1. Fall 2016 Enrollment and Projected FTES

Census enrollments for full-semester classes and most short-term classes were used to develop projected FTES for Fall 2016. The current projection shows that for the District, FTES in Fall 2016 is 99.4% of Fall 2015 FTES. Exhibit 1 displays, by college, projected FTES and the % change in FTES from Fall 2015 to Fall 2016.

2. Annual 2016-17 FTES Projection

Final 2015-16 FTES for the District was 107,601, which is base FTES for 2016-17. Moreover, the 2016-17 LACCD budget is predicated on 2% growth, resulting in a target of 109,753 FTES (= 107,601 + 2%). 2016-17 FTES projections were developed for three possible scenarios. These are described below and shown in Exhibit 2.

All scenarios are based on final census data for Summer 2 2016 FTES and projections for Fall 2016, Winter 2017, Spring 2017, and Summer 1 2017. The projection for Fall 2016 incorporates census enrollment for full semester classes and most short-term classes. For Winter 2017, Spring 2017, and Summer 1 2017, FTES projections are based on section counts and estimated FTES per section.

- **Scenario I (Worst Case):**
  This scenario assumes that Winter 2017 and Summer 1 2017 FTES are equal to prior year but that Spring 2017 FTES declines by 1.5% in comparison to Spring 2016. In this scenario, 2016-17 FTES would be 2,234 below base and 4,386 FTES below the District’s 2% growth funding target. The potential loss in District revenue would be approximately $21.9 million.

- **Scenario II (Flat Model):**
  This scenario assumes that FTES in Winter 2017, Spring 2017, and Summer 1 2017 are equal to prior year. In this scenario, 2016-17 FTES would be 1,575 below base and 3,727 FTES below the District’s 2% growth funding target. The potential loss in District revenue would be approximately $18.6 million.

- **Scenario III (Best Case):**
  This scenario assumes that FTES in Winter 2017, Spring 2017, and Summer 1 2017 are equal to prior year, but that maximum possible Summer FTES are shifted to and reported in Summer 1 2017. In this scenario, 2016-17 FTES would be 583 FTES above base and 1,569 FTES below the District’s 2% growth funding target. The potential loss in District revenue would be approximately $0.8 million. Shifting FTES would mean that the District would have no Summer 2 2017 FTES to begin the 2017-18 fiscal year.
Comparison of Fall FTES By College: 2016 Projected vs 2015 Actual

% Change in Fall FTES by College: 2016 Projected vs 2015 Actual
## 2016-17 FTES Scenarios

### I. Worst Case (Spring 2017 Down by 1.5%)

<table>
<thead>
<tr>
<th>Semester</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>6,680</td>
<td>5,409</td>
<td>-1,271</td>
</tr>
<tr>
<td>Fall</td>
<td>46,908</td>
<td>46,604</td>
<td>-304</td>
</tr>
<tr>
<td>Winter</td>
<td>5,716</td>
<td>5,716</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>43,901</td>
<td>43,242</td>
<td>-659</td>
</tr>
<tr>
<td>Summer I</td>
<td>4,397</td>
<td>4,397</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107,601</strong></td>
<td><strong>105,368</strong></td>
<td><strong>-2,234</strong></td>
</tr>
</tbody>
</table>

### II. Flat Model - No Shift

<table>
<thead>
<tr>
<th>Semester</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>6,680</td>
<td>5,409</td>
<td>-1,271</td>
</tr>
<tr>
<td>Fall</td>
<td>46,908</td>
<td>46,604</td>
<td>-304</td>
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<tr>
<td>Winter</td>
<td>5,716</td>
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<tr>
<td>Spring</td>
<td>43,901</td>
<td>43,901</td>
<td>0</td>
</tr>
<tr>
<td>Summer I</td>
<td>4,397</td>
<td>4,397</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107,601</strong></td>
<td><strong>106,026</strong></td>
<td><strong>-1,575</strong></td>
</tr>
</tbody>
</table>

### III. Best Case - Maximum Summer Shift (Two Summers)

<table>
<thead>
<tr>
<th>Semester</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td>6,680</td>
<td>5,409</td>
<td>-1,271</td>
</tr>
<tr>
<td>Fall</td>
<td>46,908</td>
<td>46,604</td>
<td>-304</td>
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<tr>
<td>Winter</td>
<td>5,716</td>
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<tr>
<td>Spring</td>
<td>43,901</td>
<td>43,901</td>
<td>1</td>
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<tr>
<td>Summer I</td>
<td>4,397</td>
<td>6,326</td>
<td>1,929</td>
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<td><strong>Total</strong></td>
<td><strong>107,601</strong></td>
<td><strong>108,184</strong></td>
<td><strong>583</strong></td>
</tr>
</tbody>
</table>

### Chart: 2016-17 Projected FTES

- **2015-2016**: 107,601
- **I. Worst Case (Spring 2017 Down by 1.5%)**: 105,368
- **II. Flat Model - No Shift**: 106,026
- **III. Best Case - Maximum Summer Shift (Two Summers)**: 108,184

### Chart: FTES Change

- **2015-16 Actual Compared to 2016-17 Projected**
  - **I. Worst Case (Spring 2017 Down by 1.5%)**: -2,234
  - **II. Flat Model - No Shift**: -1,575
  - **III. Best Case - Maximum Summer Shift (Two Summers)**: 583
EDUCATIONAL PROGRAMS AND INSTITUTIONAL EFFECTIVENESS

Report on ACCJC Recommendations for Compliance
Los Angeles City College

Follow-Up Report due: October 1, 2017

<table>
<thead>
<tr>
<th>College Recommendation 1</th>
<th>Type: Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to meet the Standards, the team recommends the College expand its current Distance Education Plan to include a section relating to Distance Education Pedagogy, incorporating related sections from ACCJC’s Guide to Evaluating Distance Education and Correspondence Education. The College should then implement the components of this plan and proceed with an ongoing and systematic quality assessment process for all online courses. This expanded plan for distance education, based on ACCJC’s Guide, should outline all necessary practices the College would need to implement in order to meet Standards, providing a road map for the College to come into compliance. The team further recommends that the College comply with 34 C.F.R. § 602.3 (as referenced in the ACCJC Guide to Evaluating Distance Education and Correspondence Education) to ensure that regular, substantive, and effective interaction is provided in Distance Education courses. (I.B.9, II.A.1, II.A.2, II.A.5, II.A.7, II.A.12)</td>
<td></td>
</tr>
</tbody>
</table>

Activities Completed:
(Activities are divided into the three areas mentioned in College Recommendation 1.)

A. Expanded Distance Education Plan
   • The Distance Education Committee worked to combine the existing Distance Education Plan and Distance Education Handbook (see below)

B. Ongoing, systematic, quality assessment process
   • To address the Action Plan for Standard II.C.2 (“By 2017-18, the College will attempt to allocate resources to hire a dedicated DE coordinator, who, in addition to performing many other responsibilities, will verify that student services support student success in DE courses”), the Distance Education Committee developed a job description for a faculty Distance Education coordinator, interviews took place in spring 2016, the coordinator was hired in July 2016, and he began the assignment at the start of fall 2016
   • To address the Action Plan for Standard II.B.3 (“Prior to the fall 2016 program review cycle, add learning support services staff onto the Distance Education Committee to provide input into use, access, and relationship of learning support services for DE students”), in spring 2016 the membership of the Distance Education Committee was expanded to include a better representation from student services with the addition of the Dean of Enrollment as a DE Committee member

C. Regular, substantive, and effective interaction
   • None
Activities Planned:

A. Expanded Distance Education Plan

- By October 20, the existing Distance Education Plan and Distance Education Handbook will have been combined into one document (“Distance Education at LACC”) and approved at DE Committee and Academic Senate. Revised document will now include:
  - No changes to the DE Plan that was approved in fall 2015
  - Distance Education is a “program” and participates in comprehensive and annual program review. Document describes the processes for evaluating DE in program review, and lists the data to be used, including disaggregated SLO assessments, disaggregated access and success data, comparison of student support services for DE and traditional students, and institution set standards for DE in course completion, persistence, progression to next course
  - Expanded description of what is covered in online pedagogy course (syllabus, SLOs, student verification, regular and effective contact), describing how the College ensures that pedagogy training is sufficiently rigorous
  - New policy that at least one DE class must be reviewed as part of every faculty evaluation
  - Expanded description of professional development opportunities for DE instructors, showing a clearer alignment with the professional development opportunities described in the Staff and Organizational Development Plan.
    - A new policy requiring DE faculty to do a certain amount of their Professional Development in online teaching
  - Comprehensive description of all student services available to online students, compared with services provided traditional students

