



LOS ANGELES VALLEY COLLEGE

INSTITUTIONAL EFFECTIVENESS PROGRESS REPORT 2012

PRESENTED TO THE BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS COMMITTEE

AUGUST 22, 2012

Alignment of LACCD/LAVC Plans

Los Angeles Community College District Strategic Plan	Los Angeles Valley College Goals
I. Access	
Expand educational opportunity and access	Increase student access
II. Success	
Enhance all measures of student success	Increase student retention, persistence and success
III. Excellence	
Support student learning and educational excellence	Enhance academic offerings to meet student and regional needs

Alignment of LACCD and LAVC Plans

Los Angeles Community College District Strategic Plan	Los Angeles Valley College Goals
IV. Accountability	
Collaboration – Explore new resources and external partnerships	Enhance academic offerings to meet student and regional needs
V. Collaboration and Resources	
Accountability – Foster a district-wide culture of service and accountability	Enhance institutional effectiveness

Presentation Overview

I. Progress to Date: Goals

- Access
- Success
- Excellence
- Accountability
- Collaboration and Resources

- College Effectiveness Report
- ARCC
- Grant Funding & Foundation

II. Current College Issues and Anticipated Challenges and Opportunities

- SLOs

III. New College Strategic/Ed Plan

Goals/ Objectives

- ATD
- LAVC Mission Revision
- EMP Revision

I. PROGRESS TO DATE: ACCESS

Source: College Effectiveness Report

Access	Fall 2009	Fall 2010	Fall 2011	3 YEAR CHANGE	
				College	District
First Time Students	2,842	2770	2328	-18.1%	-7.3%
<i>Recent HS Seniors</i>	2,002	1,898	1,651	-17.5%	-4.7%
<i>African American Males</i>	99	97	81	-17.2%	-10.0%
<i>Hispanic Males</i>	672	553	523	-22.2%	-1.1%
Concurrent Students	1,395	1,150	928	-33.5%	-34.5%
New Transfer Students	2,429	2,351	1,689	-30.5%	-21.4%

I. PROGRESS TO DATE: ACCESS

Source: College Effectiveness Report

Financial Aid	2008-2009	2009-2010	2010-2011	3 YEAR CHANGE	
				College	District
Students Receiving Financial Aid	9,781	11,579	12,774	30.6%	24.5%
Number of Pell Grants Awarded	3,442	4,921	6,779	96.9%	67.8%
Est. % of Eligible Students Receiving Pell Grant	26%	37%	51%	93.5%	60.5%
Total Financial Aid Awarded	\$15,070,261	\$24,252,243	\$30,336,544	101.3%	72.6%

II. PROGRESS TO DATE: SUCCESS

Source: College Effectiveness Report

Success	2008-2009	2009-2010	2010-2011	3 YEAR CHANGE	
				College	District
AA/AS Degree Awarded	894	873	726	-18.8%	-8.8%
CTE Certificates Awarded	92	436	565	514.1%	89.5%
Transfers to CSU	566	216	480	-15.2%	-7.4%
Transfers to UC	138	146	138	0.0	14.5%

II. PROGRESS TO DATE: SUCCESS

Source: College Effectiveness Report

Success	2008-2009	2009-2010	2010-2011	3 YEAR College	CHANGE District
Success within course- Basic Skills /ESL	61.6%	62.6%	65.6%	6.5%	6.3%
Fall to Spring Persistence	84.8%	85%	86.4%	1.9%	2.3%
Fall to Fall Persistence	71.4%	73.6%	76%	6.6%	4.0%

II. PROGRESS TO DATE: SUCCESS

Source: ARCC

Success	College Rate 2009-2010	Peer Group Average 2009-2010
Student Progress and Achievement Rate	51%	49.4%
Annual Successful Course Completion Rate for Credit Vocational Courses	74.5%	73.8%
Annual Successful Course Completion Rate for Credit Basic Skills	67.7%	59.9%

III. PROGRESS TO DATE : EDUCATIONAL EXCELLENCE

Source: College Effectiveness Report

Excellence	College	District Average
Current Accreditation Status	Reaffirmed	
New Credit Courses Offered	19	17
New Non-Credit Courses Offered in the Past Year	1	1
Change in DE Sections Taught in the Past Year	21	4
Change in DE unduplicated headcount in the Past Year	468	323

