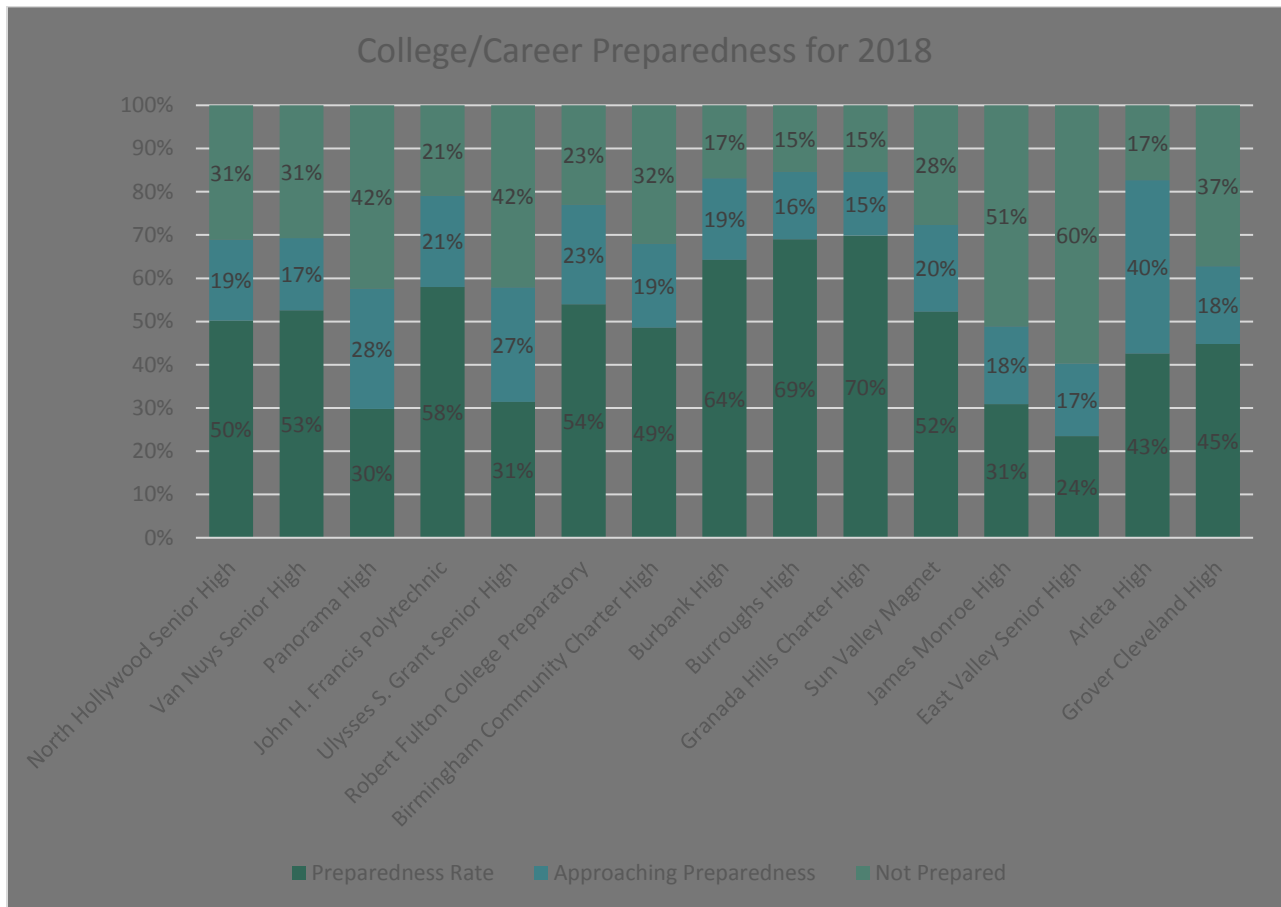


Source: Peoplesoft, California Department of Education, Dataquest, <https://dq.cde.ca.gov/dataquest/>

There was a slight decrease in graduation rates among the LAVC top 15 feeder schools. Three of the top five LAVC top 15 feeder schools had higher graduation rates between 2017 and 2018, including North Hollywood and Van Nuys High School which were the top two feeder schools.