B. Ongoing, systematic, quality assessment process

- As part of the 2016-17 program review cycle, the College will develop a draft satisfaction survey for DE students including questions on student support services, library, and academic instruction; will be distributed starting fall 2016
- To address the Action Plan for Standard II.C.2 (“The College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 and implement in fall 2016”), the College will develop and administer a DE survey to all DE students in fall 2016, to be used in the 2016-17 program review
- To address the Action Plan for Standard II.B.3 (“As part of the fall 2016 program review, the College will administer Library satisfaction surveys to DE students. The College will also administer other learning support services satisfaction surveys to DE students. All units will use the results of the surveys to inform their 2016-17 program reviews”), the College will develop and administer Library surveys to all DE students in fall 2016, to be used in the 2016-17 program review
- In fall 2016, Student Services will take a comparative inventory of support services offered to both traditional and online students, to be added into the revised DE Plan/Handbook. Any inconsistencies will be addressed by the Student Services Council
and through the DE annual and comprehensive program review.

- To address the Action Plan for Standard II.C.3 (“By fall 2016, the College will provide online tutoring to all students taking online courses”), the College will research vendors to provide online tutoring.

- To address the Accreditation Self Evaluation Quality Focus Essay Objective 1.2.3 (“Develop and support an online AA degree that a cohort of students can complete in two years”), the Curriculum Committee Chair and Dean will complete a fall 2016 survey of all AA degrees, confirming which requirements can be completed with the existing approved online courses.

- Moving forward, the DE Committee will continue to monitor progress made towards implementing the DE Plan/Handbook by writing a committee annual assessment and participating in an annual and comprehensive DE program review of all elements of the program including student support services, learning outcomes, access, and success.

C. Regular, substantive, and effective interaction

- Prior to the start of the spring 2017 semester, written notice will be given to all DE instructors that their courses will be evaluated (per AFT-District Contract, p.5: “…including the right to observe classroom activity after prior notice is given to the instructor in writing at any time during the semester or term of the observation”). Faculty will be told that after the first four weeks of the term, Deans will review the online shell to verify that each DE course has regular, systematic, and substantive student contact based on the definitions in the revised DE Plan/Handbook. If deficiencies are noted in this area, the faculty member will be notified in writing that they will have to improve by week 8. If issues persist, the instructor must complete pedagogy training and get reapproved by the DE Committee to teach a DE course, prior to being offered another DE course.

- Starting in fall 2017 and for each semester moving forward, the Administration will select random faculty and notify of online course visits to check for compliance in this area.

- The DE Committee will develop a checklist with steps faculty need to take to accurately determine if DE faculty is initiating in regular, systematic, and substantive student contact.
  - Chairs and others evaluating DE faculty will participate in training on how to evaluate this component.

- Moving forward, the College will continue to ensure that faculty evaluations are consistent with the AFT-District Contract, including comprehensive and basic evaluations of faculty teaching online. Emphasis will be placed on questions in Part A #5,7; and Part B #1,4,5,6,8,10,12, and especially #16 on whether faculty “initiates regular, systematic, and substantive student contact”) and use of specific student ‘Evaluations of Online Instructor’ results (questions #6,7,10).
### College Recommendation 5  
**Type: Compliance**

In order to meet the Standard, the team recommends the College ensure that, for every class section offered, students receive a course syllabus that includes learning outcomes matching the institution’s officially approved course outline of record. (II.A.3)

#### Activities Completed:

- The Curriculum Committee and Academic Senate developed and approved (May 5, 2016) a course syllabus template, which includes required SLOs matching the official course outline of record.
- In summer 2016, the Office of Institutional Effectiveness (OIE) developed a mechanism to create an addendum for each course with SLOs pulled directly from the official course outline of record in ECD.
- Prior to the start of fall 2016, all addenda were posted online and a description of the process (since SharePoint is new to most faculty) was sent to all faculty members. All faculty members were notified via email that they were required to distribute the addendum to students along with their existing course syllabus.
- Fall 2016 faculty uploaded their existing course syllabi to SharePoint.

#### Activities Planned:

- Office of Institutional Effectiveness (OIE) will create and post addenda with updated SLOs prior to each semester.
- OIE will periodically create a compliance report, documenting the faculty who uploaded their syllabus to SharePoint.
  - Compliance process will be the same as we use for Exclusion Rosters: (a) Chair contacts faculty (b) Deans contact faculty, (c) continued non-compliance results in progressive discipline, towards a possible Administrative evaluation.
- Compliance reports will be used in basic and comprehensive faculty evaluations. As required by contract, faculty must participate in the Student Learning Outcomes Assessment Cycle, which includes the requirement that all instructors include the “officially approved course SLOs on his or her course syllabi” (AFT Contract, pp.189 and 261).
  - Faculty evaluation training of Department Chairs will include information on how to determine if faculty are participating in the SLO assessment cycle.
Report on ACCJC Recommendations for Compliance

Los Angeles City College

Institutional Effectiveness and Student Success Committee

October 19, 2016
In order to meet the standard, the team recommends the College expand its current Distance Education Plan to include a section relating to Distance Education Pedagogy, incorporating related sections from ACCJC’s Guide to Evaluating Distance Education and Correspondence Education. The College should then implement the components of this plan, proceeding with an ongoing, systematic, quality assessment process for all online courses. This expanded plan for distance education, based on ACCJC’s Guide, should outline all necessary practices the College would need to implement in order to meet standards, providing a road map for the College to come into compliance. The team further recommends that the college comply with 34 C.F.R. § 602.3 (as referenced in the ACCJC Guide to Evaluating Distance Education and Correspondence Education) to ensure that regular, substantive, and effective interaction is provided in Distance Education courses. (Standards I.B.9, II.A.1, II.A.2, II.A.5, II.A.7, II.A.12).
Expanded Distance Education Plan

Activities Completed

- Distance Education Committee worked to combine and revise the existing Distance Education Plan and Distance Education Handbook.

Activities Planned

- Complete revisions to Distance Education Plan and Distance Education Handbook by October 20. Changes to include:
  - Description of Distance Education program review, including types of disaggregated data
  - Expanded online pedagogy requirements
  - Policy that one DE class must be reviewed as part of every faculty evaluation
  - Professional development opportunities for DE instructors
  - Policy that DE faculty must do Professional Development in online teaching
  - Description of all student services provided to online students
Activities Completed

- Hired a faculty Distance Education coordinator
- Expanded Distance Education Committee membership

Activities Planned

- Distance education program review
  - DE student satisfaction surveys on student support services, library, and academic instruction
  - Comparative inventory of support services offered to both traditional and online students
- Online tutoring
- Online AA degree
- DE Committee annual assessments and program review
Activities Planned

- Evaluation of all DE instructors to ensure compliance
  - Development of checklist for compliance
  - Training on how to evaluate
- Continue to ensure that faculty evaluations are consistent with the AFT-District Contract
In order to meet the standard, the team recommends the College ensure that for every class section offered students receive a course syllabus that includes learning outcomes matching the institution’s officially approved course outline of record. (Standard II.A.3).
Activities Completed
- Approved a course syllabus template
- Required faculty to distribute addendum with SLOs pulled directly from the official course outline of record in ECD

Activities Planned
- Office of Institutional Effectiveness (OIE) to create and post addenda with updated SLOs prior to each semester
- OIE to periodically distribute a compliance report, for use in basic and comprehensive faculty evaluations
- Faculty evaluation training to include information on how to determine if faculty are participating in the SLO assessment cycle
Report on ACCJC Recommendations for Compliance
East Los Angeles College

Follow-Up Report due: October 1, 2017

<table>
<thead>
<tr>
<th>College Recommendation 1</th>
<th>Type: Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to meet the standard, the team recommends the college ensures student achievement and outcomes assessment data, at all levels, and where appropriate, be disaggregated and analyzed with regard to relevant subpopulations and modes of delivery. (I.B.6)</td>
<td></td>
</tr>
</tbody>
</table>

**Activities Completed:**
- The College has worked to deploy eLumen, new SLO tracking software to help respond to I.B.6.
- 29 Department SLO Facilitators have been trained in the use of eLumen and are setting up the software for data collection this fall.