IV. PROGRESS TO DATE: ACCOUNTABILITY

Source: College Effectiveness Report, LAVC Budget Office

Fiscal Status	2008-2009	2009-2010	2010-2011	2011-2012	3 YEAR CHANGE College District	
Starting Budget	\$52,229,540	\$49,659,130	\$51,683,725	\$49,071,414		
Ending Balance	-\$460,779	-\$531,310	-\$315,686	-760,000	Increase	Increase
Debt Installment Due	\$0	-\$264,052	\$0	\$0		
Net Balance	-\$460,779	-\$795,362	-\$315,686	-\$760,000	Increase	Increase

IV. PROGRESS TO DATE: ACCOUNTABILITY

Source: College Effectiveness Report

Institutional Efficiency	2008-09	2009-10	2010-11	3 YEAR CHANGE College District	
Average Class Size in Credit Classes (Fall)	39.5	39.5	39.6	.2%	1.5%
Cost/FTES	\$4,064	\$3,990	\$3,944	-1.7%	-5.3%

V. PROGRESS TO DATE: COLLABORATION AND RESOURCES

Source: LAVC Foundation and Grant Tracking Database

External Partnerships –Grant and College Foundation Funding	2010/11	2011/12
Total external grant dollars applied for during the past year.	\$3,512,714	\$14,617,170
Total external grant dollars awarded in the past year	\$3,082,714	\$7,068,445
College Foundation Net Assets	\$3.42m	\$3.68m
Total amount of College Foundation scholarships awarded	\$188,472	\$206,000
Total number of students receiving College Foundation scholarships	277	311

V. PROGRESS TO DATE: COLLABORATION AND RESOURCES

Source: LAVC Grant Tracking Database

New Awards	Award Amount
STEM Math Grant	\$869,689
JDIF Job Development Incentive Grant	\$300,000
US Department of Education	\$1,000,000

