



## **Executive Summary**

### Los Angeles Valley College Substantive Change Proposal

In 2010, Los Angeles Valley College (LAVC) submitted a substantive change report and received permission to offer 43 Associate Degrees and four certificates online. Since that time, LAVC now has a total exceeding 160 online and hybrid courses approved by the Curriculum Committee that are part of state-approved programs. The purpose of this current proposal is to request approval for 34 additional associate degrees, 22 associate degrees for transfer, and 29 certificates in which 50% or more units may be completed through distance education.

Identification of strengths, challenges and solutions for the distance education program grew out of LAVC's long-term strategic and annual operational analysis. Evidence-based data derived from student surveys and fill rates are a key indicator of student demand. In addition faculty discuss departmental and division objectives regarding classes to approve for distance education as part of the program review process, the viability process, and the scheduling process. Moreover, to ensure campus-wide participation and adherence to shared governance principles, the planning process included discussions with the following committees: the Campus Distance Education Committee (CDEC), the Educational Planning Committee (EPC), Academic Senate, and Technology Committee.

Adequate and accessible student support services are available through a wide variety of services including an extensive Virtual Valley website with videos and student guides, professional development training for faculty, online tutoring for students, online course listings in a searchable schedule, career and transfer center support, and online placement results. In addition, the College provides a dedicated help desk, which is open 20 hours a week for faculty and students using the Canvas Learning Management System. Canvas provides direct support to students and faculty when the LAVC helpdesk is closed. During the past year, the distance education team included a DE Coordinator who handles the daily operations of the LMS, two faculty members responsible for faculty training, and an online technical support assistant who manages the helpdesk.

The Curriculum Committee and the Academic Senate approve all courses to be offered through an online delivery system. The college adheres to the requirements in Article 40 related to class size, class authorization, and compensation as well as the requirements in Article 41 of the faculty AFT collective bargaining agreement regarding intellectual property. The Substantive Change Report was approved by the College's Campus Distance Education Committee, Educational Planning Committee, Academic Senate, and Institutional Effectiveness Council.

LAVC received formal notification on July 9, 2016 from the Accrediting Commission for Community and Junior Colleges (ACCJC) that its accreditation status has been reaffirmed. LAVC continues to meet eligibility requirements for accreditation in the 21 required areas. LAVC continues to meet eligibility requirements for accreditation in the 4 standards.



## **Los Angeles Valley College Substantive Change Proposal**

### **Identified Change:**

Addition of Courses that Constitute 50% or More of a Program  
Offered Through a Mode of Distance or Electronic Delivery

Los Angeles Valley College  
5800 Fulton Avenue  
Valley Glen, CA 91401

Submitted for review on \_\_\_\_\_

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## **A. A Concise Description of the Proposed Change and the Reasons for It**

### **1. A Clear and Concise Description of the Change**

In 2010, Los Angeles Valley College (LAVC) submitted a substantive change report and received permission to offer 43 Associate Degrees and four certificates online. Since that time, LAVC now has a total exceeding 160 online and hybrid courses approved by the Curriculum Committee that are part of state-approved programs. These online and hybrid courses make up our Distance Education program ([Virtual Valley](#)), known as “Virtual Valley.” Distance education formats are 100% online or hybrid, an online/classroom blend. Degrees include associate degree and certificate options within a department where applicable, a means for students to select an emphasis within their chosen discipline. The purpose of this current proposal is to request approval for 34 additional associate degrees, 22 associate degrees for transfer, and 29 certificates in which 50% or more units may be completed through distance education.

Students already have the ability to complete a majority of general education requirements online. Therefore, all of LAVC’s associate degrees and associate degrees for transfer can be classified as being offered 50% or more through a mode of distance education. LAVC offers the following three general education plans: the Los Angeles Community College District (LACCD) General Education Plan; the California State University General Education Breadth Plan (CSU GE Breadth Plan); and the Intersegmental General Education Transfer Curriculum (IGETC). In 2010, LAVC received approval from the ACCJC to offer the certificate versions of the CSU GE Breadth and IGETC plans online.

A factor contributing to the request for LAVC to offer more programs through an online delivery include an increase to the total units required to complete the LACCD General Education Plan (from 18 to 21 units). In addition, the Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749), completes an “associate degree for transfer,” a newly established variation of the associate degrees traditionally offered at a California community college. Associate degrees for transfer require completion of the CSU GE Breadth or IGETC pattern. The majority of the college’s state-approved associate degrees for transfer consists primarily a reformatting of existing curriculum, and often mirrors the requirements of the college’s traditional degrees that were approved in March 2010 to be offered 50% or more via distance education or online delivery.

The degrees and certificates included for consideration in this proposal are indicated on the chart below. Note that some of the degrees and certificates listed already were approved in the 2010 Substantive Change Report. Consequently, this current Substantive Change Report is for an expansion of our program, which also includes associate degrees for transfer the College had previously informed the ACCJC of offering as soon as they were approved by the California Community College Chancellor’s Office.

Los Angeles Valley College: ACCJC Substantive Change Proposal 2016

Program of Study	AA	AA-T	AS	AS-T	Certificate of Achievement
Administration of Justice	AA*			AS-T	CA
Anthropology	AA*	AA-T			
Art History	AA*	AA-T			
Art: Graphic Design	AA				CA
Art: Three Dimensional Design	AA				
Art: Two Dimensional Studio	AA				
Biology			AS*		
Broadcasting	AA*				
Broadcasting: Performance	AA				CA
Broadcasting: Radio	AA				CA
Broadcasting: Television	AA				CA
Business Management					CA
Business: Banking and Finance	AA				CA
CAOT: Administrative Assistant	AA				CA
CAOT: Computer Applications Specialist	AA				CA
CAOT: General Office Assistant					CA
Chemistry			AS		
Child Development	AA				
Child Development: Associate Teacher, Preschool (A)					CA
Child Development: Director, Preschool (B)					CA
Child Development: Early Childhood Education	AA*			AS-T	
Child Development: Infant/Toddler Care Teacher (D)					CA
Child Development: School Age Programs Teacher, Day Care (C)					CA
Child Development: Special Education	AA*				
Child Development Teacher					CA
Cinema Arts	AA				
Cinema Styles					CA
Cinema Production					CA
Communication Studies	AA*	AA-T			
Computer Graphics/Design					CA
Computer Science			AS*		
Computer Science Programming					CA
Correctional Science	AA				
CSU General Education Breadth					CA*
Elementary Teacher Education		AA-T			

Los Angeles Valley College: ACCJC Substantive Change Proposal 2016

Program of Study	AA	AA-T	AS	AS-T	Certificate of Achievement
Earth Science			AS*		
Economics	AA*				
Electronics			AS*		
Electronics: Biomedical Instrumentation			AS		
Engineering			AS *		
Engineering Technology: Industrial/ Manufacturing			AS		
Engineering Technology: Mechanical Engineering			AS		
English	AA*	AA-T			
Ethnic Studies	AA*				
Film, Television and Electronic Media				AS-T	
Fire Technology			AS*		CA
Foreign Languages	AA*				
French	AA*				
General Studies: Arts	AA*				
General Studies: Natural Science	AA*				
General Studies: Social & Behavioral Sciences	AA*				
Geography	AA	AA-T			
Geology			AS		
German	AA*				
Hebrew Studies	AA*				
History	AA*	AA-T			
Humanities	AA*				
Intersegmental General Education Transfer Curriculum (IGETC)					CA*
Italian	AA*				
Jewish Studies	AA*				
Journalism		AA-T			
Journalism: Magazine	AA*				CA
Journalism: Newspaper	AA*				CA
Journalism: Photojournalism	AA*				CA
Kinesiology	AA	AA-T			
Management	AA				
Manufacturing Technology: Metal Machining			AS		
Manufacturing Technology: Numerical Control			AS		
Marketing	AA				CA
Mathematics				AS-T	
Mechanical Drafting/Design			AS		
Media Arts: Directing	AA				CA
Media Arts: Post-Production	AA				CA

Program of Study	AA	AA-T	AS	AS-T	Certificate of Achievement
Media Arts: Producing	AA				CA
Media Arts: Screenwriting	AA				CA
Music	AA	AA-T			
Philosophy	AA*	AA-T			
Physics			AS	AS-T	
Political Science	AA*	AA-T			
Property Management					CA*
Psychology	AA*	AA-T			
Psychology: Developmental	AA*				
Psychology: Social and Personality	AA*				
Real Estate	AA				CA
Sociology	AA*	AA-T			
Sociology: Social Welfare	AA*				
Spanish	AA*	AA-T			
Studio Arts		AA-T			
Sustainable Construction Management			AS		
Theater Arts	AA*	AA-T			
Theater Arts: Acting	AA				
Theater Arts: Directing	AA				
Theater Arts: Technical	AA				

\* Program approved in 2010 Substantive Change

## 2. Evidence of a Clear Relationship to Institution’s Stated Mission

The Los Angeles Valley College Mission states:

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 ([Mission Statement](#)).

In addition, a core value of the college includes **“access to educational opportunities for all in a welcoming, supportive and inclusive environment that provides a place for critical thinking, learning and personal growth.”**

Expanding the distance-learning program at LAVC provides access and opportunities for success to a variety of students. Many depend on online courses to meet their educational goals for transfer, degrees and on-going learning certificates. Most of our distance education students reside in our service area, enroll in our on-campus classes, and take distance education classes in order to increase the number of units they take each semester to complete their degree and transfer

requirements. As well as meeting the needs of on-campus students, our distance education classes provide access to our instructional programs to disabled students and those who do not live close to a community college or are outside our service area.

All of our courses have the same transferability regardless of delivery and are accepted by the University of California and/or California State University systems. As a result, expansion of our distance education course offerings increases our students' access to four-year colleges and universities.