**Activities Planned:**
- An additional 38 Department SLO Facilitators and Department Chairs will complete training by mid-October.
- Faculty will submit data in eLumen by the end of fall semester. This data will be disaggregated by gender, ethnicity, age, delivery mode (online, hybrid, face-to-face, location (SGEC, main campus), PSA students, dual enrollment, and time of day.
- In winter 2017, the Learning Assessment Office will host a symposium in which the results of the disaggregated data will be rolled out. Faculty will have the opportunity to discuss and create plans to address any equity gaps noted through this process. The plans created will not only feed into course-level SLO reports, but will also go to the Academic Senate and Educational Planning Subcommittee, as needed, for resources.

<table>
<thead>
<tr>
<th>College Recommendation 5</th>
<th>Type: Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to meet the Standards and Eligibility Requirements, the College must assess and implement a plan at its South Gate Educational Center to provide appropriate, comprehensive, and reliable student and learning support services to students. Additionally, the team recommends the institution has a sufficient number of staff to support the educational, technological, physical, and administrative operations of the South Gate Educational Center. (II.B.1, II.C.1; II.C.2, II.C.3)</td>
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</tr>
</tbody>
</table>
College Recommendation 5  
**Type: Compliance**

**Activities Completed:**
- Accreditation Steering Committee met and established timeline for completion of Substantive change report.
- The SGEC hired an additional full time (evening/weekend) dean to ensure administrative supervision and management.
- The college hired 6 full time tenure track faculty and one career counselor specifically for the SGEC.
- The college hired one full time instructional assistant for the SGEC Math Tutoring Center.

**Activities Planned:**
- The completion of the substantive change proposal will ensure the college meets this recommendation. The accreditation committee has established the following timeline for completion and approval of the substantive change proposal.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10/16</td>
<td>Notice</td>
<td>Ed Plan</td>
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<td>11/15/16</td>
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</tr>
<tr>
<td>1/2017</td>
<td>Vote</td>
<td>LACCD Board</td>
</tr>
</tbody>
</table>

- A student Services Hub is in development.

College Recommendation 7  
**Type: Compliance**

In order to meet the Standard, the team recommends that the College develop a plan that continuously assesses, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)

**Activities Completed:**
- College Technology Plan was updated and approved by the Technology Planning Committee.
- The opening of the E-3 and G5 buildings resulted in new computers for all faculty, staff, and instructional laboratories.

**Activities Planned:**
- An annual budget of $300,000 will provide computers and technology infrastructure within instructional programs and E3 data center.
Institutional Effectiveness and Student Success Committee

October 19, 2016

Report on ACCJC Recommendations for Compliance

Dr. Laura M. Ramirez, Vice President of Academic Affairs, Accreditation Liaison Officer

October 19, 2016
Recommendation 1: Disaggregation of Student Learning Outcomes

- eLumen, a comprehensive SLO software is being deployed.
  - allows us to directly meet the recommendation by disaggregating data by gender, ethnicity, location, delivery mode (online/face-to-face), and time-of-day
- By mid-October, 38 department SLO Facilitators and department chairs will complete training in eLumen.
- In Spring 2017, *all* faculty will report SLO assessment results via eLumen.
- Learning Assessment Symposium: Using disaggregated data to improve student learning.
Recommendation 5: Provide Appropriate/Comprehensive Services at SGEC

- SGEC = South Gate Educational Center
- Accreditation Steering Committee established a timeline for completion of a Substantive Change report for SGEC.
- Hired an additional full time (evening/weekend) dean.
- Hired 6 full-time tenure track faculty and one career counselor.
- Hired one full-time instructional assistant for the Math Tutoring Center.
- Student Services Hub is in development.
Recommendation 7: Plan for Maintaining Adequate Technology to Meet College Needs

- College Technology Plan was updated and approved by the Technology Planning Subcommittee.
- Opening of the E3 and G5 buildings resulted in new computers for all faculty, staff, and instructional laboratories.
- An annual budget allocation will provide computers and technology infrastructure within instructional programs and E3 data center.
Summary

- Recommendation 1: Will have demonstrated completion in Spring 2017
- Recommendation 5: Will have demonstrated completion in Spring 2017
- Recommendation 7: Completed
Quality Focus Essay

- Strengthening the Transfer Culture
- Streamlining Basic Skills Math Pathway
- Welcome Campaign
Questions?
Report on ACCJC Recommendations for Compliance
Los Angeles Mission College

Follow-Up Report due: October 1, 2017

<table>
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<tr>
<th>College Recommendation 2</th>
<th>Type: Compliance</th>
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</thead>
<tbody>
<tr>
<td>In order to meet the Standards and as noted by the College in its Quality Focus Essay, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services. (I.B.4, II.C.1, II.C.2, II.C.3, II.C.5)</td>
<td></td>
</tr>
</tbody>
</table>

Activities Completed:
- Hired 4 new tenure-track full-time Counselors
- The Vice President of Student Services and the three deans in the Student Services Division meet weekly to improve communication, cohesiveness, and to promote leadership within the Division.
- The Vice President and Deans in the Student Services Division held three retreats during the summer of 2016 resulting in the identification of SAOs and objectives for each unit within the Student Services Division that will be assessed at the end of academic tear 2016-17.
- In August, 2016, two members of the Student Services Division, a Dean of Student Services and the co-chair of the Achieving the Dream Initiative, were selected as Fellows for the National Community College Hispanic Council (NCCHC), an organization affiliated with the Association of Community College Trustees (ACCT).
- The Student Services Division has developed and presented a 2016-17 Staffing Plan linked to Program Review, that is under consideration, and if approved, will increase the number of classified staff and faculty in the Division.

Activities Planned:
- All 2016 Comprehensive Program Reviews in the Student Services Division will be validated and completed by early October, 2016.
- All 2016 SAOs will be reviewed by the SLO Coordinator in conjunction with the Learning Outcomes and Assessment Committee in November 2016.
- The Student Services Division will conduct a Division-wide retreat involving administrators, faculty, classified staff, and students that will focus on leadership development and planning and evaluation for all objectives included in the LAMC Quality Focus Essay (QFE) pertaining to Student Services.
### College Recommendation 3  
**Type: Compliance**

In order to meet the Standard, the team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and to use the results of the evaluation as a basis for improvement. (II.B3)

**Activities Completed:**
- Hired Learning Center Director.
- Learning and tutoring evaluation plan.
- Deep dialogue discussions in Council of Instruction and Chairs & Deans meetings.
- Point-of-service surveys at STEM Center, Learning Center, Learning Center Math Lab, The STEM Math Center, The Science Success Center.
- Meetings with key tutoring services staff members.
- Updated Program Review.

**Activities Planned:**
- Promote NetTutor, the online tutoring service both to the Faculty and students.
- Secure ongoing funding for tutors and institutionalize the tutoring/learning support services currently funded by grant funding.
- Fill key position: Language Arts Instructional Assistant (0.5 FTE).

### College Recommendation 6  
**Type: Compliance**

In order to meet the Standards, the team recommends that the College update academic administrators' and part-time faculty performance evaluations to include the responsibility of these individuals related to learning outcomes assessment to improve teaching and learning. (III.A.6)

**Activities Completed:**
- Discussions with the Teamsters Local 19 Chapter Representatives and AFT regarding incorporating learning outcomes and assessment in evaluations.

**Activities Planned:**
Report on ACCJC Recommendations for Compliance
Los Angeles Mission College

Institutional Effectiveness & Student Success Committee
October 19, 2016

Our Mission Is Your Success!
Recommendation 2 (Compliance)

As noted by the College in its QFE, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services.
Recommendation 2 (Compliance)

As noted by the College in its QFE, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services.

To be completed
Spring 2017
Recommendation 3 (Compliance)

The Team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and to use the results of the evaluation as a basis for improvement.
Recommendation 3 (Compliance)

The Team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and to use the results of the evaluation as a basis for improvement.
Recommendation 6 (Compliance)

The Team recommends that the College update academic administrators’ and part-time faculty performance evaluations to include the responsibility of these individuals in leaning outcomes assessment to improve teaching and learning.
Recommendation 6 (Compliance)

The Team recommends that the College update academic administrators’ and part-time faculty performance evaluations to include the responsibility of these individuals in learning outcomes assessment to improve teaching and learning.
**College Recommendation 7**  
**Type: Compliance**  
In order to meet the Standard, the team recommends the College allocate appropriate fiscal resources and adopt a lifecycle plan for the ongoing refresh and replacement of technology to ensure that its technological infrastructure quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)

**Activities Completed:**
- Beginning in the 2015-2016 academic year, $200,000 allocated annually for ongoing tech refresh of desktop computers. This is equivalent to 170 computers refreshed per year.
- The Technology Committee began work on the Tech Refresh plan, which will include desktop computers for staff, instructional computer labs, networking equipment, including wireless, and data center equipment.