Table 6. Feeder School College Preparedness 2019

	School	Count of Recent Grads Attending LAVC	Preparedness Rate	Approaching Preparedness	Not Prepared	Preparedness Increase/ Decrease from 2018
	LA Unified District		37.7%	21.3%	41.1%	-0.5%
1	Van Nuys High School	126	51.4%	17.3%	31.3%	-1.3%
2	North Hollywood High School	107	45.2%	22.4%	32.4%	-5.0%
3	Ulysses S Grant High School	106	40.9%	20.7%	38.4%	9.0%
4	John Francis Polytechnic High	68	54.2%	20.8%	25.0%	-3.7%
5	Birmingham Community HS	59	52.1%	18.6%	29.3%	3.4%
6	Panorama High School	44	28.2%	27.8%	44.0%	-1.7%
7	John Burroughs High School	43	77.1%	12.5%	10.4%	8.1%
8	Arleta High School	38	44.3%	42.7%	13.1%	1.5%
9	Robert Fulton College Prep School	37	40.9%	23.9%	35.2%	-13.1%
10	East Valley Senior High	32	16.7%	40.2%	43.2%	-6.9%
11	Northridge Academy High School	28	48.8%	21.6%	29.6%	2.6%
12	James Monroe High School	25	31.8%	21.6%	46.5%	1.0%
13	Cleveland High School	22	44.2%	17.3%	38.5%	-0.8%
14	Burbank Senior High School	22	72.1%	13.9%	14.0%	7.8%
15	Granada Hills Charter High School	21	71.5%	13.2%	15.4%	1.5%
	Average		48.0%	22.3%	29.8%	0.2%



Source: <https://dq.cde.ca.gov/dataquest/>, <https://www.caschooldashboard.org/>

The top 15 feeder schools College/Career Preparedness average is higher than LAUSD. However, an average almost one-third of students in these schools are Not Prepared. The two Burbank Unified High Schools scored above average (74.6%) in College/Career Preparedness rates compared to the other feeders (43.9%) increased their rates in 2019.

Table 7. California School Dashboard ²

School	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English/Language Arts	Mathematics
California	Yellow	Yellow	Yellow	Yellow	Orange	Orange
LA County	Red	Red	Red	Orange	Yellow	Orange
LA Unified District	Orange	Blue	Green	Yellow	Yellow	Yellow
North Hollywood Senior High	None	Blue	Green	Yellow	Green	Yellow
Van Nuys Senior High	None	Blue	Green	Green	Green	Yellow
John H. Francis Polytechnic	None	Blue	Yellow	Green	Orange	Orange
Birmingham Community Charter High	None	Yellow	Orange	Orange	Blue	Yellow

² Performance rating ranges from Red at the lowest to Blue at the highest in the following order: Red, Orange, Yellow, Green, Blue.

Ulysses S. Grant Senior High	None	Blue	Yellow	Orange	Green	Green
Burbank High	None	Orange	Blue	Blue	Green	Yellow
Burroughs High	None	Orange	Blue	Green	Green	Green
Robert Fulton College Preparatory	Yellow	Green	Blue	Green	Red	Red
James Monroe High	None	Blue	Orange	Orange	Yellow	Yellow
Grover Cleveland High	None	Green	Orange	Orange	Yellow	Yellow
Granada Hills Charter High	None	Blue	Green	Yellow	Green	Green
Panorama High	None	Blue	Yellow	Red	Red	Red
Sherman Oaks Center For Enriched Studies	Yellow	Blue	Blue	Blue	Blue	Green
San Fernando Senior High	None	Green	Green	Orange	Orange	Orange
Taft Charter High	None	Green	Orange	Yellow	Yellow	Orange

Source: [California School Dashboard](#)

Chronic absenteeism and suspension weren't a problem for most LAVC feeder schools, though it is problematic for LA County. However, Robert F Kennedy and Panorama High have the lowest API scores from 2012, also have the lowest performance on English and math indicators.³