By offering a delivery mode that will allow students to earn more than 50% of their education in a distance-learning format, LAVC will provide more opportunities for individuals to complete their education in a timely and affordable manner. An expanded distance education program is clearly in alignment with the college's mission statement regarding access to education.

### **3. Discussion of the Rationale for the Change Including, but not Limited to, Labor Analysis**

According to a survey conducted in 2014 by the Instructional Technology Council (ITC), student enrollment in online courses continues to grow at a higher rate than overall student enrollment at colleges and universities. Results indicated that distance education programs greatly increased student access to higher educational opportunities. More than 5.5 million students in the United States were enrolled in educational programs they would probably have missed otherwise.

Community college students in California are part of this growing trend. The California Community College Chancellor's office reported that more than 650,000 of the 2.1 million students enrolled in the state's community colleges in 2012-2013 took at least one distance education course. California community colleges lead the way in distance education: Of all courses offered at California's community colleges, 12.3 percent are offered through distance education, and it is estimated that nearly half of all courses have some online component.

The rationale and justification of an expanded distance education program are threefold:

- It allows LAVC students to complete their goal faster
- It makes college more accessible for LAVC students
- It makes it more convenient for LAVC students to attend college

The change is directly supportive of LAVC's mission to support successful completion of transfer, career/technical education, and basic skills development. The expansion of distance education broadens the College's scope to serve its mission delivering high quality instruction to students both within and beyond traditional geographic boundaries.

Statistics show that traditional instruction simply cannot fulfill the needs of students in LAVC's service area. Many LAVC students struggle to earn their degrees. The college's 2014 Program Review Core Survey reported that over 78% of LAVC students were taking courses to complete a degree or certificate and/or transfer. A 2014 survey of online students conducted by the Los Angeles Community College District indicated that 81% of LAVC students reported that the

availability of online courses were either very important or important to their decision to enroll in the college. That same survey also reported that 46% of online students' inability to enroll in the courses they needed was considered either a moderate or major problem for them to reach their academic goal. Over 81% indicated that either job or family obligations were a moderate or major problem in reaching their academic goal. Over 63% of those respondents were employed and most worked at least 20-40 hours each week. Approximately 40% reported that they could not attend on a campus regularly, which made online classes more attractive, wherein over 59% reported that a heavy work schedule contributed in their decision to take an online class. Over 42% of the respondents also enrolled in an online class because the same face-to-face course was full.

According to the college's Fall 2015 Profile Data ([Profile Data](#)) 68% of LAVC students were part time, taking less than 12 units. This suggests that most of LAVC's students face personal and professional obligations that limit their availability to take scheduled courses which can prevent them from earning a degree or certificate in a timely manner. The college's Spring 2016 Online Student Survey reported that over 72% of students who were taking online courses needed to take online courses to complete their degree. Seventy-seven to 79% percent of those students reported that online offerings made college more accessible and more convenient, and many wanted more courses to be offered.

The Spring 2016 survey data showed an increase in demand in comparison to data from the 2013-2014 Distance Education Student Survey wherein only 62% of students participating in the 2013-2014 survey indicated that they agreed or strongly agreed that they needed online courses to complete their educational goal, 72% of students in the Spring 2016 survey agreed or strongly agreed that online classes made college accessible to them, and 79% agreed or strongly agreed that online classes made it convenient for them to attend college. Respondents from both surveys identified the following main reasons to justify their assertion:

- Gave me the flexibility to take care of my work and family obligations, and attend my education.
- A last resort to take the course was the only available open class to register.
- By making it possible to take as many classes as I can handle to achieve my educational goal in the shortest possible time.
- Easier access to homework, quizzes and tests.
- Despite all the logistical/health challenges I have and enabled me to take the course (transportation, distance, disability).
- Gave me the ability to pace my study to my level of understanding and complete the program.

Because distance education courses provide the same instructional experience in a more flexible and convenient manner, students with work, transportation, family commitments, ability/disability and other issues find them appealing. An expanded distance education program allows students to overcome time and distance barriers. Participants in the Distance Education surveys identified the following reasons why they preferred online classes:

- Helped me to take more courses in shorter time and graduate faster.

- The flexibility and availability of online classes helped me to fit into my busy schedule and balance family and work responsibilities with my educational goals.
- It is available 24/7, can be taken from anywhere with internet access, does not require to commute or leave my house, can fit into any free time available in my schedule
- Allowed me to work at my own pace; convenient to submit assignments, discuss issues, interact with my professors, and get support when I need it.

As the college continues to restore its enrollment and potentially grow, classroom space becomes a limiting factor. Online and hybrid classes allow for growth in the schedule beyond what is currently available in our physical infrastructure. The Office of Institutional Effectiveness provides a Distance Education Data Pak which provides statistics on an annual basis. ([Data Pak](#)). As seen by the table below which uses information from the Data Pak, enrollment for the period 2009-2015, the LAVC distance education program has seen a steady increase in growth going from 5.7% to 11.2%.

<b>Online Enrollments for LAVC</b>		
<b>Year</b>	<b>Online Enrollment</b>	<b>% of All Class Enrollments</b>
2009	2,746	5.7%
2010	2,574	5.6%
2011	2,782	6.7%
2012	3,222	7.7%
2013	3,046	7.2%
2014	2,848	6.7%
2015	4,613	11.2%

The most recent detailed data comparing success and retention of online, hybrid, and face-to-face students is included in the Data Pak. The table below, which compares the results of success and retention, shows that there is a gap between students taking online/hybrid courses and students taking face-to-face courses. The success and retention rates in both hybrid and online courses are also below the college's minimum standards of achievement of 64% success and 84% retention rates.

Delivery Mode	Fall 2009			Fall 2010			Fall 2011		
	Enrollment (Duplicated)	Success (%)	Retention (%)	Enrollment (Duplicated)	Success (%)	Retention (%)	Enrollment (Duplicated)	Success (%)	Retention (%)
Hybrid	679	56%	87%	888	53%	80%	935	59%	84%
Online	2,067	61%	83%	2,574	62%	83%	2,782	60%	84%
Regular	45,251	68%	89%	45,955	70%	89%	41,563	71%	89%
LAVC Total	47,997	68%	88%	49,417	69%	88%	45,280	70%	88%

Delivery Mode	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	Enrollment (Duplicated)	Success (%)	Retention (%)	Enrollment (Duplicated)	Success (%)	Retention (%)	Enrollment (Duplicated)	Success (%)	Retention (%)	Enrollment (Duplicated)	Success (%)	Retention (%)
Hybrid	1,103	58%	80%	1,422	57%	80%	1,544	58%	81%	1,520	58%	79%
Online	3,222	61%	80%	3,046	58%	78%	2,848	61%	79%	4,613	63%	80%
Regular	41,671	70%	87%	42,292	69%	87%	42,494	68%	85%	41,063	68%	84%
LAVC Total	45,996	69%	86%	46,760	68%	86%	46,886	68%	85%	47,196	67%	83%

Consequently, there is a need to reduce gaps between success rates for distance education versus face-to-face courses. In doing so, LAVC will provide a better learning environment for all students regardless of delivery mode. To this end, LAVC has developed direct and indirect strategies.

### Direct Strategies

Increased understanding of the online course obligations – Students often lack understanding of online course expectations. The Virtual Valley website provides comprehensive information regarding our distance education program. It has a “frequently asked questions” section to reduce the uncertainty of taking an online course. In addition, instructors are also encouraged to post a “Welcome Letter” to their students describing the course obligations and requirements.

Virtual Valley sponsors the Distance Education Help Desk – One reason for the lack of student success in an online course arises out of technology confusion. The Help Desk offers timely assistance to students in both the learning management system and computer problems a student may encounter. These problems range from just understanding the log on procedures to uploading documents or using any of the online classroom tools.

Improving the communication between online students and student services – Virtual Valley is working at improving online access between online students and student services ranging from Financial Aid, to EOPS to Academic Advising. The goal is to provide the same level and quality of services to online students that are offered to students who are physically on campus.

## **Indirect Strategies**

Virtual Valley offers a variety of training programs aimed at improving the online teaching skills of faculty - These programs range from specific online teaching strategies to developing podcasts to creating PowerPoint's and many others all designed to improve the technological skills of the online instructor. Students benefit from more knowledgeable instructors by the creation of a better learning experience.

The Campus Distance Education Committee approved an Online Best Practices worksheet. This worksheet ([Best Practices Worksheet](#)) provides faculty an overview of the structure of an online course. Below are the five major categories of the worksheet.

- Course Overview and Introduction
- Course Organization and Content
- Learner/Instructor Interaction
- Learner Assessment
- Course Accessibility and Copyright

## **B. A Description of the Program to be Offered if the Substantive Change Involves a New Educational Program, or Change in Delivery Mode**

### **1. The Educational Purposes of the Change Are Clear and Appropriate**

Classroom space at LAVC is limited and offering classes in a distance education delivery mode would allow more students to complete their studies. This change is necessary to acknowledge that DE trends exist for the general education patterns for the local associate degree, the California State University system, and the Intersegmental Transfer Curriculum offerings which qualify many more degrees and certificates with more than 50% online. Moreover, expansion of the program has been driven by two key factors. The first is evidence-based data derived from surveys that have clearly identified the desire by students to have more online classes. The second is the analysis of fill rates comparing distance education classes with face-to-face classes pointing to increased demand for online classes, especially in general education areas.

### **2. The Proposed Program Meets Eligibility Requirements, Accreditation Standards, and Commission Policies**

This proposed change will continue to allow LAVC to meet all eligibility requirements, accreditation standards, and commission policies. Departments and service programs, including the Virtual Valley program at LAVC, have to do Annual Plan updates as part of the Program Review process ([Program Review](#)). The Program Review process is designed to ensure all departments and programs meet current standards.