**Activities Planned:**
- Deploy recently received computers to staff this year and prepare for next year’s desktop refresh.
- Complete Tech Refresh plan with approval from the Technology Committee December, 2016.
- Complete local approval by March 2017.

---

**College Recommendation 8**  
**Type: Compliance**  
In order to meet the Standard, the team recommends that the College achieve an adequate level of professional support for students and staff to address service gaps in the information technology department and to fully support technology needs directly related to local instructional and student support services, as well as institutional operations. (III.C.1, III.C.4)
College Recommendation 8  
Type: Compliance

**Activities Completed:**
- Approved request, through the Resource Prioritization Process, for seven (7) new positions in Information Technology: One (1) Instructional Media Assistant (A-shift), (1) Data Communications Specialist (DCS [B-shift]), Three (3) Computer Network Services Specialists (CNSS [A-shift]), One (1) Computer Network Services Specialists (CNSS [B-shift]), One (1) Assistant Computer Network Services Specialists (ACNSS [A-shift]).
- Filled five (5) of seven positions: Three (4) CNSS and one (1) ACNSS
- Hire of a provisional Instructional Media Assistant (A-shift) is in process—once a list is in place the permanent position will be advertised
- Posted Data Communications Specialist (DCS) position on October 3, 2016
- Recommendation made by the College Council to approve a Web Designer (A-shift) at September 2016 meeting
- Implementation Phase I of Burwood Assessment is underway

**Activities Planned:**
- Complete hiring process for remaining two (2) permanent positions
- Pending approval of Web Designer position, proceed with the hiring process
- Implement Phase II of Burwood Assessment – RFP proposal is almost complete; it includes the following analysis and services:
  o Data Center Refresh
  o Focus Groups
  o Establish a campus standard and converting to it
  o Microsoft Office 365
  o Data Center Recovery
Recommendation 7

In order to meet the Standard, the team recommends the College allocate appropriate fiscal resources and adopt a lifecycle plan for the ongoing refresh and replacement of technology to ensure that its technological infrastructure quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)
Activities

Completed
• Allocated $200,000 annually for tech refresh of desktop computers
• Developing Tech Refresh Plan in the Technology Committee

Planned
• Deploy 170 computer to faculty and staff—already in Shipping and Receiving
• Complete Tech Refresh Plan by December 2016
• Complete local approval of plan by March 2017
Recommendation 8

In order to meet the Standard, the team recommends that the College achieve an adequate level of professional support for students and staff to address service gaps in the information technology department and to fully support technology needs directly related to local instructional and student support services, as well as institutional operations. (III.C.1, III.C.4)
Activities

Completed

• Approved a total of seven (7) new positions
• Filled five (5) positions to date
• Recommended an additional position
• Implemented Phase I of the Burwood Assessment

Planned

• Hire a Data Communication Specialist (DCS) – position posted 10/3/2016
• Hire provisional Instructional Media Assistant
• Hire a Web Designer (pending approval)
Impact of Activities

- Replaced 170 computers for faculty and staff in 2015-2016
- Replacing 170 computers for faculty and staff in 2016-2017
- Completed approximately 40 percent of Phase I of the Burwood Assessment – expected completion March 2017

Where the Board can assist:

- Approval of RFP for Phase II of Burwood Assessment – expected at the November 2 meeting
Report on ACCJC Recommendations for Compliance  
Los Angeles Southwest College  

Follow-Up Report due: October 1, 2017  

<table>
<thead>
<tr>
<th>College Recommendation 1</th>
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<td>In order to meet the criteria for standards pertaining to institutional effectiveness, resources, and decision-making, the Team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement. To implement this process the Team recommends that the College:</td>
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<td>1) Review and revise its Mission to include the types of degrees and other credentials offered by the College and then aligns its planning, data collection, decision-making, and resource allocation processes with the revised Mission. (I.A.1)</td>
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<td>2) Build on the progress it has made in the last four years by: completing its Educational, Facilities and Technology Master Plans, (to include Distance Education); refining, implementing, and systematically assessing these and other institution wide plans and processes, such as comprehensive program review and the Integrated College Operational Plan; and assessing the overall effectiveness of its integrated planning process. (I.A.2, I.B.1, I.B.6, I.B.7, I.B.9, II.A.13, II.A.16, II.B.3, III.C.1, III.C.2, III.C.5, ER 11, ER 19)</td>
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<td>3) Complete the implementation of Student Learning Outcomes to include developing and implementing an ongoing cycle for assessing course, program, and institutional SLOs, student services, library and learning support services, and administrative unit outcomes and tracking the status of the implementation of this cycle. (I.A.2, I.B.2, I.B.3, I.B.6, I.B.7, II.A.3, II.A.7, II.B.3, II.C.2, III.A.6, IV.A.1, ER 11)</td>
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<td>4) Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College's Mission by adequately meeting the needs of instruction, student services and operations. (I.A.3, I.B.7, III.A.7, III.D.1, III.D.4, III.D.15, IV.C.5, ER 18)</td>
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<td>5) Develop an integrative and comprehensive planning process guided by an updated Educational Master Plan and Strategic Plan that incorporates Total Cost of Ownership in the following areas: technology, business continuity, disaster recovery, and physical plant. (I.A.3, III.B.2, III.C.2, III.C.3)</td>
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<td>• 1.1: The college has reviewed and revised its Mission to include the types of degrees and other credentials offered. The LACCD Board of Trustees approved the college’s revised Mission on June 8, 2016. Planning, data-collection, and decision-making processes are all aligned with the new Mission.</td>
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<td>• 1.3: The college has developed a Learning Outcomes Handbook that includes an assessment cycle and learning outcomes process for the assessment of course, program, and institutional SLOs. The college has also acquired eLumen software system to facilitate tracking and assessment of all learning outcomes in student services, library and learning support services, instructional services (academic affairs), and administrative units.</td>
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<td>• 1.4: The college has met with LACCD Educational Service Center (ESC) personnel to discuss and review 2015-16 and 2016-17 FTES and financial plans.</td>
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<td>• 1.5: An updated Educational Master Plan has been drafted. Vetting will take place during the fall 2016 term.</td>
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<td>• 1.2: A draft of the Educational Master Plan will be vetted this fall 2016 term: faculty, staff, students, administrators, and college community will all have an opportunity to provide input through various avenues (e.g., a web portal that allows college stakeholders to give feedback). The Facilities Planning Committee and Technology Planning Committee will begin work on development of the Facilities and Technology Master Plans. The college in the process of refining, implementing, and systematically assessing its institution wide plans and processes. For example, the Program Review Committee has agreed to review, revise, and begin implementation of a new comprehensive program review process in spring 2017 to improve and facilitate assessment. The college will assess the overall effectiveness of its integrated planning process in spring 2017, during its Strategic Planning Retreat.</td>
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<td>• 1.3: The college is in the process of uploading data to the eLumen system to pilot learning outcomes assessments in select areas (e.g. instructional services, administrative units, and student services). All areas of the college will begin to assess in eLumen during the spring 2017 term. Learning outcomes assessments are ongoing during the fall 2016 term.</td>
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<td>• 1.4: The college is in the process of reviewing, revising, and implementing a resource allocation process to ensure fiscal stability and improve the annual allocation model in order to fulfill the College’s Mission and meet the needs of instruction, student services and operations. The college will continue to work with ESC personnel to address the existing deficit and improve resource allocations.</td>
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<td>• 1.5: The college will continue work on the Educational Master Plan that includes Total Cost of Ownership in the areas of: technology, business continuity, disaster recovery, and physical plant. An integrative and comprehensive planning process will be developed in line with the Educational Master Plan and Strategic Plan.</td>
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<td>In order to meet the Standard, the Team recommends that the College follow documented procedures related to the responsibilities of librarians and content faculty in the collection development processes. (II.B.2, IV.A.1)</td>
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</table>

**Activities Completed:**
- 3.1: The librarians have met twice this fall to discuss the 2013 collection development policy and process.
- 3.2: The documented procedures related to the responsibilities of librarians and content faculty in the collection development process was reviewed.
- 3.3: The librarians and content faculty are currently updating the collection development procedures with clear instructions on how it should be carried out.