³ Appendix/ Note: Schools are listed in descending order of the number of recent graduates from their school attending LAVC; Chronic Absenteeism - Students are considered chronically absent if they are absent at least 10% of the instructional days that they were enrolled to attend in a school; Suspension- Includes students that are suspended at least once; Graduation Rate - Based on the number of students who graduate with a regular high school diploma within four years; College/Career - Based on the number of students in a high school graduation cohort who are prepared for college or a career using the following measures (Career Technical Education Pathway Completion, Advance Placement Exams, International Baccalaureate Exams, College Credit Course, A-G Completion, Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics, State Seal of Biliteracy, and Military Science/Leadership); English/Language Arts & Mathematics - Based on performance on the Smarter Balanced Summative Assessments for English Language and Mathematics.

Employment

Table 8. Resident Employment County of Los Angeles

SOC	Occupational Group	Employment	Share of Total (%)
00-0000	All Occupations	6,118,830	
43-0000	Office and Administrative Support Occupations	943,620	15.4%
41-0000	Sales and Related Occupations	593,140	9.7%
35-0000	Food Preparation and Serving Related Occupations	580,800	9.5%
53-0000	Transportation and Material Moving Occupations	423,190	6.9%
39-0000	Personal Care and Service Occupations	385,800	6.3%
13-0000	Business and Financial Operations Occupations	383,290	6.3%
11-0000	Management Occupations	360,040	5.9%
25-0000	Education, Training, and Library Occupations	342,680	5.6%
51-0000	Production Occupations	337,830	5.5%
29-0000	Healthcare Practitioners and Technical Occupations	296,230	4.8%
47-0000	Construction and Extraction Occupations	195,110	3.2%
49-0000	Installation, Maintenance, and Repair Occupations	173,850	2.8%
15-0000	Computer and Mathematical Occupations	171,700	2.8%
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	165,740	2.7%
37-0000	Building and Grounds Cleaning and Maintenance Occupations	161,260	2.6%
33-0000	Protective Service Occupations	142,470	2.3%
31-0000	Healthcare Support Occupations	135,170	2.2%
17-0000	Architecture and Engineering Occupations	107,920	1.8%
21-0000	Community and Social Service Occupations	106,940	1.7%
23-0000	Legal Occupations	60,170	1.0%
19-0000	Life, Physical, and Social Science Occupations	46,870	0.8%
45-0000	Farming, Fishing, and Forestry Occupations	5,000	0.1%

Source: <https://www.bls.gov/oes/tables.htm> (May 2018)

The table above shows resident employment for Los Angeles-Long Beach-Anaheim, CA Metropolitan Division. More than one quarter of employment is represented by two occupational groups: office and administrative support and sales and related occupations. Nearly half of the county employment is represented by the top five of 22 groups: office and administrative support, sales, food preparation, transportation, and personal care occupations.

Table 9. Employment by Industry in Los Angeles County

NAICS	Industry	Employment	Share of Total (%)
722	Food services and drinking places	355,540	8.4
541	Professional and technical services	272,230	6.4
561	Administrative and support services	252,010	5.9
624	Social assistance	237,750	5.6
621	Ambulatory health care services	199,660	4.7
512	Motion picture and sound recording	127,720	3.0
622	Hospitals	112,510	2.7
424	Wholesale: Nondurable goods	102,800	2.4
423	Wholesale: Durable goods	100,710	2.4
611	Educational services	97,600	2.3
445	Retail: Food and beverage stores	93,470	2.2
238	Specialty trade contractors	82,380	1.9
623	Nursing and residential care facilities	79,660	1.9
452	Retail: General merchandise stores	74,420	1.8
522	Credit intermediation	61,690	1.5
531	Real estate	58,620	1.4
551	Management of companies	57,390	1.4
812	Personal and laundry services	52,920	1.2
448	Retail: Clothing and accessories	51,670	1.2
524	Insurance carriers and related activities	46,540	1.1

Source: [Los Angeles County Economic Development Corporation. Institute for Applied Economics \(2017\)](#)

In Los Angeles County, food services and drinking places accounts for the largest industry share of employment, 8.4%. This is followed by professional and technical services at 6.4% and administrative and support services at 5.9%.