Courses that are offered through the distance education delivery system have the same outcomes as face-to-face courses (as stated in the college's Educational Master Plan and used in viability studies) which includes institutional-set standards. Student learning outcomes are the same as well as assessment activities. Individual course assessments are conducted every three years. Program assessments are done as part of the Program Review cycle. The purpose of these assessments is to identify recommendations for improvement, identify recommendations to continue current effective practices, and identify recommendations to discontinue ineffective practices.

Hiring of faculty is carried out according to District board policy for all assignments. Per union contract, the CDEC (Campus Distance Education Committee) has the responsibility of determining learning management proficiency. Faculty seeking to teach Distance Education courses must do at least one of the following: (a) acquire training/certification or direct demonstration of skills with the colleges Learning Management System (LMS); or (b) evidence of prior online teaching experience using the college's LMS. Any faculty member who meets the Distance Learning proficiency requirement can be assigned in seniority order to a Distance Education class.

Academic freedom is addressed in board policy as well and applied to all instructional modes. All student support services provided to traditional students are also provided to online students. In an effort to provide a quality educational experience, the DE program promotes best practices in the online classroom including how to initiate communication, how to build community, and engagement requirements.

## **C. A Description of the Planning Process Which Led to the Request for Change**

### **1. The Change's Relationship to the Institution's Planning, Evaluation, and Stated Mission**

LAVC's first distance education course debuted in spring 2000. Since then, the distance education program has grown substantially through diligent preparation and planning. While instructor interests originally drove course development, evaluating the need for expansion is now driven by a variety of factors. Evidence-based data derived from student surveys and fill rates are a key indicator of student demand. In addition faculty discuss departmental and division objectives regarding classes to approve for distance education as part of the program review process (particularly as it relates to curriculum development,) the viability process, which often makes recommendations regarding delivery modes for courses to improve student access, and the scheduling process which looks at the appropriate mix of courses to offer in any given semester. To date there are over 185 courses ([Approved DE Courses](#)) which have been permitted by the Curriculum Committee to be delivered through an online format. The Distance Education Program is involved in the planning process and stated mission through:

- The Campus Distance Education Committee (CDEC)
- The Technology Committee (TECH)

- The 2014-2020 Educational Master Plan
- The Curriculum Committee (VCCC)
- The Program Review Process

*The Campus Distance Education Committee (CDEC)*

In 2006, as part of a systematic shared governance approach for expanding the Distance Education program, the Academic Senate approved the establishment of the Campus Distance Education Committee (CDEC). The role of CDEC is to advocate, encourage, and support the development of a high-quality online instructional program that meets the needs of our college community ([CDEC Committee](#)). As a result, they work to operationalize activities that will support LAVC's overall mission as well as the Educational Master Plan in relationship to bolstering student access and success. CDEC has been a crucial shared governance committee that provides ongoing feedback regarding the expansion of the college's distance education program. The committee consists of the Committee Chair and an additional nine members including representatives from faculty, AFT, and administration. Committee membership for CDEC is driven by the faculty collective bargaining contract.

CDEC advises the college in its decision-making regarding Distance Education issues. It is a standing committee and reports to the Educational Planning Committee. CDEC sets policies to guide use of technology in teaching. These policies have included establishing best practices on how to evaluate online instructors, determining when an online class is to be made available to students, and developing an official definition which sets standards regarding the difference between a correspondence and a distance education course. The committee also determined how faculty desiring to teach online receive certification to do so as well as the competency process that approves faculty to teach online courses. In 2006, CDEC established distance education standards to ensure quality and value to the students at LAVC. Since 2006, these standards of quality and value have been updated and disseminated to faculty and department chairs ([Distance Education Definition](#)) and have enhanced the distance education program as the number of approved courses to be delivered via distance education has increased over time.

*The Technology Committee (TECH)*

The Technology Committee (TECH) is responsible for making recommendations relating to hardware, software and the necessary infrastructure to support instructional technologies. The committee also reviews the Technology Plan on a regular basis and charts the progress of recommendations made from the Technology Plan. Both CDEC and TECH work closely together to ensure educational initiatives are aligned. The Technology Committee representation is as follows:

- 4 Faculty – AFT Faculty Guild/Academic Senate joint appointments Terms: Two-year appointments – staggered with even and odd year ending dates
- 2 Classified Staff
- 1 Associated Student Union representative
- 1 Academic Affairs representative
- 1 Web Designer
- 1 Administrative Services representative

- 1 Student Services representative
- 1 Associate Dean of Services for Students with Disabilities
- 1 Associated Student Union representative
- 1 Distance Education Coordinator
- 1 IT Manager of College Systems

#### *The 2014-2020 Educational Master Plan*

Expansion of the delivery mode through distance education is clearly related to the college's Educational Master Plan 2014-2020 (**Ed Master Plan**). The goals of the plan, which are also consistent with those of the Los Angeles Community College District Strategic Initiatives and the California Community College Chancellor's Office include:

- Foster student completion by supporting a learning-centered environment.
- Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps.
- Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.

In 2014, the Educational Master Plan points out that 40% of LAVC students reported working more than 20 hours per week and 15% worked full-time. As previously reported in the rationale for the change, expanding the distance education program allows LAVC students to complete their goal faster, makes college more accessible for LAVC students, and makes it more convenient for LAVC students to attend college. The Distance Education Program expansion clearly fosters student completion which is a key goal of the Educational Master Plan because it allows students to overcome time and distance barriers. Moreover, the expansion provides for flexible scheduling opportunities which are a critical component of the Educational Master Plan Goal 1 (increase completions) in terms of supporting student's abilities to complete a program pathway.

#### *The Curriculum Committee (VCCC)*

In order to teach a course either fully online or hybrid (a mix of online and face-to-face instruction), the course Distance Education Addendum form must be submitted to and approved by the Curriculum Committee. The Distance Education (DE) Curriculum Addendum was revised in 2013 to include definitions defining distance education, hybrid, and correspondence courses, distinguishing among information delivery, hybrid/in-person contact, and regular/substantive contact, and adding a statement that online courses must have regular and substantive contact as well as contact initiated by the instructor. The form also includes standards for online instructors to follow to ensure that their classes have the elements required in a DE class. Every course that is taught online or as a hybrid must have an updated addendum or it will be removed from the Distant Education approved course list.

The focus of the process is to demonstrate that an online course can successfully achieve the same objectives that are described in the traditional course outline and that it meets accessibility requirements. The first step involves getting a 2/3-majority approval from the department faculty as well as the department chair's approval. The application is submitted to the Distance Education

Subcommittee for Technical Review. Appropriate changes and recommendations are made to the application as noted by the subcommittee. The Curriculum Committee at large reviews and approves the application and sends to the Academic Senate for final approval.

## **2. The Assessment of Needs and Resources Which Has Taken Place**

The LAVC's 2012 Technology Plan ([Technology Plan](#)) has driven our assessment of needs and resources. This plan provides a "blueprint" for technology planning, evaluation, and resource allocation. The creation of this plan demonstrated the seriousness with which the college addressed the issue of using technology to improve the institution and student learning. Through surveys and interviews, a clear theme emerged regarding the need for the college to improve the presence, usage, and management of technology resources on campus. The LAVC Technology Plan Goals are as follows:

1. Promote student success in their educational and career goals
2. Promote student access to instruction and student support services
3. Full campus-wide accessibility to electronic technology
4. Increase professional excellence of administration, faculty and classified staff
5. Foster leadership/communications that support technology
6. Provide effective use of resource management
7. Provide a learning environment that supports technology
8. Provide a secure technology environment

Expanding our distance education program is in alignment with goals 1, 2, and 7. In particular, two key recommendations for the program were made as part of the needs assessment. The first recommendation addressed incorporating educational technologies for various learning/teaching styles. Interviews that took place with critical stakeholders clearly identified that expanding the program would provide flexibility and convenience to the students that LAVC serves. Distance Education has greatly improved student access to higher education opportunities and provided a transformational link between learning and technology. Moreover, distance-education courses are often better for people who learn through visual cues. The second recommendation dealt with developing multiple methods to train faculty to utilize technology in their teaching. LAVC is committed to student retention and success. To meet diverse student needs, faculty must rethink traditional delivery systems for instruction and learn the best ways to employ pedagogically sound technology to motivate and engage students in online courses.

Another assessment component included the needs analysis conducted in 2014 by a work group subcommittee of CDEC. Based on this analysis, a series of initiatives were implemented to improve the quality and quantity of our program. The first initiative dealt with increasing student success and retention. In an effort to be more data driven, the Office of Institutional Effectiveness has systematized the collection of data for online learning outcomes and achievement data. This information is available for departments to analyze when scheduling classes and developing their program review. Moreover, the Office of Institutional Effectiveness periodically sends out surveys to faculty and staff regarding their experience and expectations of our Distance Education program. This information is analyzed as part of the Virtual Valley Distance Education Program Review regarding service outcomes. Additionally, shared governance committees review this information.

The second initiative dealt with improving the quality of DE courses through increased opportunities for faculty training in DE methods, technologies and assessment practices. The professional development director has worked to expand the number of training sessions as well as expand the subject offerings at opening day sessions, the technology boot camp, and workshops throughout the year. Furthermore, additional resources were allocated in 2016 to provide instructors with training sessions on how to use the new Canvas Learning System.

The third initiative dealt with increasing student access. Department chairs regularly engage in dialogues every semester to ensure the appropriate number and mix of classes are being offered. In addition, the departments analyze these numbers as part of their program review process.