**Activities Planned:**
- 3.1: The librarians and content faculty will meet twice in the month of October to update the collection development process.
- 3.2: The new collection development processes will be vetted to the Senate.
- 3.3: The goal is to have a new collection development processes, developed by the Library faculty in November 2016.

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<td>In order to meet the Standard, the Team recommends that the College analyze, discuss, and use student satisfaction data, collected by the College and the district, in creating plans of action to improve the quality of the services it offers for all student constituencies. (II.B.3, II.C.1)</td>
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**Activities Completed:**
- 4.1: The college administered student satisfaction surveys during the summer 2016 term.

**Activities Planned:**
- 4.1: Results of the student satisfaction surveys will be used by student services units to assess their programs through Annual Program Review in fall 2016. Dialogues will also be held through town hall like events during the fall 2016 and spring 2017 terms. In addition to student satisfaction survey results, results from previous district-wide student surveys will be analyzed and discussed. Action plans to improve the quality of services it offers will be developed by students services units in conjunction with Annual Program Review.

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<td>In order to meet Standard, the Team recommends that the College evaluate its contracted services for effectiveness and continuity of service and maintain copies of all agreements in a central location on campus. (II.B.4, III.D.9, III.D.10, III.D.16)</td>
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**Activities Completed:**
- 5.1: The college is in the process of evaluating its contracted services for effectiveness and continuity of service.
- 5.2: The college is currently working to identifying a central location in the Administrative Services Office to maintain copies of all agreements.
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<td><strong>Activities Planned:</strong></td>
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<td>5.1: The Vice President of Administrative Services will work with the Institutional Advancement office to develop an instrument to assess and evaluate the colleges contracted services for effectiveness and continuity of service.</td>
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<td>5.2: The college will identify a central location in the Administrative Services Office to maintain copies of all agreements before the end of the fall semester.</td>
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<td>In order to meet the Standard, the Team recommends LASC assess the effectiveness of its counseling services and practices and utilize the information accordingly to increase focus and action on the growing Hispanic demographic in its core area and determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies. (II.C.3, II.C.5)</td>
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College Recommendation 6

Activities Completed:

- 6.1: The College has implemented consistent hours of operation for all Student Services areas to provide appropriate levels of service to all students.
- 6.2: The College conducted a professional development team-building retreat that highlighted a source of barriers that all Student Service constituent groups deal with on a daily basis. The retreat provided the division with the opportunity to 'retreat' from their immediate surroundings and environment and to have an opportunity to learn and to self-reflect on their individual roles and their roles as a group to affect teamwork on a multicultural, multiethnic level and professional level. With the demographic shift in the surrounding neighborhoods and within the college itself, Student Equity issues and concerns were brought to the forefront as the retreat provided a presentation about the equity divide that some could say is present on campus due to the cultural and demographic shift.
- 6.3: The College has increased its marketing efforts to the Hispanic community especially to the ESL population. This has included more ads in Spanish language outlets such as radio, mobile, social media as well as print publications such as La Opinion and Hoy.
- 6.4: The College entered into a partnership with El Clasificado, a multiplatform media company that is the largest online and print marketplace for classified ads targeting the Hispanic audience in the United States. The campaign entailed them improving the college’s Google presence, creating a Spanish-language webpage that is mobile friendly as well as developing a social media campaign. El Clasificado also published print ads in their weekly magazine and on their website promoting the college's upcoming semester.
- 6.5: The College also put forth an increased effort for its Hispanic Heritage Month, which included educational components such as art exhibits, documentary showings and music performances that helped our college community and the community at-large better understand the Hispanic experience.
- 6.6: The College established a yearly calendar for outreach events that include community-based organizations, churches, high schools, charter schools, adult-day schools, and local businesses.
- 6.7: The College hired additional multicultural staff to conduct outreach efforts throughout the community that it serves.
- 6.8: The College conducted a campus-wide outreach workshop to discuss the centralization of outreach efforts throughout the campus community targeting in-reach and outreach efforts for our diverse student populations.
- 6.9: The College hired a bi-lingual Special Services Assistant to provide accommodation service to students in our Disabled Student Program & Services Office.
- 6.10: The College conducted an outreach/in-reach event titled “School-Daze” that was open to the public to illuminate the services and academics offered by LASC. Over 500 people attended this event. The event was heavily publicized in Spanish-language publications and websites as well as throughout the community at large.
- 6.11: The College hired two bi-lingual counselors to serve the diverse student population at LASC.
### College Recommendation 6

**Type: Compliance**

**Activities Planned:**

- **6.1:** The Counseling program will undergo Program Review this fall to assess the effectiveness of its counseling services and practices.
- **6.2:** The College plans to restructure Student Services to ensure that all students receive the necessary support and resources to find success at LASC and beyond.
- **6.3:** The College plans to hire a permanent Dean of Student Services to oversee the operation of Counseling and matriculation areas in the Student Services Division.
- **6.4:** The College plans to hire a Dean of Special Programs and TRiO to oversee the operations of all specially funded programs, equity efforts and Title IX concerns.
- **6.5:** The College plans to hire a Counselor for the DSPS program to serve and to provide reasonable accommodations for students in the program.
- **6.6:** The College plans to conduct training for the Counseling Department on the use of new technology and systems for serving our diverse student population.
- **6.7:** The College plans to assess and review all office inefficiencies.
- **6.8:** The College plans to assess duplication of services and efforts in all Counseling Department and Student Services areas.
- **6.9:** The College plans to continue to work with faculty to assist in the development of curriculum that is conducive to the needs of the community.
- **6.10:** The College plans to conduct an assessment of the International Students Program to determine how it can best support the students in that program.

### College Recommendation 7

**Type: Compliance**

In order to meet the Standard, the Team recommends that the College ensure evaluations of academic administrators directly responsible for student learning outcomes include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning; and in the case of all administrators, how they utilize position-related assessment data to improve College processes and programs. (III.A.5, III.A.6)

**Activities Completed:**

- **7.1:** This activity is in progress

**Activities Planned:**

- **7.1:** The District is working on changing the evaluation documents for academic administrators directly responsible for student learning outcomes to include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning.
- **7.2** The college will modify its program review document in fall 2016 to allow the Deans and Vice President to comment on the results of the assessment of student learning outcomes to improve teaching and learning.
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<th>College Recommendation 8</th>
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<tr>
<td>In order to meet the Standard, the Team recommends that the College continue to complete staff evaluations for all personnel, increase the number of administrators and staff necessary to support its programs and services, create and monitor a system of &quot;essential&quot; professional development for both full-time and part-time and adjunct faculty, with professional development funds equitably allocated. (III.A.5, III. A.7, III.A.8, A.III.9, III.A.10, III.A.14, ER 8, ER 14)</td>
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### Activities Completed:

- **8.1:** The list of faculty that should be evaluated for fall 2016 has already been disseminated to the Department Chairs, Deans, and Vice Presidents.
- **8.2:** The list of classified staff that should be evaluated for fall 2016 is being complied.
- **8.3:** The list of certificated staff that should be evaluated for fall 2016 is being complied.
- **8.4:** The college has filled some of its administrative vacancies (for example, hiring a Vice President of Administrative Services and a Vice President of Student Services) and some of its staff vacancies (for example by hiring classified staff in the admissions office and the financial aid office).