Table 10. Fastest Growing Industries 2019-2024

NAICS	Industry	2019 Jobs	2024 Jobs	2019 - 2024 Change	2019 - 2024 % Change	Avg. Earnings Per Job
62	Health Care and Social Assistance	712,348	834,144	121,796	17%	\$55,816
72	Accommodation and Food Services	444,506	490,276	45,770	10%	\$30,805
48	Transportation and Warehousing	189,930	210,597	20,667	11%	\$81,708
54	Professional, Scientific, and Technical Services	294,421	309,404	14,983	5%	\$124,234
23	Construction	147,519	160,218	12,699	9%	\$80,346
90	Government	574,215	583,761	9,546	2%	\$113,468
71	Arts, Entertainment, and Recreation	95,768	103,914	8,146	9%	\$123,144
61	Educational Services	104,482	111,069	6,587	6%	\$75,077
56	Administrative and Support and Waste Management and Remediation Services	273,987	279,368	5,381	2%	\$53,728
53	Real Estate and Rental and Leasing	87,503	92,713	5,210	6%	\$80,824
44	Retail Trade	420,111	421,349	1,238	0%	\$44,822
55	Management of Companies and Enterprises	61,512	62,008	496	1%	\$137,937
51	Information	200,885	201,239	354	0%	\$161,543
21	Mining, Quarrying, and Oil and Gas Extraction	1,915	1,623	(292)	(15%)	\$119,322
22	Utilities	11,663	11,204	(459)	(4%)	\$171,415
11	Agriculture, Forestry, Fishing and Hunting	4,604	3,626	(978)	(21%)	\$52,071
52	Finance and Insurance	135,195	132,509	(2,686)	(2%)	\$152,081
81	Other Services (except Public Administration)	153,028	148,906	(4,122)	(3%)	\$46,504
42	Wholesale Trade	220,701	211,885	(8,816)	(4%)	\$78,029
31	Manufacturing	340,504	299,621	(40,883)	(12%)	\$92,452

Source: <https://www.economicmodeling.com/>

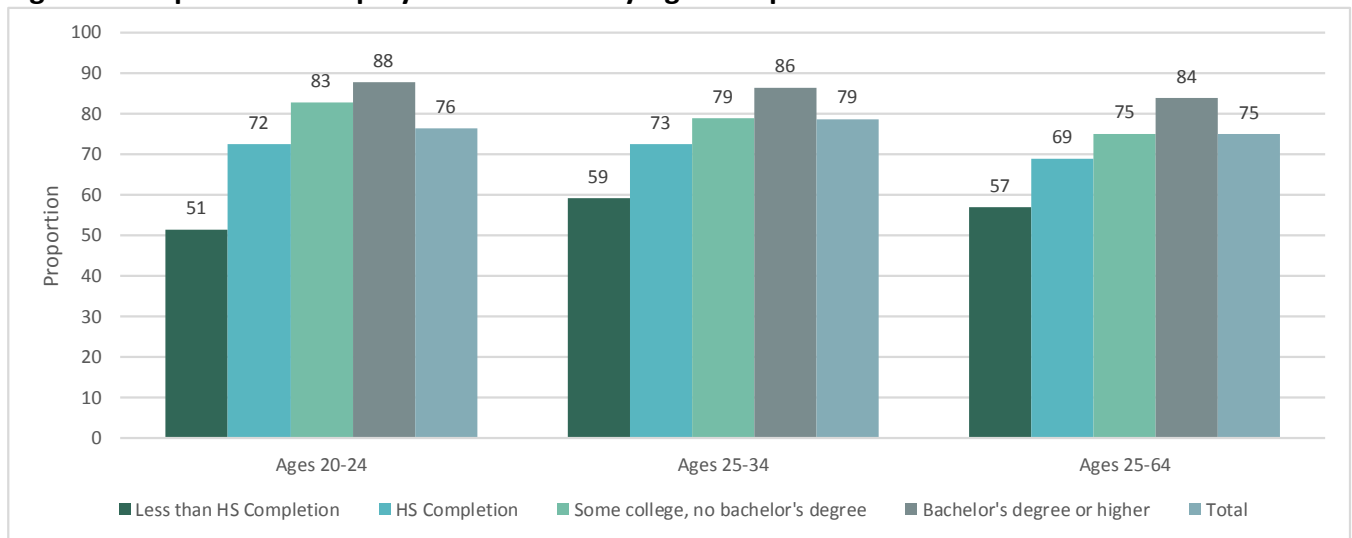
In Los Angeles County, the top three fastest growing industries are Health Care and Social Assistance, Accommodation and Food Services and Transportation and Warehousing. The industry with the largest projected decrease in manufacturing, followed by mining, quarrying and oil and gas extraction. Healthcare services continues to grow, as the aging population grows and needs social assistance and healthcare services.