The fourth initiative dealt with ensuring that our distance education program adheres to the Department of Education and ACCJC policies for online learning. Accreditation team visits have confirmed that the college is successfully meeting policies.

The final initiative was to provide funding for the opportunity for web enhancing all courses with the approved campus LMS. In the past, due to contractual limitations related to costs, instructors had to submit an application to use Etudes for their web-enhanced course. A committee reviewed these applications every semester and based upon how well the request met established criteria, the request was granted. With the implementation of Canvas, the college no longer has to ration shells. Any instructor can use Canvas to web-enhance their class if they wish to do so.

Distance Education Surveys have also been critical tools in assessing needs for the program. Distance education student surveys are administered regularly covering a range of areas including college accessibility, course demand, and student satisfaction. Distance education faculty surveys are also administered which include questions covering a range of areas including operational, pedagogy, and satisfaction. Course demand surveys are also sent periodically to all students asking them about the types of courses they want to take; and graduate exit surveys are administered with one embedded question related to distance education and the obstacles students faced which may have caused a delay in reaching their educational goals. The Spring 2016 Distance Education Student survey indicated that 21.9% of the respondents only took online classes, 69% of students taking an online class (with 19% reported as neutral) were satisfied with the quality of the online courses offered at LAVC, over 72% needed online classes to complete an associate degree, and over 77% indicated that online offerings made the college more accessible and more convenient. Many also indicated that they would like more online courses to be offered.

In 2015, a technology survey was sent to faculty. Three key areas for the distance education program were assessed. Participants were asked to rate their satisfaction with the distance education coordinator, the online technical support specialist and the Virtual Valley Help Desk Support. Each area received favorable responses. Results are summarized below.

Faculty Survey					
Rate your satisfaction with the following services					
	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	No Opinion or NA
DE Coordinator	10.8 %	13.6 %	8.6 %	4.2 %	62.3%
Online Technical Support Specialist	11.4%	12.1%	9.9%	2.1%	65.5%
Help Desk	13.6%	14.3%	9.3%	2.9%	60%

### 3. The Anticipated Effect of the Proposed Change on the Institution

Expanding the distance education program at LAVC signifies more choices for students in the number of degrees and certificates that are available to them in an online format. This larger selection is appealing, provides greater options, and makes it more convenient for individuals to reach their educational goals by overcoming time as well as location obstacles. There are a variety of effects expected on the college as the number of Distance Education courses and students increase.

1. The number of students enrolling in courses will increase. All online courses fill early in the enrollment process. This increases the number of students attending LAVC without the significant physical costs associated with a face-to-face course. Distance education courses have been a key component of meeting student demand when scheduling particular classes due to their significant fill rates and the college's ability to offer them in a late-start format, meaning after the semester officially begins and in a shorter time frame.
2. LAVC expects to see more students graduating. Current data indicate that students take an online course in addition to the face-to-face courses simultaneously. This allows them to take more courses per semester, and thus complete their Associate degree in a timelier manner.
3. LAVC will continue to offer services for online students, such as online access to services such as Financial Aid, Student Advisement, and the Bookstore.
4. An increase in hybrid and online courses will allow for greater and more flexible use of limited campus facilities. Some hybrid courses meet one day a week with the rest of the course conducted online. This allows for a single room to be used for twice as many courses. For example, on a Monday the room may be used for three hybrid courses and then on Wednesday, three other hybrid courses. Online classes do not require any classroom space, hence more classroom space is made available for traditional face-to-face classes.
5. Increased dialogue between faculty on effective teaching strategies. LAVC is already experiencing an increase in faculty interaction over online teaching strategies and pedagogies that also extend into face-to-face courses. These interactions have been both formal (on-campus training sessions and retreats) and informal (between faculty).

#### **4. A Clear Statement of the Intended Benefits that will Result from the Change**

A widely diverse, highly mobile, and time-challenged population requires different modes of instructional delivery to assure ongoing availability of LAVC instruction. Expansion of the online program will provide LAVC students with more convenient access to courses needed for degree, transfer or certificate completion. Distance education allows colleges to make higher education more accessible—especially to working adults, caregivers, students with disabilities, and others who have schedules and responsibilities that are incompatible with their attendance in traditional, face-to-face classroom instruction. Out-of-district, but local students, will experience a reduced commute and related expenses. The college will see enrollment growth which is otherwise restrained by lack of classroom space and parking.

There will be expanded opportunities for technology related training for faculty as it encompasses pedagogy. This knowledge in how students learn has been translating the traditional classrooms and increasing student opportunities for success. In addition, the increased emphasis on developing core competencies for faculty teaching online courses should also enhance satisfaction levels of students who are taking these classes. There will be enhanced opportunities for innovation and collaboration between faculty as they design online courses with Canvas, the new learning management system, implemented in 2016.

#### **5. A Description of the Preparation and Planning Process for the Change**

Identification of strengths, challenges and solutions for the distance education program grew out of LAVC's long-term strategic and annual operational analysis. To ensure campus-wide participation and adherence to shared governance principles, these processes included formally involving all college constituents: administrators, faculty, staff, and students. Discussions regarding the expansion of the program have been discussed at shared governance committee meetings.

Efforts were made to ensure that the distance education program was aligned with the Educational Master Plan. College administrators, faculty, and staff reviewed demographics and performance data from Institutional Research, the results of the Program Review Process (involving community members serving on advisory committees, faculty, staff, and students), as well as recommendations identified in the Technology Plan. The allocation and use of resources for the distance education program are made through a shared governance process which is driven by the impact of motions on planning and budgeting.

As preparation for increasing online course offerings, LAVC joined the Online Education Initiative (OEI) which is collaborative effort among all of the community colleges across the state. The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCC's) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. Through this initiative many benefits to both students and CCC's are identified, including:

- Expand student access to quality online courses by providing support for course improvements aligned with common quality standards and by facilitating cross college enrollment
- Increase student success and completion with support and services such as tutoring, online learning readiness, and basic skills support
- Encourage faculty and staff involvement with professional development, instructional design, networking and content resources
- Improve access to courses and services through an innovative common online learning environment
- Leverage cost through system-wide licensing through a highly rated course management system

In December 2015, Los Angeles Valley College voted to join the OEI after careful review by an OEI workgroup composed of faculty, administrators and staff. This initiative was further ratified by various committees on campus involved in the shared governance process.

Canvas is the course management system selected by the OEI and LAVC transitioned to Canvas in summer 2016. LAVC will have access to shared resources in Canvas such as the OEI course design rubric, Online Learner Readiness Tutorials, and @One Canvas workshops.

A budget proposal was submitted and accepted by the President to increase the distance education resources in preparation for participation in the OEI. Expanded resources included:

- An increase in reassigned time for the DE Coordinator from 0.4 to 0.6 from February 2016 - August 2016
- Two DE trainers at 0.2 each reassigned time to conduct Canvas training at LAVC from February 2016 – August 2016
- Participation in Canvas trainings for administrators and support staff

## **D. Evidence that the Institution Has Analyzed and Provided for Adequate Human, Physical, Technology, and Financial Resources and Processes Necessary to Initiate, Maintain and Monitor the Change and to Assure that the Activities Undertaken Are Accomplished with Acceptable Quality**

### **1. Adequate and Accessible Student Support Services**

#### *Online Student Services*

##### *1. Services for Students with Disabilities (SSD)*

The SSD program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit

as equitably from the college experience as their non-disabled peers. SSD provides support services, instruction and accommodations to a diverse population of students with a wide variety of abilities and disabilities.

## *2. Online Tutoring*

NetTutor provides free online tutoring with Highly Qualified Professional Tutors - 24/7. Students are able to join a live session, ask a question or submit a paper. This service was integrated into the LAVC Etudes LMS in the fall of 2015 and continues to the present in the Canvas LMS. All course shells have a new tab for NetTutor in the menu that indicates student access to free online tutoring. The service is provided by NetTutor, the company who was awarded the State's OEI contract for online tutoring. There was no special setup required as this is an optional resource for students. Once a student clicks on the link, they agree to the terms, simply choose the subject matter, and type of support that they need. Online tutorial support is available for many disciplines including the following subjects: Earth Science, Geology, Astronomy, French, Spanish, German, Italian, Information Technology & Computer Science, General Humanities, Math (Pre-calculus), Math (calculus), History and Social Sciences, English, Chemistry, Physics, Biology, Anatomy and Physiology, Math en Espanol, and English/Online Writing Lab.