### Activities Planned:

- **8.1:** The fall 2016 classified and certificated evaluation lists will be finalized in October 2016.
- **8.2:** All faculty, staff, and certificated staff due for evaluation in fall 2016 will be evaluated.
- **8.3:** The professional development committee is working on developing a list of "essential" professional development activities for both full-time and part-time and adjunct faculty that will be monitored.
Report on ACCJC Recommendations for Compliance

Los Angeles Southwest College

Institutional Effectiveness and Student Success Committee
October 19, 2016
### Recommendation 1

In order to meet the criteria for standards pertaining to institutional effectiveness, resources, and decision-making, the Team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement. To implement this process the Team recommends that the College:

1) Review and revise its Mission to include the types of degrees and other credentials offered by the College and then aligns its planning, data collection, decision making, and resource allocation processes with the revised Mission. (I.A.1)

2) Build on the progress it has made in the last four years by: completing its Educational, Facilities and Technology Master Plans, to include Distance Education; refining, implementing, and systematically assessing these and other institution wide plans and processes, such as comprehensive program review and the Integrated College Operational Plan; and assessing the overall effectiveness of its integrated planning process. (I.A.2, I.B.1, I.B.6, I.B.7, I.B.9, II.A.13, II.A.16, II.B.3, III.C.1, III.C.2, III.C.5, ER 11, ER 19)

### Activities Completed

1.1 The college has reviewed and revised its Mission to include the types of degrees and other credentials offered. The LACCD Board of Trustees approved the college’s revised Mission on June 8, 2016. Planning, data-collection, and decision-making processes are all aligned with the new Mission.

1.2 The college has developed a Learning Outcomes Handbook that includes an assessment cycle and learning outcomes process for the assessment of course, program, and institutional SLOs. The college has also acquired eLumen software system to facilitate tracking and assessment of all learning outcomes in student services, library and learning support services, instructional services (academic affairs), and administrative units.

### Activities Planned

1.1 The college is in the process of reviewing, revising, and implementing a resource allocation process that will be aligned with the new College Mission.

1.2 A draft of the Educational Master Plan will be vetted this fall 2016 term: faculty, staff, students, administrators, and college community will all have an opportunity to provide input through various avenues (e.g., a web portal that allows college stakeholders to give feedback). The Facilities Planning Committee and Technology Planning Committee will begin work on development of the Facilities and Technology Master Plans. The College in the process of refining, implementing, and systematically assessing its institution wide plans and processes. For example, the Program Review Committee has agreed to review, revise, and begin implementation of a new comprehensive program review process in spring 2017 to improve and facilitate assessment. The college will assess the overall effectiveness of its integrated planning process in spring 2017, during its Strategic Planning Retreat.
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<td>3) Complete the implementation of Student Learning Outcomes to include developing and implementing an ongoing cycle for assessing course, program, and institutional SLOs, student services, library and learning support services, and administrative unit outcomes and tracking the status of the implementation of this cycle. (I.A.2, I.B.2, I.B.3, I.B.6, I.B.7, II.A.3, II.A.7, II.B.3, II.C.2, III.A.6, IV.A.1, ER 11)</td>
<td>1.4 The college has met with LACCD ESC personnel to discuss and review 2015-16 and 2016-17 FTES and financial plans.</td>
<td>1.3 The college is in the process of uploading data to the eLumen system to pilot learning outcomes assessments in select areas (e.g. instructional services, administrative units, and student services). All areas of the college will begin to assess in eLumen during the spring 2017 term. Learning outcomes assessments are ongoing during the fall 2016 term.</td>
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<td>4) Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College’s Mission by adequately meeting the needs of instruction, student services and operations. (I.A.3, I.B.7, III.A.7, III.D.1, III.D.4, III.D.15, IV.C.5, ER 18)</td>
<td>1.5 An updated Educational Master Plan has been drafted. Vetting will take place during the fall 2016 term.</td>
<td>1.4 The college is in the process of reviewing, revising, and implementing a resource allocation process to ensure fiscal stability and improve the annual allocation model in order to fulfill the College’s Mission and meet the needs of instruction, student services and operations. The college will continue to work with ESC personnel to address the existing deficit and improve resource allocations.</td>
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<td>5) Develop an integrative and comprehensive planning process guided by an updated Educational Master Plan and Strategic Plan that incorporates Total Cost of Ownership in the following areas: technology, business continuity, disaster recovery, and physical plant. (I.A.3, III B.2, III.C.2, III.C.3)</td>
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### Recommendations 3, 4, and 5

| #3 | In order to meet the Standard, the Team recommends that the College follow documented procedures related to the responsibilities of librarians and content faculty in the collection development processes. (II.B.2, IV.A.1) |
| #4 | In order to meet the Standard, the Team recommends that the College analyze, discuss, and use student satisfaction data, collected by the College and the district, in creating plans of action to improve the quality of the services it offers for all student constituencies. (II.B.3, II.C.1) |
| #5 | In order to meet Standard, the Team recommends that the College evaluate its contracted services for effectiveness and continuity of service and maintain copies of all agreements in a central location on campus. (II.B.4, III.D.9, III.D.10, III.D.16) |

### Activities Completed

| #3 | 3.1 The librarians have met twice this fall to discuss the 2013 collection development policy and process. |
| #4 | 4.1 The college administered student satisfaction surveys during the summer 2016 term. |
| #5 | 5.1 The college is in the process of evaluating its contracted services for effectiveness and continuity of service. |

### Activities Planned

| #3 | 3.1 The librarians and content faculty will meet twice in the month of October to update the collection development process. |
| #4 | 4.1 Results of the student satisfaction surveys will be used by student services units to assess their programs through Annual Program Review in fall 2016. Dialogues will also be held through town hall like events during the fall 2016 and spring 2017 terms. In addition to student satisfaction survey results, results from previous district-wide student surveys will be analyzed and discussed. Action plans to improve the quality of services it offers will be developed by student services units in conjunction with Annual Program Review. |
| #5 | 5.1 The Vice President of Administrative Services will work with the Institutional Advancement office to develop an instrument to assess and evaluate the college’s contracted services for effectiveness and continuity of service. |