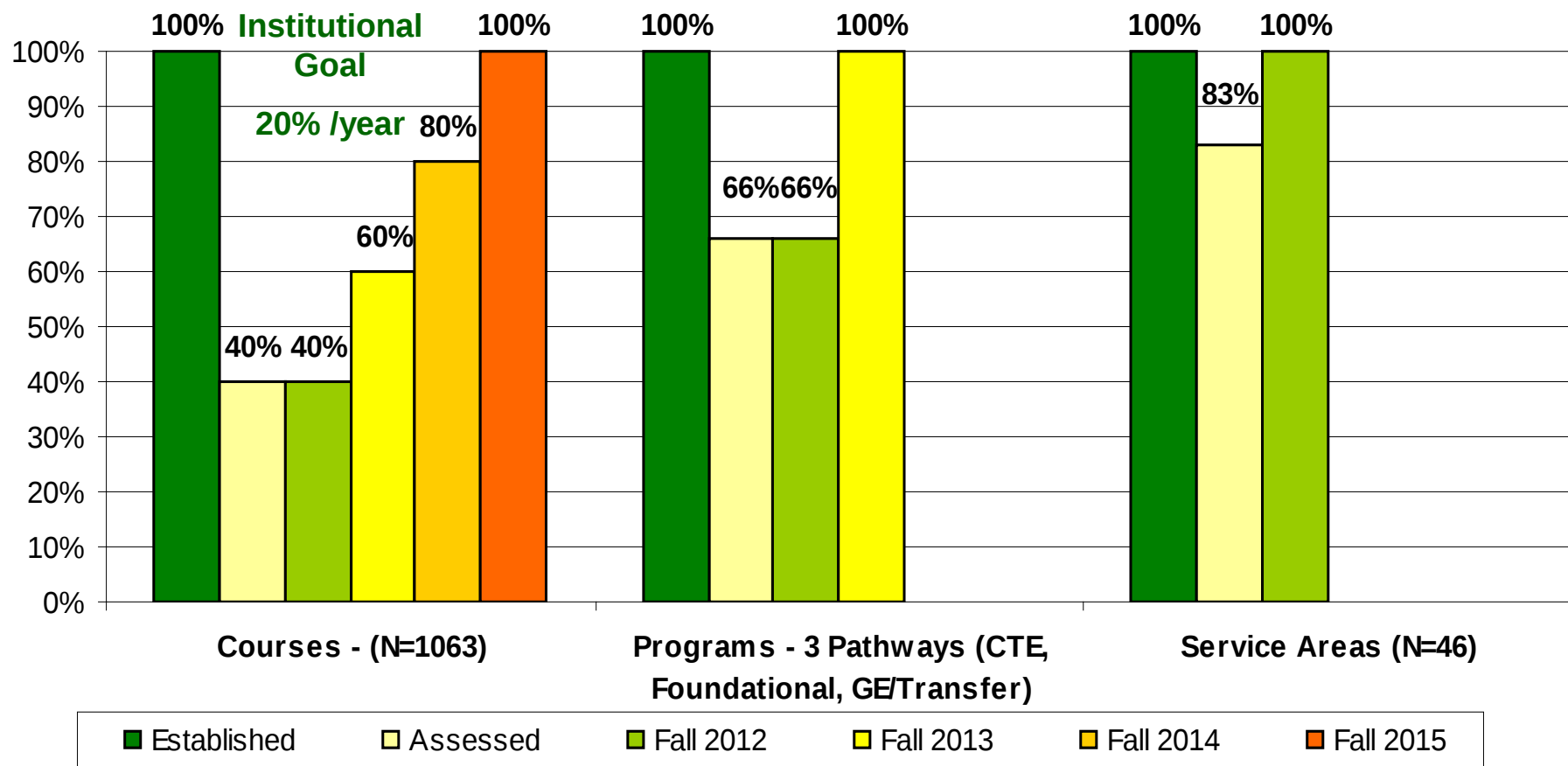


V. COLLABORATION AND RESOURCES

Source: LAVC Grant Tracking Database

<i>Proposal</i>	Amount Applied For
CCCCO EWD/CTE renewal	\$150,000
Foundation for California Community Colleges	\$250,000
DOL- TAA Statewide Partners	\$1,938,964
DOL-TAA National Partners	\$1,706,286
Chancellor's Office California Community Colleges RTF County – “County Learning Academy”	\$223,466
Chancellor's Office California Community Colleges - “Bus/Rail Operator Training Academy (BOTA) with METRO”	\$220,000
Chancellor's Office California Community Colleges IDRC -“Manufacturing NIM”	\$324,627
Chancellor's Office Community Colleges -“Biomedical with Baxter Bioscience”	\$283,920
Economic Workforce Development (EWD) Industry Driven Regional Collaborative – “Boot Camp”	\$250,000
Economic Workforce Development (EWD) - Responsive Training Fund for Incumbent Workers “TUG”	\$550,000
California Community College Chancellor's Office Economic & Workforce Develop - “Health Care Program”	\$162,250
US Dept. of Education - Upward Bound Math Science “UBMS”	\$1,250, 000

SLO DEVELOPMENT AND ASSESSMENT



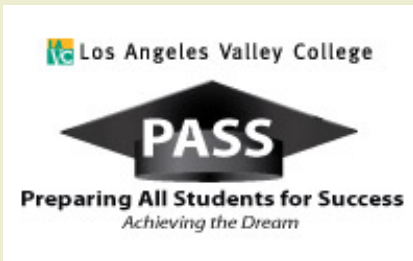
*Based on submitted assessments as of 8/21/12

INSTITUTIONAL DIRECTION & OPPORTUNITIES

- ❑ ACHIEVING THE DREAM (ATD)/PREPARING ALL STUDENTS FOR SUCCESS (PASS)
- ❑ MISSION REVISION
- ❑ EMP REVISION



ACHIEVING THE DREAM (ATD) PREPARING ALL STUDENTS FOR SUCCESS (PASS)



PASS intervention strategies focus:

- ❖ Increasing the percent of new students successfully completing the developmental math sequence.
 - Fast Track Math - shortens the developmental math sequence
 - Global Cohort - immediate enrollment into Math, English and PD (student success course) when student takes placement exam

ACHIEVING THE DREAM (ATD) PREPARING ALL STUDENTS FOR SUCCESS (PASS)

Los Angeles Valley College



PASS intervention strategies focus:

- ❖ Increasing overall retention and persistence through interventions aimed at teaching “how to be a student”.
- Welcome Fair - introduces students to the campus and its services
- Clear Pathways - provides students with success checklists and clear paths to degree completion
- Tutoring - increased tutoring and tutor training designed to infuse student success skills