## *3. General LACCD Operational Services*

The Los Angeles Community College District offers the following online operational procedures ([LACCD Student Page](#)) for all students:

- Application for Admissions
- Course enrollment and withdrawal
- View schedule of classes
- Fee Payment
- View grades and transcripts

## *4. LAVC Online Library Resources*

The library implemented EZProxy server, a software program that authenticates student access to paid library databases within the campus LMS. By going to the site, a student is able to access the following services:

- Online articles and reference sources
- Information
- Valley Library Book catalog
- Online eBooks through ebsco eBooks, or gale virtual reference library
- Library guides and tutorials
- Periodicals Portal
- Recommended sites to help students write research papers

## *5. LAVC Counseling Services*

The Counseling Department serves all current and prospective students. Counselors can help students clarify their goals, make a student educational plan, and monitor their progress. The counseling center offers limited online academic advising. “Ask-a-Counselor” online counseling at LAVC gives students the opportunity to ask general questions that pertain to reaching their educational goals at LAVC. Services offered are as follows:

- Clarification of college procedures and policies
- Certificate, degree, and transfer requirements
- Course prerequisite information
- Course offerings and majors available
- Referrals to other programs and services
- Transferability of LAVC courses

Other Online services include:

- Orientation and advising for first-semester educational planning
- Scheduling in-person Counseling appointments
- College success tutorials
- Online probation workshop: “From Probation to Academic Success”
- A proposed expansion of online counseling and advising includes the OEI approval of the first FERPA and ADA compliant online counseling and advising technology called Cranium Café which will allow students to make appointment and “meet” with counselors online

#### *6. LAVC Financial Aid Website*

The Financial Aid Department assists students with information on how to receive money for a college education, including fees, books, supplies, living expenses, and child care. By going to the LAVC Financial Aid website, a student will also be able to access the following services and information:

- Office location, hours and contact information
- How to apply; eligibility requirements for aid
- Types of aid
- FAQ’s
- Link for Veterans
- Links to the FAFSA application
- Link to Financial Aid forms
- Link to cost calculator

#### *7. Scholarships*

- View LAVC Foundation scholarships

### *8. Online Orientation*

The online orientation is designed for new students to help them transition and be successful at LAVC. By the end of the orientation, students will have a better understanding of the following:

- Programs & Majors
- Academic Planning
- Student Success Services
- College Success
- Campus Life
- Student Conduct & Safety
- How to use the college catalog and schedule of classes
- How to plan and register for your first semester courses
- Overview of campus resources and special program

### *9. Health Center*

The Health Center is committed to delivering expert medical care to students. Students enrolled in an online course and an on-campus course are entitled to Health Center services. Students who are only enrolled in an online course can opt to pay the health services fee of \$11 per fall and spring semester and \$8 for summer. The website provides information on:

- Office Location and hours
- Email contact information
- Health Services
- Counseling
- Emergencies
- Referrals
- Resources

### *10. Online Placement Results*

- View English and math placement results
- Online practice tests

### *11. Degree Audit Reporting System*

- A new Student Information System will allow students to view academic progress toward completion of a certificate and an associate degree in their declared or proposed major.

## *12. Career and Transfer Center*

The mission of the Career/Transfer Center is to promote career awareness and transfer preparedness. In doing so, LAVC students are educated in the areas of career development, transfer awareness and educational/vocational development. Career Center services and resources (print/online/computerized) provide assistance to students with the exploration of career options, the cultivation of a comprehensive employment and educational plan, and the enhancement of job searching techniques and strategies. The Transfer Center assists students in determining their transfer options, courses needed to transfer, and application information/assistance for University of California, California State University, and private schools. The center also offers transfer workshops, university field trips, individual appointments with university representatives, and many more useful tools and resources to help students successfully prepare and transfer to a four-year institution.

On this site students will find tools and resources to:

- Navigate the Virtual Career Center ([Career and Transfer Center](#))
- Career assessment and exploration
- Help choose a major & plan a career
- Learn to focus on academic and career goals
- College search
- Research labor market trends
- Improve job search skills and techniques
- Create an e-portfolio
- Successfully master the interviewing process
- Create a resume

## *13. Online Registration*

A new Student Information System (SIS) is scheduled to be fully implemented in 2017. In the new SIS, students will be able to access the following information:

- Add or update the email address
- View the registration appointment
- View placement results
- Add/drop classes
- View and pay fees
- Check class schedule
- Check holds
- View personal information
- Change PIN
- View grades
- View class subject

- View unofficial transcript
- Check the status of Financial Aid application
- Request voter information

#### *14. Online course listings*

- Students can view all online course listings prior to registration by going to the Schedule of Classes. In addition to a filter for online and hybrid, students can also search by weekend, late-start, and honors courses ([Searchable Schedule of Classes](#))

#### *15. Student Support*

Significant scholarly research has been conducted and published in the area of understanding the primary factors that impact retention/completion for an online course environment. One of the critical factors most often cited is the quality of technical support and its availability. Capitalizing on this research, LAVC has developed a support infrastructure to assist students with their technical needs related to the online learning management system known as Canvas. This support is delivered through

- a. Virtual Valley Student Resources
- b. The Virtual Valley Help Desk
- c. Canvas Help Desk

#### *16. Virtual Valley Student Resources*

The Virtual Valley team understands that online classes provide some students with their only opportunity for a higher education. However, not all of the students who take online classes have the technical skills or knowledge to succeed before they enroll. It is understood that instructional time in any class is limited and cannot be spent teaching students the basic technical skills they need to succeed. Instructors may become frustrated at having to spend extra time to help their students develop the necessary technical skills. Thus, to remove the burden from discipline instructors, and to provide students with the technical skills they need to succeed in an online educational environment, the Virtual Valley program has a link dedicated to student Canvas Resources ([Resources](#)). These include an extensive student guide as well as 14 video tutorials. Topics include:

- Introduction
- Announcements
- Assignments
- Calendar
- Chat
- Collaborations
- Computer Specifications
- Conferences
- Conversations

- Course Navigation
- Discussions
- ePortfolios
- Files
- Global Navigation
- Grades
- Modules
- Pages
- People and Groups
- Profile and User Settings
- Quizzes
- Rich Content Editor
- Web Services

#### *17. Virtual Valley Help Desk*

LAVC currently maintains a Help Desk for faculty and students to provide support for the Canvas Learning Management System as well as the internal college portal site, MyLAVC. This help desk is open approximately 20 hours per week ([Help Support](#)). More hours are available in the period just prior to the start of the semester and the initial weeks of the semester. The help desk is staffed with one full-time supervisor and part-time student workers. All of these individuals went through extensive Canvas training to help faculty members in the transition from ETUDES to Canvas. During a typical semester, the help desk fields over 350 inquiries. These inquiries range from understanding the log-on procedures to uploading documents or using any of the online classroom tools.

#### *18. Canvas Help Desk*

A dedicated Help Desk staffed by Canvas employees is available to students. This help desk is funded through the OEI. The hours for this service fill in when the Virtual Valley Help Desk is not accessible. During fall 2016, the Canvas Help Desk was available as follows:

- Monday - Thursday, 5pm - 8am
- Friday, Saturday, and Sunday - 24 hours

#### *19. Online Student Complaint, Grievances, and Ombudsman Services*

LAVC currently maintains several online entry access points for students who need to voice concerns, complaints or need the assistance of the College Ombudsperson ([Office of Ombudsperson](#)). The College has developed online cross-departmental communication channels, which provides online students information and access to voicing any kind of concern or complaint.

## **2. Sufficient and Qualified Faculty, Management, and Support Staffing**

There are a number of positions that support the distance education program at LAVC. The distance education team is comprised of individuals fulfilling the following roles:

#### *Faculty Positions*

DE Coordinator: A 0.4 FTE individual responsible for the daily operations of the Course Learning Management position. This is a year-round position providing support to faculty and students for the fall, winter, spring and summer semesters.

DE Facilitators: Two individuals each with 0.2 FTE responsible for Canvas Trainings. These positions were established for a limited time to assist faculty during the spring 2016 and summer 2016 semesters as faculty made the transition to Canvas. These Canvas Trainings are delivered in three modalities: face-to-face, self-paced tutorial, and facilitated online classes. To date, over 32 sessions were held and 189 instructors were trained.

Online Instructors: As mentioned, 189 instructors have received Canvas Training and have been certified in core competencies related to using the online delivery system and pedagogy techniques.

Professional Development Director: A faculty member (1.0) runs the professional development program at the college, plans workshops and training sessions, oversees the training center used for most of the sessions, and publicizes the workshops and training opportunities.

#### *Management*

Dean, Academic Affairs: Provides strategic direction to the distance education program and allocates 15% of her time to coordinating faculty, management, and support activities.

#### *Support Staffing*

Online Technical Support Assistant: Supervises a two-person Distance Education Help Desk for students and faculty problems on both their Canvas classes and the LAVC Portal. Hours vary as the Help Desk is open more in the weeks just prior and after the start of the semester. The Help Desk has fewer hours during the rest of the semester.

Virtual Valley Help Desk: Student workers who staff the Virtual Valley Help Desk up to a total of 55 hours per week during each semester.

Virtual Valley Webmaster: A part-time employee who updates the Virtual Valley Website up to five hours per week.

### **3. Professional Development for Faculty and Staff to Effect and Sustain the Change**

Previously, LAVC used the ETUDES classroom management system and provided training sessions on this classroom management system. Over a ten-year period, LAVC trained 311 instructors in 37 different areas of study in how to use ETUDES.

In July 2016, LAVC joined the Online Education Initiative for the State of California. As part of the OEI, the campus transitioned to the Canvas LMS. To date, nearly 190 instructors have been certified to teach Canvas ([Canvas Certified Instructors](#)).

The following professional development opportunities are available for Canvas Certification:

Canvas LMS Admin Training Webinar

This training instructs LMS Admins how to configure the administrative settings in Canvas. Participants learn how to manage users, sub-accounts (domains), courses, and enrollments, as well as how to organize courses, manage users and permissions, and create shared content that can be used by instructors.

Canvas Support Training Webinar

This training teaches local support personnel how to troubleshoot problems and support end users. Participants learn how to utilize Canvas documentation, interact with the user community, and effectively use the help ticketing system.

Canvas Fundamentals for Faculty

Canvas Training ("Introduction to Teaching with Canvas") provides an overview of the basic tools in Canvas and prepares faculty for teaching an online class. LAVC offers the training in three modalities: Face-to-Face, Self-paced Online Tutorials, and an Online Facilitated Class. These training sessions run throughout the year.