Table 11. Job Growth for NAICS Healthcare and Social Assistance Jobs in Los Angeles County, 2019 - 2024

NAICS	Description	2019 Jobs	2024 Jobs	2019 - 2024 Change	2019 - 2024 % Change
621	Ambulatory Health Care Services	229,123	267,914	38,791	17%
622	Hospitals	118,783	122,893	4,110	3%
623	Nursing and Residential Care Facilities	86,343	96,485	10,142	12%
624	Social Assistance	278,099	346,853	68,754	25%
TOTAL		712,348	834,144	121,796	17%

North American Industry Classification System (NAICS) Category 62; Source: <https://www.economicmodeling.com/>

Figure 5. Proportion of Employed Individuals by Age Group and Educational Attainment 2018



Source: https://nces.ed.gov/programs/digest/d18/tables/dt18_501.50.asp

Individuals ages 20-24, with some college have employment rates higher than the average for the age group. For Ages 25-34 and 25-64, with some college, the employment rate is at the average. Across the age groups, those with Bachelor's or higher have employment rates higher than the average. Those with high school completion or less are employed at lower rates across all age groups.

Goals, Objectives and Activities for 2020-2026 Educational Master Plan

Goal 1: Increase completions through an innovational learner-centered environment and a culture of equity.

1. Increase the number of students annually who acquire associate degrees, certificates, or specific skill sets that prepare them for in-demand jobs by 20% and transfer to a UC or CSU by 35%.
 - a. Expand opportunities and increase awareness across the campus of experiential learning such as workforce internships, voluntary experiences, group projects and applied learning experiences.
 - b. Create targeted professional development activities to increase the effectiveness of educational practices.
 - c. Educate students on the cost, debt, and benefits of program completion.
 - d. Increase student access to and awareness of financial aid and scholarships.
 - e. Provide curricular and tutoring support systems in English and Math to ensure timely completion of transfer-level courses within the first year.
 - f. Identify competency-based learning practices.
2. Decrease the average number of units for student completion to 79 total units.
 - a. Communicate with campus community about established Career and Academic Pathways.
 - b. Utilize Program Mapper in student Educational Plan development.
 - c. Incorporate Program Maps and related recommended General Education offerings into the College Catalog and College website.
 - d. Align required math and quantitative reasoning courses to a student's field of study.
 - e. Create two-year scheduling plans for each discipline.
3. Improve employment prospects for graduates in their Career and Academic Pathways, including an increase percentage of exiting Career Education students who report being employed in their field to 76%.
 - a. Increase networking relationships with community industry partners.
 - b. Identify possible membership gaps on all advisory boards and pursue new voices to contribute to discussions.
 - c. Employ the results of learning outcome assessments to revitalize course offerings and design new courses and programs that expand educational programming to intersect with community and marketplace needs.
 - d. Monitor job placement and employment resulting from student completion of degrees, certificates, and special skill sets.
4. Support students through an advising process (supported by appropriate technology) to help students make informed choices on career/college options.
 - a. Incorporate into students' Educational Plans College 101 and career exploration Counseling courses.