<p>| #3 | 3.2 The documented procedures related to the responsibilities of librarians and content faculty in the collection development process was reviewed. |
| #4 | 4.1 Results of the student satisfaction surveys will be used by student services units to assess their programs through Annual Program Review in fall 2016. Dialogues will also be held through town hall like events during the fall 2016 and spring 2017 terms. In addition to student satisfaction survey results, results from previous district-wide student surveys will be analyzed and discussed. Action plans to improve the quality of services it offers will be developed by student services units in conjunction with Annual Program Review. |
| #5 | 5.2 The college will identify a central location in the Administrative Services Office to maintain copies of all agreements before the end of the fall semester. |
| #3 | 3.3 The librarians and content faculty are currently updating the collection development procedures with clear instructions on how it should be carried out. |
| #4 | 4.1 The college administered student satisfaction surveys during the summer 2016 term. |
| #5 | 5.2 The college is currently working to identifying a central location in the Administrative Services Office to maintain copies of all agreements. |</p>
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<th>Recommendation 6</th>
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| **#6** In order to meet the Standard, the Team recommends LASC assess the effectiveness of its counseling services and practices and utilize the information accordingly to increase focus and action on the growing Hispanic demographic in its core area and determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies. (II.C.3, II.C.5) | 6.1 The College has implemented consistent hours of operation for all Student Services areas to provide appropriate levels of service to all students.  
6.2 The College conducted a professional development team-building retreat that highlighted a source of barriers that all Student Service constituent groups deal with on a daily basis. The retreat provided the division with the opportunity to 'retreat' from their immediate surroundings and environment and to have an opportunity to learn and to self-reflect on their individual roles and their roles as a group to effect teamwork on a multicultural, multi-ethnic level and professional level. With the demographic shift in the surrounding neighborhoods and within the college itself, Student Equity issues and concerns were brought to the forefront as the retreat provided a presentation about the equity divide that some could say is present on campus due to the cultural and demographic shift.  
6.3 The College has increased its marketing efforts to the Hispanic community especially to the ESL population. This has included more ads in Spanish language outlets such as radio, mobile, social media as well as print publications such as La Opinion and Hoy. | 6.1 The Counseling program will undergo Program Review this fall to assess the effectiveness of its counseling services and practices.  
6.2 The College plans to restructure Student Services to ensure that all students receive the necessary support and resources to find success at LASC and beyond.  
6.3 The College plans to hire a permanent Dean of Student Services to oversee the operation of Counseling and matriculation areas in the Student Services Division. |
<table>
<thead>
<tr>
<th>Recommendation 6</th>
<th>Activities Completed</th>
<th>Activities Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6 In order to meet the Standard, the Team recommends LASC assess the effectiveness of its counseling services and practices and utilize the information accordingly to increase focus and action on the growing Hispanic demographic in its core area and determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies. (II.C.3, II.C.5)</td>
<td>6.4 The College entered into a partnership with El Clasificado, a multiplatform media company that is the largest online and print marketplace for classified ads targeting the Hispanic audience in the United States. The campaign entailed them improving the college’s Google presence, creating a Spanish-language webpage that is mobile friendly as well as developing a social media campaign. El Clasificado also published print ads in their weekly magazine and on their website promoting the college’s upcoming semester.</td>
<td>6.4 The College plans to hire a Dean of Special Programs and TRiO to oversee the operations of all specially funded programs, equity efforts and Title IX concerns.</td>
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<tr>
<td></td>
<td>6.5 The College also put forth an increased effort for its Hispanic Heritage Month, which included educational components such as art exhibits, documentary showings and music performances that helped our college community and the community at-large better understand the Hispanic experience.</td>
<td>6.5 The College plans to hire a Counselor for the DSPS program to serve and to provide reasonable accommodations for students in the program.</td>
</tr>
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<td></td>
<td>6.6 The College established a yearly calendar for outreach events that include community-based organizations, churches, high schools, charter schools, adult-day schools, and local businesses.</td>
<td>6.6 The College plans to conduct training for the Counseling Department on the use of new technology and systems for serving our diverse student population.</td>
</tr>
<tr>
<td></td>
<td>6.7 The College hired additional multicultural staff to conduct outreach efforts throughout the community that it serves.</td>
<td>6.7 The College plans to assess and review all office inefficiencies.</td>
</tr>
<tr>
<td></td>
<td>6.8 The College conducted a campus-wide outreach workshop to discuss the centralization of outreach efforts throughout the campus community targeting in-reach and outreach efforts for our diverse student populations.</td>
<td>6.8 The College plans to assess duplication of services and efforts in all Counseling Department and Student Services areas.</td>
</tr>
<tr>
<td></td>
<td>6.9 The College hired a bi-lingual Special Services Assistant to provide accommodation service to students in our Disabled Student Program &amp; Services Office.</td>
<td>6.9 The College plans to continue to work with faculty to assist in the development of curriculum that is conducive to the needs of the community.</td>
</tr>
<tr>
<td></td>
<td>6.10 The College conducted an outreach/in-reach event titled “School-Daze” that was open to the public to illuminate the services and academics offered by LASC. Over 500 people attended this event. The event was heavily publicized in Spanish-language.</td>
<td>6.10 The College plans to conduct an assessment of the International Students Program to determine how it can best support the students in that program.</td>
</tr>
<tr>
<td>Recommendations 7 and 8</td>
<td>Activities Completed</td>
<td>Activities Planned</td>
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<tr>
<td><strong>#7</strong> In order to meet the Standard, the Team recommends that the College ensure evaluations of academic administrators directly responsible for student learning outcomes include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning; and in the case of all administrators, how they utilize position-related assessment data to improve College processes and programs. (III.A.5, III.A.6)</td>
<td>7.1 This activity is in progress</td>
<td>7.1 The district is working on changing the evaluation documents for academic administrators directly responsible for student learning outcomes to include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning.</td>
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<td><strong>#8</strong> In order to meet the Standard, the Team recommends that the College continue to complete staff evaluations for all personnel, increase the number of administrators and staff necessary to support its programs and services, create and monitor a system of &quot;essential&quot; professional development for both full-time and part-time and adjunct faculty, with professional development funds equitably allocated. (III.A.5, III.A.7, III.A.8, A.III.9, III.A.10, III.A.14, ER 8, ER 14)</td>
<td>8.1 The list of faculty that should be evaluated for fall 2016 has already been disseminated to the Department Chairs, Deans, and Vice Presidents.</td>
<td>8.1 The fall 2016 classified and certificated evaluation lists will be finalized in October 2016.</td>
</tr>
<tr>
<td></td>
<td>8.2 The list of classified staff that should be evaluated for fall 2016 is being complied.</td>
<td>8.2 All faculty, staff, and certificated staff due for evaluation in fall 2016 will be evaluated.</td>
</tr>
<tr>
<td></td>
<td>8.3 The list of certificated staff that should be evaluated for fall 2016 is being complied.</td>
<td>8.3 The professional development committee is working on developing a list of &quot;essential&quot; professional development activities for both full-time and part-time and adjunct faculty that will be monitored.</td>
</tr>
<tr>
<td></td>
<td>8.4 The college has filled some of its administrative vacancies (for example, hiring a Vice President of Administrative Services and a Vice President of Student Services) and some of its staff vacancies (for example by hiring classified staff in the admissions office and the financial aid office).</td>
<td></td>
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EDUCATIONAL PROGRAMS AND INSTITUTIONAL EFFECTIVENESS

Report on ACCJC Recommendations for Compliance
Los Angeles Trade-Technical College

Follow-Up Report due: October 1, 2017

<table>
<thead>
<tr>
<th>College Recommendation 1</th>
<th>Type: Compliance</th>
</tr>
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<tbody>
<tr>
<td>In order to meet Standard, the assessment of program learning outcomes (PLO's and SAO's) throughout the institution must be accelerated to comply with College processes to ensure, that assessment results are analyzed, used to improve institutional effectiveness, and broadly communicated. (I.B.2, I.B.8, I.C.3, II.A.3)</td>
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Activities Completed:
- 5/3/16 – Academic Senate approved revised/updated GELO statements.
- June 2016 – Following the College’s assessment processes, the College completed all outcomes assessments for the 2013-2016 cycle in the timeframe planned and updated the LATTC Assessment website to reflect the completion status of all 93 program and 32 service area outcome assessments for the 2013-2016 cycle.
- 8/17/16 – At the Services Effectiveness and Engagement Day forum, service areas reviewed and updated service area outcomes (SAOs).
- 9/7/16 - The Program Review-Assessment Committee (PRAC) formed an Outcomes Assessment Workgroup to develop a process to evaluate and provide feedback on the quality of learning outcomes. PRAC also began discussion on developing a new outcomes assessment planning calendar for the new Program Review-Assessment Cycle to start in Fall 2017 and utilizing eLumen. eLumen is an assessment management system which gives real-time information about student learning outcomes (SLOs) and their assessments.
- 10/5/16 – PRAC began review of LATTC Assessment Guidelines, taking into consideration eLumen implementation

Activities Planned:
- Fall 2016 – The Outcomes Assessment Workgroup creates a quality review process for evaluating the quality of learning outcomes and corresponding assessments. PRAC develops an Assessment Toolkit in coordination with the Center for Urban Education.
- Fall 2016 to Spring 2017 – Programs review/update program learning outcomes (PLOs), SLOs, SAOs, course outlines of record (CORs) and curricular maps.
- Fall 2016 to Winter 2017 - College institutional learning outcomes reviewed and updated.
- Fall 2016 to March 2017 – PRAC develops a new outcomes assessment planning calendar which takes into account pathways.
- April 2017 – Academic Senate to approve new outcomes assessment planning calendar.
### College Recommendation 3  
**Type: Compliance**

In order to meet Standard, the College should implement methods that allow the college to consistently examine and document patterns of learning and achievement within all programs, disaggregating data along the lines of standard demographic characteristics, mode of delivery, and other relevant sub-populations of students. (I.B.5, I.B.6)

**Activities Completed:**
- Summer 2016 – The Office of Institutional Effectiveness (OIE) completed data migration into eLumen
- 8/25/16 - At Faculty Convocation, all faculty attended a breakout session on Accreditation, where they learned how their work with Program Review and Assessment addresses the College Recommendations. 32 faculty in 21 programs volunteered to pilot eLumen.
- 9/28/16, 9/29/16, and 10/11/17 – OIE and PRAC held eLumen two orientations for piloting faculty to orient them to the process.

**Activities Planned:**
- 10/11/17 – OIE and PRAC holds third eLumen orientations for piloting faculty to orient them to the process.
- November to December 2016 – OIE and PRAC leads training for eLumen pilot faculty. Pilot faculty input action plans into eLumen for pilot courses.
- Winter 2017 – Reflection and Reports from eLumen pilot faculty.
- Fall 2016 to Winter 2017 – OIE inputs updated learning outcome statements for all courses into eLumen
- Fall 2016 to Spring 2017 – Day of Dialogue forums to inform the College community about assessment changes and updates.
- Spring 2017 – Begin using eLumen college-wide to generate aggregated and disaggregated student level reports.
- Late Spring 2017 – All faculty begin creating new assessment tools and inputting scores and action plans into eLumen.