Virtual Valley maintains a direct partnership with the Office of Professional Development to coordinate a training schedule of programs to improve the technological skills of faculty and staff. Workshops include:

- Incorporating technology in the classroom
- Flipped classroom and integrating technology
- Web-enhancing classes
- Integrating social media
- Exploring best practices in online and web-enhanced classes
- Learning how to create ADA-compliant documents and presentations
- Creating videos using free online animation and video programs
- Developing an active learning environment in your classes
- Captioning videos for use in your classroom

An annual summer Tech Fest is held in the Professional Development Center every August. In 2016, twelve workshops were offered, which were attended by 100 participants. Topics included:

- Getting Content into Canvas
- Advanced Canvas Tools

- Canvas for Beginners
- Using Google Hangout for Virtual Office Hours
- Adding Graphics and Videos
- 101 Great Websites

#### **4. Appropriate Equipment and Facilities Including Adequate Control Over Any Off Campus Site**

LAVC has invested in appropriate equipment for the distance education program.

**An academic portal:** The MyLAVC portal, overseen by the Distance Education Coordinator, increases communication between faculty and students and makes course information easily available. This portal allows faculty to host a personal profile page and post information for all their classes including the course syllabus, assignments and additional supportive class materials. Students have access to the information on their classes and the semester course schedules.

**ETUDES:** The current LAVC licensing agreement with ETUDES is an archival account which gives all online/hybrid, or web-enhanced faculty access to their course materials for a period of one year at a cost of \$5,000. This allows faculty adequate time and preparation to transfer course materials from the old learning system (ETUDES) to Canvas.

**Canvas:** Beginning July 1, 2016, LAVC joined the OEI and is using the Canvas LMS which grants unlimited course shells to all faculty to teach in an online/hybrid format, or to web-enhance courses. Canvas is available to colleges in the state OEI for free until the end of spring 2019.

**Student Computer Access:** There are two spaces in the Library and Academic Resource Center (LARC), a 92,000 square foot building. The Virtual Valley Help Desk and the Virtual Valley Distance Education Office are both housed upstairs in the LARC. The help desk features workstations for the Online Technical Support Assistant as well as student workers who are available to support both faculty and students with Canvas. The Distance Education office features an office for the Distance Education Coordinator as well as computer stations for the DE Coordinator to assist faculty with online teaching. Students also have access to a dedicated computer lab that houses 90 computer stations and is open Monday through Saturday.

#### **5. Sustainable Fiscal Resources Including the Initial and Long Term Amount of Sources of Funding for the Proposed Change and an Analysis of Fiscal Impact on the Institution's Budget**

Fiscal and physical resources for the distance education program are generated through multiple sources. LAVC provides funding on an annual basis to support the distance education program. The Canvas contract is supported through the OEI Initiative until the end of spring semester 2019. After that, the college's general fund will pick up this expense. Moreover, LAVC has maintained a licensing agreement with ETUDES for an archival account which gives all online/hybrid, or web-enhanced faculty access to their course materials for a period of one year at a cost of \$5,000. In addition, the College's general fund pays a .4 FTE reassignment to a faculty member to act as the

distance education coordinator to handle all operational aspects of the course management system. During spring and summer of 2016, as we transitioned from ETUDES to Canvas, two additional faculty members at 0.2 reassigned time were given the role of Distance Education Facilitators to assist with training. In addition, during the transition, an additional reassigned time of 0.2 was given to the DE Coordinator.

A full-time online technical support assistant position is funded. Grant funding supports the Virtual Valley Help Desk that provides both phone, email and in-person support to faculty as well as students.

## **6. A Comparative Analysis of Budget, Enrollment, and Resources; Identify New or Reallocated Funds**

Currently the DE Program has an annual budget allocation which accounts for staff salaries, the archival account for ETUDES, and salaries for the Help desk. DE Classes are scheduled and budgeted for as part of the College's overall enrollment management planning and schedule development process to achieve its FTES goals. During the last year, the college has increased its allocation for online classes as part of its late-start offerings. These late-start distance education courses took into consideration average class size, student success and retention data. Academic departments and support services plan for curricular and program changes relevant to DE and face-to-face offerings through the Enrollment Management Committee as well as dialogue between department chairs and the appropriate deans.

## **7. A Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change**

The plan for monitoring the achievement of the desired outcomes as well as student and faculty satisfaction is based on the following components:

- Completion of the Virtual Valley Program Review
- Departmental Program Reviews
- Student Satisfaction Surveys

### *Virtual Valley Program Review*

The Virtual Valley Distance Education Program Review takes place on a regular basis. The program review process provides the framework for developing initiatives that connect not only to the program's long-term vision of student success but also to other reports and activities such as accreditation, the Educational Master Plan and other campus plans. The Virtual Valley Program review allows for in-depth analysis and long-range planning. The program began by making a comprehensive review of the curriculum that is available via distance education. Working with the Office of Institutional Effectiveness, both student and faculty surveys were conducted to assess needs. This information was reviewed by the Vice President of Academic Affairs, the area dean and various shared governance committees.

### *Completion of the Departmental Reviews*

Each department prepares program review as part of a six-year cycle. In addition, they also participate in annual planning. Faculty were engaged in discussions of their certificates and degrees, utilizing the information from the curriculum review, the student survey and profile, and other relevant documents, e.g., Student Learning Outcomes forms, Department Goals and Objectives, as well as strengths, challenges, and a plan of action. This information was reviewed by the Vice President of Academic Affairs, the area dean and various shared governance committees.

### *Student Satisfaction*

Multiple measures will be used to establish, assess and evaluate student satisfaction for all the distance education offerings. As part of the program review process mentioned above, surveys are given to students asking them about what types of distance education courses they are interested in. Parallel assessment instruments are used for comparison of distance education and traditional courses. Instructor and course evaluation surveys will be disseminated to a subset of distance education courses as part of regular college-wide assessments. Topics in the survey include:

- Class orientation
- Course content
- Course interaction
- Instructor accessibility
- Technical assistance

Additionally, online courses are evaluated relative to traditional courses in terms of grade distribution, success, retention and persistence. Student Learning Outcomes are assessed for courses offered online as well as in traditional format.

## **8. Evaluation and Assessment of Student Learning Outcomes, Achievement, Retention, and Completion**

LAVC utilizes program review as a means to evaluate and assess program success. Student learning outcome assessment for the program is included and primarily focuses on the services provided by the program to support faculty and students in online coursework. Student Learning Outcomes are also assessed by each academic program at the course level through the eLumen system [OAC](#). Using this system, faculty teaching DE courses address similarities and differences with traditional sections. A major inclusion in the last two comprehensive program review cycles has been to include success and retention data for the program. The success, retention and demographic data displayed in the Distance Education Data Pak ([Data Pak](#)) the program to strategize interventions and to monitor the effect and success of the interventions. Each academic program is also provided DE success and retention data within their program and discussions of DE offerings are included in the academic program reviews.

As referenced in the Rationale section of this document, LAVC reviews achievement data for DE courses and non-DE courses. During 2015, course success rates in DE classes were within five

percentage points for online courses and ten percentage points for hybrid classes in comparison to face-to-face classes. Retention rates for DE courses were within four percentage points for online classes and five percentage points in hybrid classes in comparison to face-to-face classes. LAVC will continue to evaluate online course success and retention rates through its ongoing review of enrollment trends, annual goals, and student success targets.

## **E. Evidence that the Institution Has Received all Necessary Internal/External Approvals**

### **1. A Clear Statement of What Faculty, Administrative, Governing Board, or Regulatory Agency Approvals Are Needed, and Evidence That They Have Been Obtained**

The Curriculum Committee and the Academic Senate approve all courses to be offered through an online delivery system. In keeping with Title 5 requirements for approval of online courses, the Curriculum Committee requires that any course proposed for teaching using online delivery contain additional content dealing specifically with the online aspect of the course. Course Outlines of Record include a DE addendum on the district's Electronic Curriculum Development System. It has been the practice of both faculty and administration that policies related to online course development and delivery should parallel those for traditional delivery.

The DE Subcommittee reviews every course submitted for distance education approval to ascertain that the following requirements have been met (Title 5):

- The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses. (section 55202)
- Determination and judgments about the quality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures. (section 55202)
- Each section of the course which is delivered through distance education will include regular effective contact between instructor and students. (section 55204)
- Each instructional website meets or exceeds the minimum accessibility requirements set by the Chancellor of California Community Colleges. (section 55200)

LAVC adheres to the requirements in Article 40 of the faculty AFT collective bargaining agreement stating that the Distance Education Committee has the responsibility of determining learning management system (LMS) proficiency ([Distance Education Certification](#)). Faculty seeking to teach DL courses shall demonstrate their proficiency by fulfilling at least one of the following:

- Training, certification or direct demonstration of skills with the college's LMS
- Evidence of prior online teaching/experience using the colleges LMS system

The college adheres to the requirements in Article 40 related to class size, class authorization, and compensation. In addition, it adheres to the requirements in Article 41 of the faculty AFT collective

bargaining agreement regarding intellectual property. Finally, the Institutional Effectiveness Council approved the proposed Substantive Change Report in September 2016.

## **2. Legal Requirements Have Been Met**

Title 5 requirements regarding approval of curriculum provide the structure for the approval process at the College. The DE program has made a significant commitment to compliance with both FERPA and accessibility requirements.

## **3. Governing Board Action to Approve the Change and any Budget Detail Supporting the Change**

Course, certificate, and degree approval is initiated in the Curriculum Committee with final approval given by the Board of Trustees. Thus, all courses, degrees, and certificates mentioned in this proposal have been approved by the LAVC Board of Trustees. This proposal does not include any suggested modification to budget. The LACCD Board of Trustees approved this Substantive Change Report during the month, date and year meeting.

## **F. Evidence of Fulfilling Eligibility Requirements**

### **1. All ERs Must be Addressed, and Requirements that are Particularly Impacted by the Change Addressed in Detail**

The Western Association of Schools and Colleges (WASC) affirmed LAVC's accredited status in June 2015, and in July 2016, reaffirmed our accreditation status for another 18 months. LAVC continues to meet eligibility requirements for accreditation in the following areas:

#### **1. AUTHORITY**

Los Angeles Valley College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. This authority has existed continuously since 1949 with accreditation status regularly renewed by the Accrediting Commission for Community and Junior Colleges, WASC.