ADDITIONAL ENDEAVORS

Partnerships

- Project Grad
- UCLA Bridges
- IDEAS and Cal Media
- MTA-Public Exhibition

Proud Moments

- Speech Team National Tournament Awards
- Valley Star
- Tree Campus



NEW DEVELOPMENTS

Academic Programs

Transfer Degrees

- Math (AS-T)
- Sociology (AA-T)
- Communications (AA-T)



New CTE Degrees and Certificates

- Solar Design & Energy Management (AS, C)
- Commercial Music: Music Notation (C)
- Commercial Music: Jazz Studies (C) *(in progress)*

NEW MISSION STATEMENT

*p e n d i n g a p p r o v a l f a l l
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Mission Statement

Los Angeles Valley College
delivers excellent
educational opportunities
enabling students to
complete certificates,
degrees and transfer to a
university so that they may be
productive in the workplace
and contribute to the overall
success of our community.



NEW PLANNING SCHEDULE

Planning and Program Review Schedule

2011-2012	Annual Plan	Mission & Vision Revision	Accreditation Self-Study
2012-2013	Annual Plan	Educational Master Plan Revision	Accreditation Site Visit (Spring)
2013-2014	Program Review	EMP Approval (Fall)	
2014-2015	Annual Plan		
2015-2016	Annual Plan		
2016-2017	Annual Plan		
2017-2018	Annual Plan	Mission & Vision Revision	Accreditation Self-Study
2018-2019	Annual Plan	Educational Master Plan Revision	Accreditation Site Visit (Spring)
2019-2020	Program Review	EMP Approval (Fall)	

NEW FOCUS

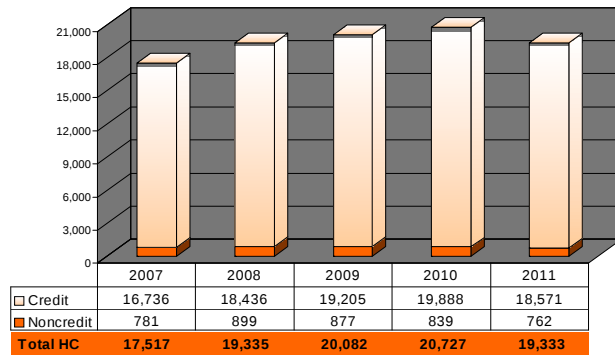
- Align institutional plans and initiatives
- Prioritize Education Master Plan goals & objectives
 - o Student Success
 - o Focus effort on underperforming populations (males, African American, Latino)
- Data-informed enrollment management and institutional planning

LAVC Institutional Effectiveness Progress Report

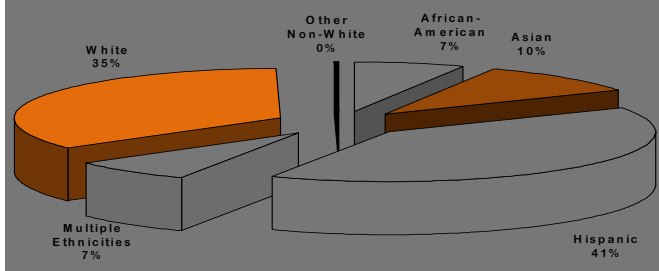
Questions



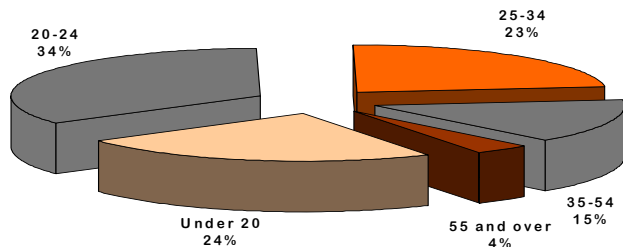
**Credit & Noncredit Headcount
Fall 2007 - Fall 2011**