- b. Create a “Completion Team” for each Career and Academic Pathway.
 - c. Integrate Career and Academic Pathway exploration into workshops and presentations offered by the Library, Academic Resource Center, and other support services.
 - d. Develop interventions for milestones and tie them into Early Alert and Student Services communications.
5. Develop a campus equity mindset.
- a. Provide professional development opportunities on equity-minded practices and cultural inclusiveness to faculty, classified staff and administrators (refer to Professional Development objectives listed in the 2019-2020 Student Equity and Achievement Plan.)
 - b. Integrate student equity data analysis and data literacy across campus.
6. Reduce equity gaps in access by 40%.
- a. Proactively partner with feeder high schools that serve predominantly underrepresented and high-need students explore academic and career interests.
 - b. Build bridges to high-opportunity college programs for students in Adult Education programs.
 - c. Develop and expand community outreach directed at disproportionately impacted populations.
7. Reduce equity gaps in student outcomes and student milestones by 40%.
- a. Promote specific support strategies, programming, and best practices in pedagogy to aggressively reduce gaps.
 - b. Promote faculty/student Career and Academic Pathways mentors.
 - c. Develop strategies for increasing the total amount of full-time students.
 - d. Redesign summer transitional activities and investigate creating noncredit Math and English courses to support AB 705 implementation.

Goal 2: Promote campus and community engagement.

- 1. Create community partnerships to support students in internships, cooperative education, and service learning.
- 2. Provide mechanisms to ensure students’ financial stability needs (e.g., nutrition, transportation, child care, public benefits, housing insecurity, emergency assistance) are being met.
- 3. Create a campus climate that supports diversity and a sense of belonging.
- 4. Increase awareness and positive attitudes toward LAVC campus identity (brand) amongst prospective students, current students, alumni, faculty, and staff.

- a. Provide professional development to all faculty, staff, and administrators on how to successfully navigate through policies and procedures relating to the campus and the district.
 - b. Disseminate, promote dialogue and ensure continual discussion on data associated with program completion and retention, learning outcomes and equity populations among college, staff, with students and the outside community.
 - c. Create a standardized method of communication in which information such as campus news, updates, and events are shared with all enrolled students.
5. Establish ongoing collaboration with and increased offerings for feeder high schools, adult education centers and prospective international students to provide seamless pathways to completing degrees and certificates.
 6. Utilize the college's Foundation to build alumni relationships with our students and programs.

Goal 3: Maximize institutional effectiveness by ensuring financial stability, increasing enrollment, and committing resources to cultivate and support student learning.

1. Set a distinct and consistent vision for our image and purpose, and establish a visual identity for LAVC by launching a successful marketing and rebranding campaign.
 - a. Market programs according to Career and Academic Pathways.
 - b. Promote and expand on the Los Angeles College Promise to the service area.
2. Identify functions of the institution that unintentionally create barriers and implement strategies to address them.
 - a. Streamline the on-boarding experience and simplify student access to the college's various processes and services.
 - b. Ensure websites and program pages are easy to navigate for all student populations, including a directory of all student support services.
 - c. Implement effective technology to track status and completion of student milestones.
3. Provide programs with the resources necessary to promote and kindle interest among students.
 - a. Implement integrated, data-driven business practices.
 - b. Provide long-range fiscal planning and sustainable resource development.
 - c. Ensure financial allocations are equity focused.
 - d. Enhance proactive funding diversification through the LAVC Foundation, grants, and private sector partnerships.

4. Ensure the college's technological infrastructure, software and applications support student completion and success initiatives and campus processes (refer to objectives listed in the 2020-2025 Technology Plan).
5. Create a safe, welcoming and attractive campus that enhances interactions between students, faculty, staff and community members.
 - a. Improve both interior and exterior cleanliness.
 - b. Create and distribute clear plans preparing the campus community for future emergencies (e.g., pandemic, fire, earthquake, active shooter.)