#### **2. OPERATIONAL STATUS**

LAVC is a comprehensive college that has been in continuous operation since 1949. Students actively pursue a wide range of academic and vocational programs leading to degrees and certificates, transfer to four-year colleges and universities, job training, career advancement, personal enrichment, and lifelong learning.

#### **3. DEGREES**

LAVC offers programs leading to 59 Associate in Arts (AA) degrees, 19 Associate in Science (AS) degrees, 17 Associate in Arts for Transfer (AA-T) degrees, five Associate in Science for Transfer (AS-T) degrees, 53 Certificates of Achievement, 13 Skills Certificates, and nine noncredit Certificates of Completion. Fifty-seven percent of programs (101 out of 177) lead to a degree. Most of the courses satisfy requirements for either majors or general education, and the majority of the student population is enrolled in degree-applicable courses.

4. CHIEF EXECUTIVE OFFICER

Dr. Erika Endrijonas has been LAVC's college president since August 2014. Her full-time responsibility is to serve as the Chief Executive Officer of the College. She is given authority by the Board of Trustees to administer board policies. She does not serve on the District governing board.

5. FINANCIAL ACCOUNTABILITY

Annual financial audits are conducted by externally contracted certified public accountants. The Board of Trustees reviews these audit reports annually. Financial audit and management responses to any exceptions are reviewed and discussed in the Board's public sessions.

6. MISSION

The college reviews its educational mission statement on a regular basis. It is approved by the Board of Trustees and is published in the catalog, schedule of classes, college website, Student Handbook, and College Council agendas. The mission was revised in 2014 to reflect our college-wide student learning outcomes (SLOs) and focus on student success. Program review, annual goals, and grant requests are linked to the college mission.

The expansion of the Virtual Valley Distance Education Program is clearly in alignment with the college's mission statement regarding access to education.

7. GOVERNING BOARD

The eight member Board of Trustees for the Los Angeles Community College District is an independent policy making body, which is responsible for seeing that all of its nine colleges implement their stated missions. The board is charged with ensuring the quality, integrity, and financial stability of its colleges. Seven board members are elected at large by voters in the city of Los Angeles for four-year terms. Terms are staggered, with three members chosen in one election and four members elected two years later. A student member is elected annually – serving June 1 through May 31 of each year – by students throughout the district. The board president and vice president are elected by fellow members for one-year terms. Board members may not be currently employed by the district. An ethics policy mandates impartiality and integrity in all decisions made by Board Members.

8. ADMINISTRATIVE CAPACITY

LAVC has 25 administrators, including the president, vice presidents, deans, associate deans, and classified administrators. They were hired through an open, competitive employment process by hiring committees and the Personnel Commission, and were selected on the basis of their training and experience. The administrative staff meets frequently with the college president and works diligently to support the college mission.

The college has sufficient administrative staff to provide oversight of and necessary support for distance education courses and programs. The Dean of Academic Affairs overseeing the distance education program has been involved in the planning process for the expansion of the program and has worked with governing committees regarding program decisions.

#### 9. EDUCATIONAL PROGRAMS

In determining our degree and certificate programs, the college considers student demand and need, course objectives, University of California (UC) and California State University (CSU) requirements, advisory committee recommendations, and needs related to industry and business. Program review, faculty evaluation, and curriculum review ensure that our courses and programs are of high quality and rigor. All of our degree programs are two academic years in length. Students are evaluated based on attainment of the course objectives stated in the course outline of record.

#### 10. ACADEMIC CREDIT

Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 minimum standards. One credit hour of work is equivalent to one hour of lecture, two hours of laboratory with homework, or three hours of laboratory without homework per week based on a term of 16 weeks. Required course content and objectives are established by the discipline's faculty, approved by the Curriculum Committee, a subcommittee of the Academic Senate, and continuously reviewed and revised through the program review process. Faculty evaluations ensure that instructors are teaching within the bounds of the course outline of record. The credit awarded for each course and the time that the course meets per week are specified in the catalog and schedule of classes. The award of credit is the same for both online and face-to-face courses.

#### 11. STUDENT LEARNING AND STUDENT ACHIEVEMENT

LAVC has developed an innovative model for program assessment: the program pathways model. In this model, an instructional program is defined as a major education pathway that a student takes through the institution. The three pathways are the Foundational Program, the Career-Technical Education (CTE) Program, and the General Education (GE)/Transfer Program. The three programs have two shared outcomes, Communication Skills and Reasoning Skills, and other program-specific outcomes (e.g., Professional Behavior for the CTE Program and Global Awareness for the GE/Transfer Program). All seven program learning outcomes (academic habits of mind, communication skills, global awareness, professional behavior, reasoning skills, social responsibility and personal development, and technical skills) constitute the College's Institutional Learning Outcomes (ILOs). These ILOs

and their incorporation into the three Program Pathways are explicitly described in the LAVC Course Catalog. The Student Services division has identified SLOs for all its departments and regularly assesses them. All disciplines in academic departments are developed program-level and course-level outcomes and assessments. Currently, student success is measured by faculty based on the successful completion of course objectives that are clearly stated in the course outline of record.

All courses, regardless of mode of delivery or location, follow the same course outline of record. Programs and degrees offered online must meet the same standards as courses, programs and degrees offered by traditional methods.

## 12. GENERAL EDUCATION

Los Angeles Valley College has developed a curriculum of General Education (GE) requirements for students in all degree programs. These general education requirements ensure a breadth of knowledge consistent with the philosophy of general education on campus and with Board Rules. The Intersegmental General Education Transfer Curriculum (IGETC) for UC transfer and the GE Certification for CSUs (CSU GE) are described in our catalog and schedule of classes.

The College's General Education Plan requires a minimum of 21 semester units in Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education. Information competency, computer competency, critical thinking, and cultural diversity are key components of many courses in these five areas, and ethnic studies are offered in at least one of the required areas. Students also have the option to complete either the CSU GE or IGETC plan as General Education requirements for their Associate degrees.

Graduates must demonstrate competence in mathematics, reading, and written expression through completion of selected courses with a grade of "C" or better or by examination. Student learning outcomes have been developed at both the course and program level.

## 13. ACADEMIC FREEDOM

The college abides by the policy on academic freedom stated in LACCD Board Rules (BR 1204.12 adopted in February 2006) and Article 4 of the LACCD/Los Angeles College Faculty Guild agreement, which states, "The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students." Our Academic Senate adopted the AAUP statement on faculty ethics and academic freedom, which is in our Faculty Handbook.

Online courses promote the same standards of academic freedom as face-to-face classes.

## 14. FACULTY

Our college employs 201 full-time faculty and 432 adjunct faculty. The faculty ranks are sufficient to maintain an average class size of 34, as mandated in the 2014-2017 LACCD/Los Angeles College Faculty Guild agreement. The agreement's articles on evaluation and the Faculty Handbook set forth faculty responsibilities, which include making appropriate contributions to the department/discipline and evaluating student performance.

Qualified full and part-time instructors who meet or exceed the minimum qualifications for their disciplines develop and teach online courses. These instructors must complete the designated training for teaching online and demonstrate competencies per the faculty AFT collective bargaining agreement.

#### 15. STUDENT SUPPORT SERVICES

The college offers many programs that serve the general student body (Academic Counseling, Orientation, Financial Aid, Student Health Center, Career/Transfer Center, and Child Development Center) as well as specialized services designed for certain student populations: Disabled Students Programs and Services, Extended Opportunities Programs and Services, Cooperative Agencies Resources for Education, Guardian Scholars (Foster Youth Services), Black Scholars Program, TRiO/Student Support Services, the Transfer Alliance Program, and Veterans Students. These services support student learning and assist students in completing educational goals. In addition, the Student Life unit of Student Services offers specialized resources for student support such as Psychological Services and services related to Title IX.

#### 16. ADMISSIONS

Los Angeles Valley College maintains an "open door" admission policy consistent with its mission statement, the Education Code, Title 5 of the California Code of Regulations, and the statewide mission for California Community Colleges including California residents with a high school diploma, residents who are 18 years of age or older who are determined to be capable of benefiting from the instruction offered, K-12 students under special circumstances, as well as international and non-residents.

Enrollments in online courses follow the same status and Board policies as traditional courses.

#### 17. INFORMATION AND LEARNING SUPPORT SERVICES

LAVC offers information and learning resources through the full-service library, media services, specialized and open computer labs and technology support. Our college library is located in the Learning and Academic Resources building and is staffed by five faculty librarians and six full-time support staff. More than 130,000 printed books, including textbooks on reserve, are available in the Library. In addition, the Library provides access to nearly 170,000 eBooks, most of which can be accessed through the OneSearch box on the Library's homepage.

The Library provides full-text access to newspaper, magazine and scholarly journal articles through a comprehensive suite of 48 databases including JSTOR, EBSCO's Academic Search Complete, and the Los Angeles Times Historical archive. The Library also subscribes to print versions of several popular magazines, as well as to paper versions of the Los Angeles Times, New York Times, Wall Street Journal, and Daily News.

The following services are also available to students through the Library:

- 90 public computers with Internet access and Microsoft Office for currently enrolled students.
- Photocopying and computer printing is available at a cost of \$.10 per page (for black and white), and \$.25 for color printing. Scanners and a microfilm reader are also available. The copiers and printers accept credit cards as well as cash.
- 16 group study rooms, as well as individual study areas, plus spaces for listening to and watching audiovisual materials.