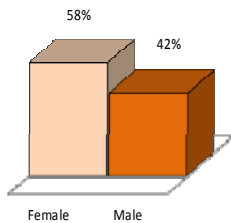
Ethnicity



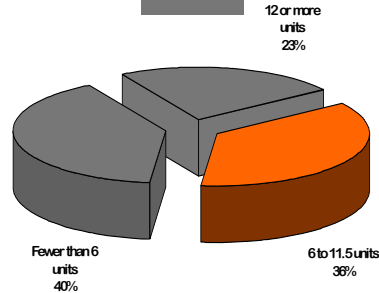
Age



Gender

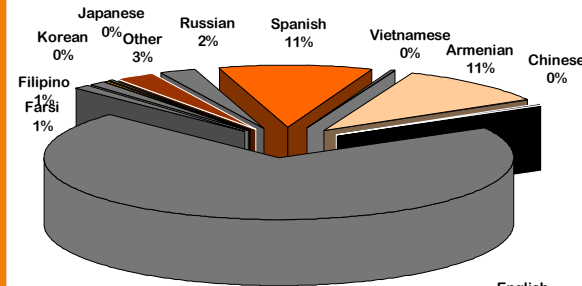


Unit Load

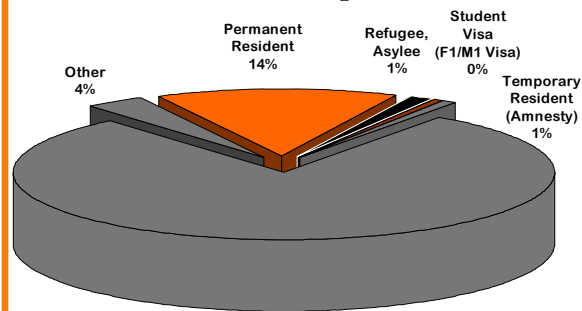


Los Angeles Valley College Fact Sheet

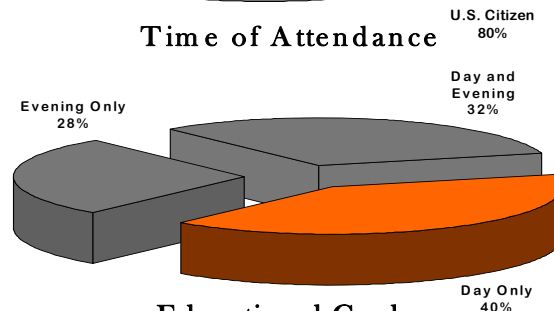
Primary Language



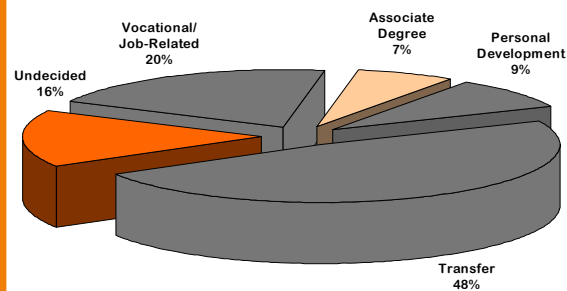
Citizenship



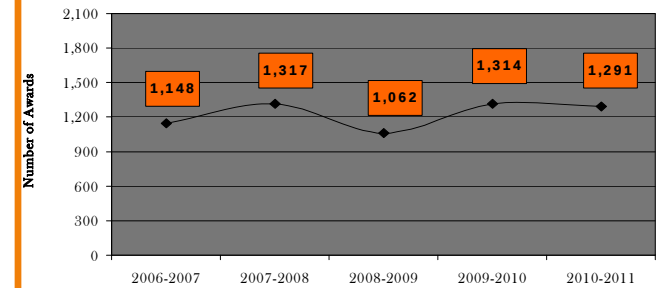
Time of Attendance



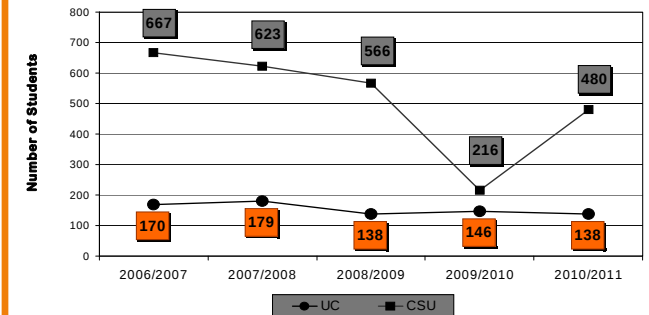
Educational Goal



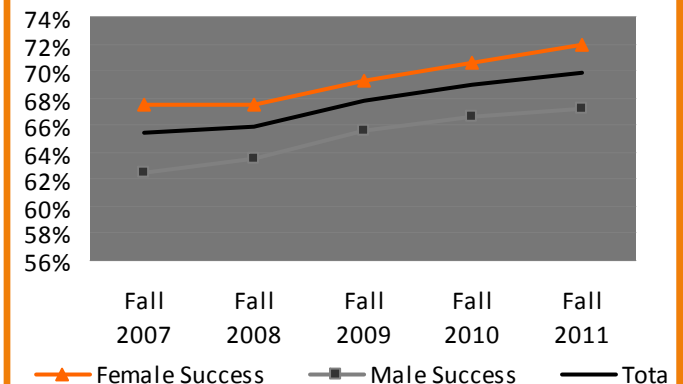
**Total Degrees & Certificates Awarded
2006-2007 - 2010-2011**