### College Recommendation 6  
**Type: Compliance**

In order to meet Standard, the College should ensure programs are following the approved program review process in a timely manner, as identified by the College. Program reviews should utilize appropriate data to support assessment of student learning outcomes and identify continuous improvement actions. (II.A.3)

**Activities Completed:**
- Spring 2016 – Began strengthening the Program Review process to require practitioners to use achievement data and PLO assessment data to inform Program Review goal setting and action planning. The College approached 2015-2016 as a transitional Program Review year to close out the 2013-2016 Assessment Cycle and lay the foundation to focus on quality and plan for the new cycle.
- 6/7/16 – At Faculty Effectiveness Day, programs completed Closing the Loop on 2015-2016 and completed Program Review/Reflection to set goals for 2016-2017. OIE provided individualized data packs, disaggregated by student subpopulations and demographics, for faculty to complete Program Review.
- 8/17/16 – At Services Effectiveness and Engagement Day, service areas completed Closing the Loop on 2015-2016 and used appropriate data to complete Program
### College Recommendation 6
**Type: Compliance**

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<tbody>
<tr>
<td>• 9/7/16 – PRAC discussed guiding practices for developing a new Program Review cycle and expressed preference to have a Program Review Process that takes into account pathways.</td>
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<tr>
<td>• 9/20/16 – Deadlines set for deans at Leadership meeting to submit finalized versions of Closing the Loop and Program Review/Reflection forms for service and instructional areas to OIE.</td>
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<tr>
<td>• 10/3/16 – Finalized versions of Closing the Loop and Program Review/Reflection forms submitted by deans for service areas to OIE.</td>
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</table>

**Activities Planned:**

- 10/14/16 – Finalized versions of Closing the Loop and Program Review/Reflection forms due for instructional/classroom areas.
- Spring 2017 – Research and begin utilizing eLumen’s Program Review module to implement the new Program Review Cycle that will start in Fall 2017.
- Ongoing – Continue strengthening the Program Review process.

### College Recommendation 8
**Type: Compliance**

In order to meet the Standards, the team recommends that the College review its evaluation process for all positions and ensure that all staff and faculty, including post-tenure faculty, are evaluated systematically and at stated intervals. Actions taken following evaluation are formal, timely, and documented. (III.A.5)

<table>
<thead>
<tr>
<th>Activities Completed:</th>
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<tr>
<td>• 3/14/16 – The College President and the vice presidents agreed to have the vice presidents be held accountable for evaluations not completed in their areas as part of their annual performance evaluation, and correspondingly, all deans, managers and supervisors will be held accountable.</td>
</tr>
<tr>
<td>• September 2016 – Generated a database of LATTC faculty</td>
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<tr>
<td>• Ongoing - Reports provided on a monthly basis to ensure evaluations are completed as required.</td>
</tr>
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</table>

**Activities Planned:**

- Ongoing - Continuing monitoring evaluation completions on a monthly basis.
- Ongoing - Provide monthly reports and discussion at Leadership and Department Chair meetings.
Report on ACCJC
Recommendations for Compliance
Los Angeles Trade-Technical College

Institutional Effectiveness and Student Success Committee
October 19, 2016
Quality Focus Essay
Action Project 2: Quality Assessment

The College identified from its self study that it needed to improve the quality of its assessment process. The Quality Focus Essay (QFE) addressed this as Action Project 2: The Quality Assessment Project. College Recommendations 1, 3, and 6 are addressed by the QFE.

Action Project 2: Quality Assessment Project Goals

1. Strengthen learning outcome alignment with internal and/or external competencies. (Standards IB2, IIA3, IIA11, IIA12, IIA13)
2. Strengthen and streamline data collection, disaggregation and reporting. (Standards IB5, IB6)
3. Strengthen dialogue and evidence-based action planning to focus on improving student learning and achievement. (Standards IB1, IB4, IB9)

Key Committees: Program Review-Assessment Committee and Academic Senate
Addressing College Recommendation 1

In order to meet Standard, the assessment of program learning outcomes (PLO's and SAO's) throughout the institution must be accelerated to comply with College processes to ensure, that assessment results are analyzed, used to improve institutional effectiveness, and broadly communicated. (I.B.2, I.B.8, I.C.3, II.A.3)

Actions to Meet Identified in QFE Action Project 2 Goals 1 and 2

- Review and update outcome statements (PLOs, SLOs, SAOs, GELOs), curriculum maps, and course outlines of record
- Create a quality review process
- Develop a new assessment calendar
- Develop an Assessment Toolkit
Addressing College Recommendation 3

In order to meet Standard, the College should implement methods that allow the college to consistently examine and document patterns of learning and achievement within all programs, disaggregating data along the lines of standard demographic characteristics, mode of delivery, and other relevant sub-populations of students. (I.B.5, I.B.6)

Actions to Meet Identified in QFE Action Project 2 Goal 2

• Pilot eLumen
• Complete eLumen set up and reporting tools
• Develop and provide professional development materials and support
• Forums (Days of Dialogue)
Addressing College Recommendation 6

In order to meet Standard, the College should ensure programs are following the approved program review process in a timely manner, as identified by the College. Program reviews should utilize appropriate data to support assessment of student learning outcomes and identify continuous improvement actions. (II.A.3)

Actions to Meet Identified in QFE Action Project 2 Goal 3

- Implement a new Program Review-Assessment Cycle
- Use eLumen to implement the process
- Strengthen processes to promote, ensure, and document dialogue leading to program improvement
Addressing College Recommendation 8

In order to meet the Standards, the team recommends that the College review its evaluation process for all positions and ensure that all staff and faculty, including post-tenure faculty, are evaluated systematically and at stated intervals. Actions taken following evaluation are formal, timely, and documented. (III.A.5)

Actions to Meet

| Evaluations of Classified Staff | Evaluations of Faculty |
Questions
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.
Substantive Change Proposal
Los Angeles Valley College

Institutional Effectiveness and Student Success Committee
October 19, 2016
LAVC Description of Change

• 2010 request received approval for 43 Associate Degrees and 4 Certificates

• 2016 request seeks to add:
  – 34 additional Associate Degrees
  – 22 Associate Degrees for Transfer
  – 29 Certificates
Planning Process

- Virtual Valley Program Review
- Scheduling Process
- Shared Governance Process
  - CDEC
  - EPC
  - Academic Senate
  - Institutional Effectiveness Council
Resources

• 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.
• Dedicated help desk which is open 20 hours.
• Canvas provides direct support to students and faculty when the LAVC helpdesk is closed.
• DE Coordinator who handles the daily operations of the LMS.
• Two faculty members responsible for faculty training.
• Online technical support assistant who manages the helpdesk.
Eligibility Requirements

• 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.
Benefits to the Institution with Expansion of Program

• The number of students enrolling in online courses will increase.

• We expect to see more students graduating.

• LAVC will continue to offer services for online services.

• An increase in hybrid and online courses will allow for greater and more flexible use of limited campus facilities.

• Increased dialogue between faculty on effective teaching strategies.
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 ______

Responsible Report Preparers:
Jacquelyn Hams, Distance Education Coordinator
Deanna Heikkinen, Faculty Member
Laurie Nalepa, Dean of Academic Affairs
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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 reformating 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.
<table>
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</table>
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%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Online Enrollment</th>
<th>% of All Class Enrollments</th>
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<tbody>
<tr>
<td>2009</td>
<td>2,746</td>
<td>5.7%</td>
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<tr>
<td>2010</td>
<td>2,574</td>
<td>5.6%</td>
</tr>
<tr>
<td>2011</td>
<td>2,782</td>
<td>6.7%</td>
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<tr>
<td>2012</td>
<td>3,222</td>
<td>7.7%</td>
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<tr>
<td>2013</td>
<td>3,046</td>
<td>7.2%</td>
</tr>
<tr>
<td>2014</td>
<td>2,848</td>
<td>6.7%</td>
</tr>
<tr>
<td>2015</td>
<td>4,613</td>
<td>11.2%</td>
</tr>
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</table>

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.
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
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.
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).

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<th>Faculty Survey</th>
<th>Rate your satisfaction with the following services</th>
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<td>Very Satisfied</td>
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<tr>
<td>DE Coordinator</td>
<td>10.8 %</td>
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<tr>
<td>Online Technical Support Specialist</td>
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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 (CCCs) 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 CCCs 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-folio
- 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
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
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
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 Finding 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 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 “initiatives 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 of 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.