Our college provides 16 campus labs, including open computer labs, tutoring services, and departmental labs focusing on the needs of students in particular disciplines.

The Learning and Academic Resource Center (LARC) provides a centralized location for the Virtual Valley Help Desk increasing visibility and ease of access.

Instructional Media Services (IMS) houses, circulates, and maintains a limited pool of equipment to support academic instruction and College-related business on campus. The equipment can be scheduled/reserved by the IMS staff in the second floor of LARC.

## 18. FINANCIAL RESOURCES

The college prepares an annual operation plan that documents its financial resources and allocation of resources to support student learning programs and services and improve institutional effectiveness. College governance structures and the budget and planning process ensure that the college mission is considered in all financial decisions. The district funding structure assures the college's financial stability. The current 2016-2017 fiscal year base allocation is \$60,938,524.

The college has made a commitment to fund the development and offering of courses via online delivery to the same extent as traditional courses. To this end, resources for the expansion of the Virtual Valley Distance Education Program have been allocated from the college's operating budget. Faculty governance committees have been involved in the planning and use of these resources.

## 19. INSTITUTIONAL PLANNING AND EVALUATION

The college systematically evaluates its programs through the regularly recurring cycle of program review. Data in reports and surveys gathered by the college Office of Institutional Effectiveness is used to assess our effectiveness and plan for the future. Information on our effectiveness, which is compiled in research reports, is distributed throughout the college and made available to the public via the Office of Institutional Effectiveness website. We rely on our college mission, goals, and master plans to guide our planning efforts. Through shared governance and program review we assess progress toward achieving our stated goals and make decisions through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

As discussed in previous sections, The Virtual Valley Distance Education Program is involved in the planning process through:

- The Campus Distance Education Committee (CDEC)
- The Program Effectiveness Committee (PEPC)
- The Educational Planning Committee (EPC)
- The Technology Committee (TECH)
- The Curriculum Committee (VCCC)

#### 20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC

Los Angeles Valley College publishes an annual catalog, which includes extensive general information about the college, regulations and policies affecting students, and requirements for attending, graduating, and transferring. The catalog is carefully checked for accuracy and updated, when necessary, on the college website.

#### 21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

The college and the District Board of Trustees hereby affirm by signatures of official representatives that Los Angeles Valley College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.

### **G. Evidence That Each Accreditation Standard Will Be Fulfilled Specifically Related to the Change and That All Relevant Commission Policies Are Addressed**

#### **1. All Accreditation Standards addressed and Those That Are Particularly Impacted by the Change Are Addressed in Detail. The Description of the Process for Monitoring and Evaluating the Effectiveness and Learning**

## **Outcomes Expected is Included.**

### **Standard I: Mission, Academic Quality, and Institutional Effectiveness, and Integrity**

#### **A. Mission**

LAVC has a board-approved mission statement. An increase in distance education course delivery supports the college mission and is aligned with its purpose and the student population it serves. The College's student body includes working adults with a variety of family obligations. The opportunity to take more of their required courses online greatly increases the opportunity for them to make better progress towards reaching their goals.

#### **B. Assuring Academic Quality and Institutional Effectiveness**

LAVC has a well-established system of research, evaluation, and planning for continuous improvement of student learning and institutional processes. Broad-based planning occurs on a regular basis and allows input by appropriate constituencies. The Campus Distance Education Committee meets monthly to address policy issues and operational procedures related to online course delivery. The Educational Master Plan (Goal 2, Objective 5) calls for the College to reduce the gaps in success rates for DE versus face-to-face courses by offering instructors pedagogical support and implementing student Distance Education orientation and readiness assessment.

#### **C. Institutional Integrity**

The College uses documented assessment results to communicate matters of quality assurance to the public and appropriate constituencies. Data on student achievement in DE courses is discussed in program review and is readily accessible on the LAVC website.

Students and prospective students receive clear and accurate information about DE courses and programs through LAVC's comprehensive website. The District is adopting a Student Information System that will increase students' ability to create schedules, receive online advisement, and learn about transfer information and graduation requirements.

The Virtual Valley Website and all publications dealing with our DE program represent distance education accurately. Instructors provide their students with letters that describe the course, expectations and skills needed to successfully complete the course. It is also made clear that these classes are just as rigorous, or even more so, than face-to-face classes. Policies on academic freedom and student academic honesty are published in the Catalog and Schedule of Classes, which are also posted online and easily accessible to students.

### **Standard II: Student Learning Programs and Support Services**

#### **A. Instructional Programs**

LAVC has demonstrated that the instructional program in this alternate mode of delivery addresses and meets the mission of the institution and upholds its integrity. Students responding to surveys conducted by the campus and the district ask for more distance education courses. Currently 11.2% of our student population is taking an online course.

LAVC assesses student learning outcomes in distance education classes in the exact manner that it assesses student learning outcomes for face-to-face classes. The online courses utilize the same learning outcomes as any face-to-face courses, programs, certificates, and degrees. The DE program at LAVC is compatible with the objectives of the curriculum and appropriate to the current and future needs of students. Every course offered online goes through an extensive curriculum approval process by the Valley College Curriculum Committee that evaluates the course proposal. A DE Addendum is attached to the course outline that describes how material will be delivered. LAVC evaluates all DE courses and programs through ongoing systematic program review using the same evaluation tools as are used for face-to-face classes.

### **B. Library and Learning Support Services**

LAVC provides library services for online students and access to educational materials. The library and its resources are all online. Librarians have been embedded into distance education courses to provide specific guidance in research and developing projects for distance education courses. The “Introduction to the Library and Research” courses are offered online and taught by a librarian who has been trained and certified for Distance Education instruction

Access to learning support services is available for distance education students. The tutoring center offers distance education tutoring with fully trained and certified online instructors. In addition, the Writing Center offers virtual support services.

### **C. Student Support Services**

The College currently provides students online support for financial aid, college advisement, and tutoring. All catalog, scheduling, course descriptions, information on degrees and transfer requirements are online and available for student access. Students have full capability to apply for admission, register for classes, purchase textbooks, request grades and transcripts online. Online students have access to orientation, counseling (including specialized services, such as Veterans, International Students, etc.), assessment, matriculation information, financial aid, scholarships, etc.

Our course management system allows for accommodations for disabilities. All assignments can be modified to reflect the individual needs of the student including more time on a test and more opportunities to complete an assignment.

## **Standard III: Resources**

### **A. Human Resources**

The College assures the integrity and quality of online education by employing personnel who are qualified by appropriate education, training, and experience. Only instructors who have gone through a certification training program in Canvas, the College's classroom management system, are allowed to teach a DE course or obtain a shell from the College to web enhance their face-to-face classes. This is required by College policy as well as the negotiated district-union faculty collective bargaining agreement. The faculty bargaining agreement also requires as a component for faculty evaluation of distance education instructors ensuring the instructor "initiates regular, systematic and substantive student contact."

Options are self-paced online training, moderated online training sessions, and face-to-face sessions on campus. The DE Coordinator and [The Virtual Valley Help Desk](#) assist faculty and students if they have problems logging in. A best practices course is posted to demonstrate quality online course presentation strategies. Department chairs evaluate online instructors and their courses on an ongoing basis using an evaluation tool developed by the College.

The College ensures that appropriate training and continued professional development is available for DE instructors. To provide ongoing training, the College offers a Tech Fest in the summer and workshops at Opening Day and throughout the year that provide instructors with training in DE, including best practices in DE, the tools used in the classroom management system, and teaching strategies. Our Distance Education Coordinator and two Canvas trainers facilitate the training, and help faculty design and develop their courses. Funding is provided on a first-come, first-served basis for instructors to attend conferences to further their skills.

The delivery mode and teaching methodologies reflect the diverse needs and learning styles of students. Training programs introduce these methodologies to faculty offering online courses.

## **B. Physical Resources**

The college has made significant contributions to support the online program in providing a wide variety of physical resources. A help desk is located in an on campus computer lab and is open five days a week. The Distance Education Coordinator and Online Technical Support Assistant have their own offices including space for faculty to work on their own classes. The college also maintains a Professional Development Center which sponsors programs and provides a training facility for Distance Education programs. The campus is wired for Wi-Fi connections enabling a variety of settings for distance education training opportunities.

## **C. Technology Resources**

As a result of recommendations made in the LAVC Technology Plan, the College has invested in tech support, hardware, and software to support the DE program. The College has made significant contributions to support the DE program by improving campus wireless

access. Hardware available for check-out includes video cameras and podcast equipment to assist faculty in creating media for DE courses. Maintenance and upgrading of technology infrastructure and equipment is supported by the LAVC IT department as well as through contracts with outside vendors.

#### **D. Financial Resources**

LAVC has committed considerable financial resources to support the distance education program. The College funds the positions of a Distance Education Coordinator, Online Technical Support Assistant, and the Etudes archival contract.

### **Standard IV: Leadership and Governance**

#### **A. Decision-Making Roles and Processes**

The College follows an effective governance plan to guarantee that viewpoints from all constituents are represented and discussed. Proposals originate from a variety of committees including the Technology Committee, Campus Distance Education Committee, Curriculum Committee, Institutional Effectiveness Council, and the Academic Senate.

#### **B. Chief Executive Officer**

The College President ensures the quality of the institution by establishing an expectation of excellence, and is thoroughly engaged in the College's accreditation efforts. The President is charged with ensuring that the College adheres to all state and federal regulations, in addition to compliance with all Board Rules and Educational Regulations.

#### **C. Governing Board**

The Los Angeles Community College District is governed by a popularly elected seven-member Board. 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 Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting in July. A student member is elected annually—the term is June 1 through May 31 of each year.

#### **D. Multi-College Districts or Systems**

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center.