**LAVC Transfers to UC & CSU
2006/2007 - 2010/2011**



Success



New Direction, Initiatives & Opportunities



Key LAVC Findings:

- Half our of our students state that their educational goal is to transfer.
- Program-completion rates for first-time degree-seeking students in the LACCD average 35%; only 6% are transfer-ready six years after entering college.
- 87% of our students assess into developmental math, 70% into developmental English.
- The lower the placement and the longer the path, the less likely a student is to persist and succeed.
- Of those starting at the lowest remedial level, only 5% progress to transfer-level math.
- Most students delay taking their first math class and delay taking the placement test, both of which are barriers to success. Many forego taking the placement test and begin instead at the lowest level math class (four levels below transfer).
- Students in focus groups reported difficulties navigating the college environment and with having the necessary “student success” skills.
- 36% of our students are first-generation college students.
- Most of our students are undecided on a major.]



PASS intervention strategies focus on:

- ♦ Increasing the percent of new students successfully completing the developmental math sequence.
 - ◇ Fast Track Math - shortens the developmental math sequence
 - ◇ Global Cohort - immediate enrollment into Math, English and Personal Development (student success course) when student takes placement exam
- ♦ Increasing overall retention and persistence through interventions aimed at teaching “how to be a student”.
 - ◇ Welcome Fair - introduces students to the campus and its services
 - ◇ Clear Pathways - provides students with success checklists and clear paths to degree completion
 - ◇ Tutoring - increased tutoring and tutor training designed to infuse student success skills

Program Assessment - The Pathways Model

LA Valley College has defined an instructional program as a major education pathway that a student takes through the institution. We have three such pathways: the Foundational Program, the Career-Technical Education (CTE) Program, and the General Education (GE)/Transfer Program. The three programs have a few common goals, such as Communication Skills and Reasoning Skills, and a few that are unique to the program (e.g., Technical Skills for the CTE Program and Global Awareness for the GE/Transfer Program).

Foundational Program Outcomes

The Foundational Program includes those courses coded as being at the basic skills, precollegiate level. The goals focus on the improvement of communication skills, reasoning skills, and academic habits of mind. Students in this program may be seeking personal enrichment, the strengthening of skills relative to employment, or to progress to collegiate-level courses.

- The outcomes are: 1) Communication Skills, 2) Reasoning Skills, and 3) Academic Habits of Mind.

Career-Technical Education Outcomes

The CTE program includes disciplines that have a CTE TOP code. The primary emphasis of the program is for students to achieve their goals relative to employment and includes general skills in communication and reasoning, specific technical skills appropriate to the field of study, and an emphasis on demonstrating professional behavior.

- The outcomes are: 1) Communication Skills, 2) Reasoning Skills, 3) Professional Behavior, and 4) Technical Skills.

General Education/Transfer Program Outcomes

General Education/Transfer outcomes represent skills and concepts students will learn upon completion of the general education requirements for a degree or transfer to a 4-year institution. These outcomes are broad based and cut across the curriculum bringing coherence and connection to the learning experience. Imbedded in these are the greater goals of critical thinking and life-long learning.

- The outcomes are 1) Reasoning Skills, 2) Communication Skills, 3) Global Awareness, and 4) Social Responsibility and Personal Development.



Revision of Mission, Vision and Core Values

Pending Approval — Fall 2012

Mission Statement

Los Angeles Valley College delivers excellent educational opportunities enabling students to complete certificates, degrees and transfer to a university so that they may be productive in the workplace and contribute to the overall success of our community.

Vision Statement

Los Angeles Valley College will inspire, educate, and enrich our diverse community.

Core Values

- Student Success and Innovation in Teaching and Learning
- Mutual Respect, Diversity and Access to Education
- Resourcefulness and Environmental Stewardship